

GRAMMAR FOR WRITING

ELEMENTS *of* SUCCESS

with essential
Online Practice

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4

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1

Narrating and Describing



What happens is of little significance compared with the stories we tell ourselves about what happens. Events matter little; only stories of events affect us.

—RABIH ALAMEDDINE, NOVELIST
(1959–)

Talk about It What does the quotation above mean? Do you agree or disagree?

WARM-UP 3

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WARM-UP

A | Read the paragraphs and answer the questions with A or B.

1. Which paragraph primarily tells a story? ____
2. Which paragraph primarily describes something, without telling a story? ____

A

Cornelius Vanderbilt was born on Staten Island, New York in 1794. At the age of 16, he started a business as a boatman¹, repaying his parents for the cost of his boat within a year. In the early nineteenth century, Vanderbilt immediately saw the great advantage of steam power. During his long and active career, he built and owned more than 100 steamboats² and ships, and never lost one in an accident. In the 1860s, he turned his attention to railroads. According to various stories of Vanderbilt's career, all difficulties seemed to disappear at his magic touch. He had great willpower and a strong, healthy frame. Not surprisingly, he became a leader among men.

B

Yosemite National Park's 747,956 acres³ are home to hundreds of **wildlife** species and thousands of plants. Designated a World Heritage Site in 1984, Yosemite is **famous** for its **spectacular** rocks, countless⁴ waterfalls, clear streams, and giant sequoia trees. Two **wild** and beautiful rivers, the Tuolumne and Merced, begin in the park and flow west to the Central Valley. From about late May through October or November, visitors can make the **one-hour** drive up to Glacier Point. The views from Glacier Point and along the nearby Panorama Trail are **brehtaking**.

B | Answer these questions about the paragraphs above.

1. Which paragraph is primarily in the past? Why did the writer choose the past time frame?
2. Which paragraph is primarily in the present? Why did the writer choose the present time frame?
3. Circle the words and phrases in paragraph A that tell when something happened.
4. In paragraph B, underline the nouns (or noun phrases) that the **bold** adjectives or describing nouns describe.
 - a. Which of these adjectives or describing nouns come before the noun they describe?
 - b. Which adjectives come after the noun they describe?

¹ See page V-2 for the Vocabulary Endnotes for this unit.

1.1 Overview of Narration and Description

NARRATION

- A**
- 1 It **was** late on a sunny afternoon, I remember, after secretaries and students **had disappeared** from our building, that he **stuck** his head nervously through my open door. I **looked** up just as he **knocked**, and he **was** already **walking** quickly to my desk.
 - 2 When the lunch bell **rings**, the children **file** down the stairs into the dining hall. They **spend** 45 minutes eating lunch and talking at the long tables, until the bell **calls** them back to class. When afternoon classes **are finished**, they **are allowed** one hour of free time before dinner.
 - 3 Neither of us spoke [a] **during the meal** [b] **that night**. We split the check and drove back to the apartment. We were [c] **still** silent [d] **as we walked across the bridge to our apartment**. We decided to watch a couple of movies [e] **before going to bed**. [f] **After our third one**, I decided to go to bed.

Writers use **narration** to tell a story or describe a series of events, usually in chronological (time) order.

Many written narrations describe events that happened in the past and use primarily **past verb forms**, as in 1.

Some narrations describe events that occur regularly or are generally true. They use primarily **present verb forms**, as in 2.

Narrations often refer to time using:

- **prepositional phrases**, as in 3a and 3f
- **noun phrases** that function as adverbs, as in 3b
- **adverbs** or adverb phrases, as in 3c
- **adverb clauses**, as in 3d
- **reduced adverb clauses**, as in 3e

DESCRIPTION

- B**
- 4 We walked through the **city** market, passing tables covered with **fresh** flowers and **enormous** piles of **colorful** fruit.
adverb adjective adjective to- infinitive
 - 5 Some contracts **are extremely complex** and **difficult to interpret**.
adjective phrases
 - 6 Krista nodded to everyone but avoided conversation. **Anxious** [a] **to see Myrna**, she walked straight to the back room, where she found her asleep on a sofa. She gently tapped Myrna's shoulder, **worried** [b] **that a sudden movement would frighten her**. But Myrna was too deeply asleep to be **afraid** [c] **of anything**.

Writers use **description** to talk about how people, places, things, and/or ideas look, sound, or seem. Descriptive details make writing vivid and interesting.

One way to add descriptive details is with **adjectives** and **describing nouns**, as in 4, or **adjective phrases**, as in 5. An adjective phrase may contain one or more adjectives + other structures which add information to the adjective(s), as in 5.

We can use adjectives and adjective phrases before nouns, as in 4, or after **be** or other linking verbs, as in 5.

We can follow some **adjectives** with:

- **to- infinitive forms**, as in 6a
- **that clauses**, as in 6b
- **prepositional phrases**, as in 6c

GO ONLINE For more practice with present and past verb forms, go to the Online Practice.

1 | Noticing Narration and Description Read the story. Then answer the questions on page 5.

1.1 A-B

A Good Habit After All

My father is a man of routines and habits. Every morning he rises early and goes to the kitchen for an hour of coffee, news, and a crossword⁵. When the coffee is done, the news absorbed, and the crossword completed, he takes out his famous "to-do" list—a leather-bound calendar with a replaceable paper insert⁶—and reviews his tasks for the day. At the end of every year, he adds the insert to a drawer filled with years and years of them,

each one containing page after page of his careful lists—"Call insurance company, buy bread, clean the patio." Some items are crossed out. Items that are not crossed out appear on the following day, again and again until at last they are checked off.



Before Dad retired, the list-making took place at his office. I was unaware of it until one day I went to work with him for some reason that I can't remember now. I must have been about 13 years old. The first to arrive, we walked through the empty office to his desk at the back. He brought in a rolling chair for me to sit in, settled himself at his clean, uncluttered⁷ desk, and then pulled out the leather-bound book—identical to the one he uses now. "Today I'll begin with this," he said, indicating the top item, "because it's the first thing on the list." To my restless⁸ young mind, the office was like a prison and the to-do list was a sign of a depressing, overly controlled existence. I was certain that Dad's list represented everything I was determined to avoid as an adult—a life without spontaneity⁹ or freedom, a life lived according to plan.

But here it is some 30 years later, and every morning I'm at the table with my coffee, contemplating¹⁰ a list of the day's reminders¹¹ on my phone, just like Dad. My life doesn't feel too controlled or lacking in spontaneity. Time has taught me that the list is not a prison, but rather the opposite. All those obligations written down, organized, and waiting to be checked off give me control over my day. They free me from the anxiety that I may be forgetting something and give me the space I need to be creative and spontaneous. I have no doubt that, like Dad, I'll be making lists even when I have far fewer obligations to occupy me each day.

QUESTIONS

- In your own words, describe the writer's father. How did the narrator's view of him change over time?
- Which paragraph (1, 2, or 3) does *not* focus on narration? (It doesn't tell about a series of events.) ____
 - What is the purpose of this paragraph? _____
 - Is the paragraph mostly in present or past time? _____
- Which paragraph contains past narration? ____ Present narration? ____
- Find these adjectives in the story in Activity 1. Complete the chart. Then add a third adjective, describing noun, or adjective phrase.

Adjective (phrase) or describing noun	Paragraph	Noun or pronoun it describes	Is the adjective before or after the noun or pronoun? (Write <i>before</i> or <i>after</i> .)
famous	1		
creative	3		

- Find these adjectives in paragraph 2. What kind of structure follows them? Write *prepositional phrase*, *to- infinitive*, or *that clause*.
 - unaware _____
 - certain _____
 - determined _____
- The following words, phrases, and clauses from paragraph 1 refer to time. Label each one as an adverb (*A*), an adverb clause (*AC*), a noun phrase (*NP*), or a prepositional phrase (*PP*).
 - every morning _____
 - early _____
 - for an hour _____
 - when the coffee is done _____
 - until at last they are checked off _____

1.2 Narrating in Present and Past Time Frames

When we write, we often choose a particular time frame (usually the present or the past). Within each time frame, certain verb forms are common. The verbs in this chart represent some of the common choices we make in present and past time frames, both in active and in passive sentences.

PRESENT AND FUTURE TIME FRAMES

ACTIVE

A 1 She **begins** her day with coffee at home and then another cup on the way to work. After she **has spent** a couple of hours answering emails and working at her desk, she **heads** over to the break room to make a fresh pot. While she **is waiting** for the pot to fill, several co-workers usually **come** in, attracted by the smell of the coffee. If she **isn't** too busy, she **'ll stay** in the break room to chat while she **drinks** that third cup.

PASSIVE

2 In the best emergency-response systems, a caller's location **is** automatically **displayed** when he or she calls in. An operator determines the nature of the emergency and then contacts the closest appropriate service. Operators must be prepared to provide instructions to people who **have been injured** or are suffering from a huge variety of medical emergencies.

In present time frames, as in **1 – 2**, most of the verbs are usually in the **simple present**, which can describe habitual actions or general truths. We may also use:

- the **present perfect** to describe things that happened before the time of the story
- the **present progressive** to describe ongoing or changing states or situations
- the **future** with **will** or **be going to + main verb** to describe things that happen after the time of the story

Remember: In **active** sentences, the subject performs the action. Most sentences are active. In **passive** sentences, the subject receives the action. Writers often use the passive to focus on what happened rather than on who did something.

For more information on verb forms, see the Resources, pages R5–R8. For more information on passive and active sentences, see pages R12–R16.

PAST TIME FRAMES

ACTIVE

B 3 Many of the Irish who **entered** the United States at that time **had received** letters telling them that it **was becoming** more and more difficult to find land. But they **came** anyway, not realizing that their future **was going to lie** in the industrial cities.

PASSIVE

4 The police arrived and asked some brief questions. We **were** then **taken** to the Chippenham police station. There I **was questioned** about what I had seen, while my son **was being interviewed** in another room. I told them everything I knew. My son **was permitted** to leave, but I **was held** overnight at the police station. I **had** never **been arrested** before, and the experience was extremely frightening.

In past time frames, as in **3 – 4**, most of the verbs are usually in the **simple past**, which describes completed actions. We may also use:

- the **past perfect** to describe things that happened before the time of the story, often background information
- the **past progressive** to describe actions that were in progress at the time of the story
- **was / were + going to + verb** or **would + verb** to describe things occurring after the time of the story (a kind of future-in-the-past)



For more practice with verb forms and with passive and active sentences, go to the Online Practice.

2 | Noticing Verb Forms Check (✓) all of the different verb forms that you find in each passage. Underline one example of each form that you check. **1.2 A-B**

TIME FRAMES AND DIFFERENT TYPES OF NARRATION

1. They didn't see a single person as they ran through the tiny village, which consisted of¹² a pharmacy, a souvenir shop, and a butcher. They jogged back to the castle where they showered and changed. At 7:30 they went down to dinner and were seated at a table by a large window overlooking the garden. The rain had stopped, and the night was peaceful.

- simple past active
- simple past passive
- past perfect active
- past perfect passive
- past progressive active
- past progressive passive

2. I come in at about 4. I clock in¹³ and start setting up for the evening—you know, pull out the rugs, fill the sugar containers, cut some lemons—basically do everything that hasn't been done already. At 9:30 we open and the people start coming in. While I'm greeting them and showing them to their seats, the busser¹⁴ pours water and fills breadbaskets to take to the tables.

- simple present active
- simple present passive
- present perfect active
- present perfect passive
- present progressive active
- present progressive passive

3. The World Wide Web is used by so many people nowadays that it's hard to believe it didn't exist 30 years ago. Its inventor is an English computer scientist named Tim Berners-Lee. It was never surprising that Berners-Lee became a pioneer¹⁵ in computing. Before his birth, his parents had worked on the first commercially built computer, and Berners-Lee developed an interest in electronics at an early age. After he graduated from college with a degree in physics, he began working on software design. Eventually, he ended up at the European Organization for Nuclear Research (CERN). While he was working at CERN, Berners-Lee designed and built the World Wide Web. The first website was put online at CERN on August 6, 1991. Berners-Lee has been active in the development of the Web ever since.

- simple present active
- simple present passive
- present perfect active
- present perfect passive
- present progressive active
- present progressive passive
- simple past active
- simple past passive
- past perfect active
- past perfect passive
- past progressive active
- past progressive passive



Tim Berners-Lee

Think about It What type of narration is each of the passages above? Write the number of each passage next to the word that describes it. Explain your answer.

fiction ____

biography ____

spoken narration ____

3 | Using a Present Time Frame Choose a verb from the box to complete each sentence. Use present verb forms. (Different forms are possible.) You may not use all of the verbs. **1.2 A**

DESCRIBING ROUTINES

1. Ms. Tully is pleased with her new job, which provides health insurance, sick days, and paid vacations. She appreciates the Cooperative’s training program, which she says taught her not only how to identify many diseases but also what to do if a patient _____ *has* _____ a heart attack, stroke, or seizure¹⁶. For three years, she _____ Carolyn McNeil, a 44-year-old former nurse who suffered a stroke that paralyzed¹⁷ her right side. Ms. McNeil also has seizures. On a typical day, Ms. Tully _____ and cleans, and she feeds Ms. McNeil’s cat. She _____ to interpret Ms. McNeil’s gestures¹⁸ when she has a seizure.

- cook
- have
- learn
- take
- take care of

2. She is a single mother who _____ to make ends meet as a movie director, working mainly for Jordanian television. She _____ by her son’s teachers, who _____ that Omar is a troublemaker¹⁹, talking back to teachers and making rude comments in class. On a typical day, Omar _____ home early—the ride to school takes an hour and a half by bus—in order to have time to meet friends at a park near the school or to play basketball, which he _____. He arrives home late in the afternoon, and after he _____ dinner, has to help his mother around the house.

- call (often)
- complain
- eat
- leave
- love
- struggle
- take

3. As a newer lawyer she worked seven days a week, but in the past ten years she _____ to six. She usually _____ Saturdays off to spend with family and _____ into the office on Sundays. The work, while no longer new, _____ satisfying. “I _____ fortunate to be working where I can be proud of what I’m doing every day,” she _____. Saturdays _____ a time for reflection and relaxation, for sitting on the patio of her family’s home, near a pot of orange-red roses that belonged to her late grandmother.

- be
- cut back
- feel
- go
- remain
- say
- take

4. Every morning, Alberto _____ at 5:45 and _____ to the corner of Shallowford Road and Bufford Highway in Atlanta, Georgia where he often _____ several hours to be picked up for short-term jobs. Once a week, he walks three miles to a remittances²⁰ center to send his savings to his wife Isaura, who stayed behind in El Salvador with their four children. He _____ almost all of his wages to feed his family and educate his children. These remittances _____ Isaura to start a small street business selling pupusas (a type of stuffed tortilla) in front of a factory. She _____ able to begin working on her own immigration paperwork.

- allow
- be
- be (also)
- get up
- send
- wait
- walk

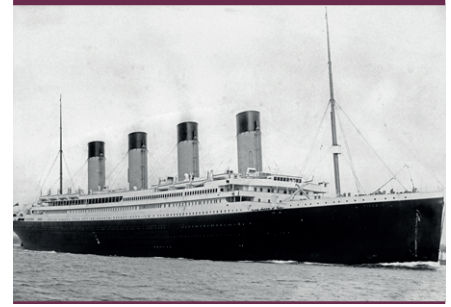
Think about It The passages above are written primarily in a present time frame, but three of them contain some past verb forms. Circle the past verb forms in these passages. Why did the writer choose the past for those verbs?

Think about It Look at the verbs you wrote above and compare answers with other students. Was more than one verb form possible in some sentences? What other form could you have used?

4 | Using a Past Time Frame Underline the correct form of the verbs in parentheses. 1.2 B

HISTORICAL EVENTS

1. That morning the *Titanic's* wireless operator (received / was receiving) an ice warning from the *Caronia* at 9 a.m. This was the first of eight warnings regarding ice that the *Titanic* would receive that day; all along the North Atlantic shipping lanes, ships (were encountering / encounter) a large belt of ice. This was not surprising news, for it (is / had been) a bad season for ice in the North Atlantic. A warm winter (had caused / has caused) numerous icebergs to break off from the coast of Greenland. Only a few days earlier, a collision with ice (had knocked / was knocking) two holes in the steamer²¹ *Niagara*, but the ship had managed to reach New York.
2. The *Paquet Real* arrived at Capetown in 1818 with 171 slaves on board. The journey should have taken only about 60 days, but it took 71. By the time the ship (has reached / reached) Capetown, she* (ran / had run) out of food, and (has been / had been) damaged by storms. The ship's arrival (was / had been) a problem for the British authorities, then in command of the Cape. Britain (had outlawed²² / was outlawing) the slave trade in 1808, and Britain's colonies²³ were not allowed to give assistance to slavers.
3. Families began moving into Jefferson County after the territory (was opened / has opened) for settlement²⁴ in 1819. By 1825 hundreds of people (had taken / have taken) advantage of government-owned lands good for growing cotton. They were part of the land rush²⁵ that rapidly (filled / has filled) the Red Hills region, which lies on the border of Georgia and Florida.
4. In 1805, Lewis and Clark and the Nez Perce Indians (met / were meeting) near the lower Snake River. This encounter was the beginning of a steady wave of non-Native immigrants entering Nez Perce territory in search of both land and riches. By 1813 the Nez Perce (have traded / were trading) furs with the North West Company on the upper Columbia River.



the *Titanic*

*Ships, and sometimes other vehicles, are often referred to as *she*.

Think about It The passages above are written primarily in a past time frame, but the third passage contains one present verb form. Circle that verb. Why did the writer choose this form?

5 | Usage Note: The Habitual Past with *Used to* and *Would* Read the note. Then do Activities 6 and 7.

We can use **used to** + the **base form of a verb** or **would** + the **base form of a verb** to emphasize that past actions were habitual.

- 1 We **used to meet** in the park on Sundays.
- 2 Charles **used to be** a good friend of mine.
- 3 She **used to take** the train to Oxford on her days off. She **would walk** the streets to discover the town. At noon she **would get** herself a sandwich and a cup of coffee. Then she **would visit** one of the libraries, and from there she **would go** to one of the parks if the weather was good.

Used to + the **base form of a verb** can describe habitual past actions, as in 1. It can also describe habitual states that are no longer true, as in 2.

Would + the **base form of a verb** can describe habitual past actions. Before using *would*, it is necessary to establish the past time frame. In 3, the first verb, *used to take*, makes the past time frame of the paragraph clear. The verb forms with *would* then describe the specific actions that took place.

WARNING! *Would* is not usually used to describe past states.

X When I was a child, we **would have** a small yellow car.

WARNING! The habitual past is not the only way we use *would* for describing the past.

- 4 Every morning, my father would go out early to take care of the animals. (habitual past)
- 5 He woke up early, knowing that the animals would be hungry. (future in the past)

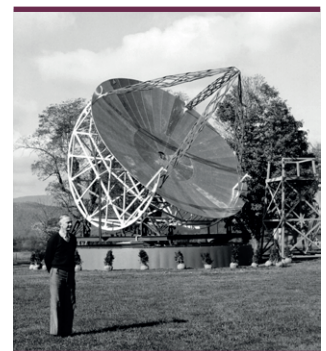
6 | Noticing the Habitual Past Underline *would* + the main verb used for the habitual past. Circle the verb that first establishes the time frame for each passage. **1.2 B**

WOULD IN PAST NARRATIVES

1. The students participating in the study attended the Tutoring Center twice a week. The tutors would go through each homework problem with the students and make sure that they understood the whole procedure.
2. On spring break, the girls got up early every morning to run on the beach. Carol would run for an hour or so, and when she got back, she and her friends would lie on the beach all day. Carol never ate breakfast and ate very little for lunch. For dinner, they went out to eat at a different restaurant every night, but she would always order a salad and eat half of it, at most. She didn't think that her eating behavior was unusual, and her friends never commented on it. Later she would realize that she had developed an eating disorder²⁶.
3. My discovery about Cathy came as an accident. She normally complained that reading was boring as I was helping her to pick a new book to read. I would suggest a book and Cathy would reject it. One day I suggested *Little Women* and told her a little bit about the book. After that, she came into class each day and asked, "Can we just read today?" When a half hour had passed, I would ask the students if they were ready to stop reading. After we started *Little Women*, Cathy would always beg to keep reading. Even though this change in attitude toward reading appeared to be an accident with Cathy, I have seen similar reading breakthroughs in several other students.
4. Our usual procedure for catching the rats was to place traps at the tunnel openings and then dig into the mound²⁷, capturing the animals as they raced away in panic. We would follow a tunnel from the central part of the mound to the trap we had placed at the exit. As each tunnel was opened and cleared, we would move on to the next.
5. Bethe started reading at the age of four and began writing in capital letters at about the same age. Very soon after mastering the art of handwriting, he began filling large numbers of little booklets with stories. His mode of writing was distinctive²⁸: he would write one line from left to right and the next line from right to left.
6. With \$2,000 of his own hard-earned wages and no helper, Grote Reber built a bowl-shaped antenna 31 feet in diameter²⁹ in his backyard in the suburbs. For nearly a decade he listened for and tracked radio signals from outer space, rushing home each night from his job in Chicago, 30 miles away. Upon reaching his home in the evening he would sleep for a few hours. Then he would awaken and become a backyard radio astronomer³⁰ from midnight to 6 a.m. Eventually his work would become well known and the new field of radio astronomy would be born.

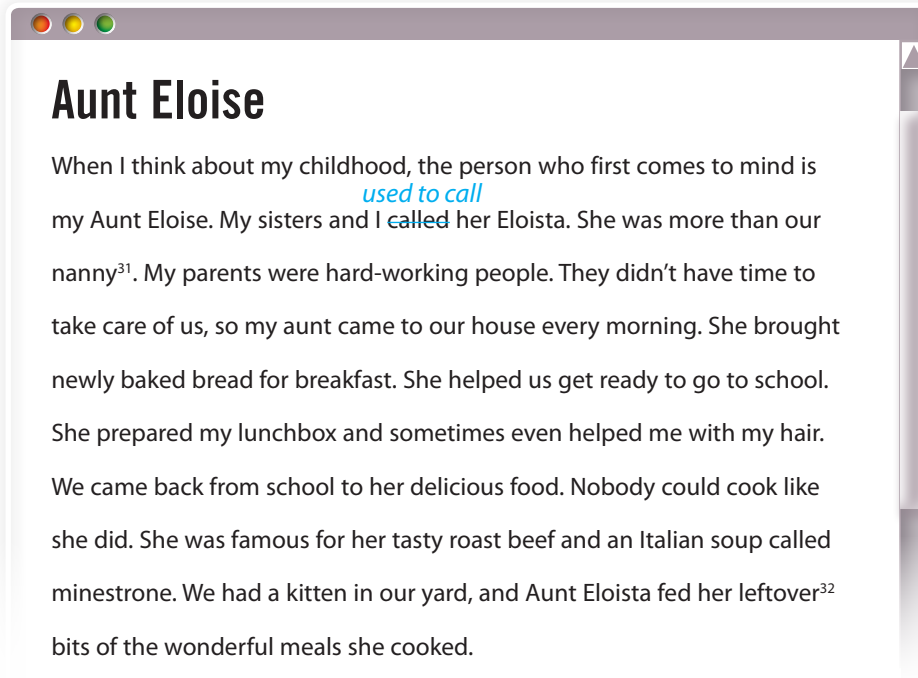
RESEARCH SAYS...

In writing, *would* for the habitual past is far more common than *used to*.



Think about It In the narratives above, which examples of *would* + the base form of a verb are not used for the habitual past?

7 | Using the Habitual Past Edit this blog entry by changing some of the simple past forms to the habitual past. Use your judgment to decide when to emphasize the habitual past. (Different answers are possible.) **1.2 B**



Think about It Which simple past verbs in the paragraph above cannot be changed to *would* + the base form of a verb? Why?

8 | Usage Note: The Historical Present Read the note. Then do Activity 9.

Writers sometimes use present verb forms to narrate past events. We call this use the **historical present**. The historical present is often used to make a story from the past seem more immediate and exciting.

It's past noon by the time he **enters** the city, exhausted and hungry. His feet **are aching** from the long walk. The sun **has burned** off the early morning fog, and as he **wanders** around in the fine, 60-degree weather, Brick **is** happy to discover that the place **has not changed**. He **will not regret** this journey.

9 | Noticing the Historical Present Underline the present verb forms in this excerpt. **1.2 A**

From Fiction

They walked in silence. Cale looked up at the sky. The stars were beginning to appear overhead and the moon was climbing. He thought it was about 9:00. After an hour had passed, he stopped and found a rock to sit on near the side of the road. As David looked for his own place to rest, he finally spoke: "So you won't believe what happened today."

Cale didn't respond. He had been expecting this.

"I saw Matthew. About 10:00 this morning, he just knocks on my door. So what can I do? I invite him in. He tells me about the work that he's been doing lately. As if nothing has changed. The whole time I'm thinking, 'Why are you here?'"

F Y I

The historical present is generally considered informal and is most common in fiction and conversation.

Think about It The passage in Activity 9 contains two narrations, one in the past and one in the present. Why do you think the writer changed to present narration?

Think about It Find the future verb form in the story in Activity 9. Why did the writer use this form?

10 | Using Verb Forms Read this short excerpt from *The Kite Runner*, a novel by Khaled Hosseini. Complete the sentences with the correct form of the verb in parentheses. **1.2 A-B**

The Kite Runner* (excerpt 1)

by Khaled Hosseini

The next morning, as he brewed³³ black tea for breakfast, Hassan told me he _____ a dream. “We were at Ghargha Lake, you, me, Father, Agha sahib, Rahim Khan, and thousands of other people,” he said. “It was warm and sunny, and the lake _____ clear like a mirror. But no one was swimming because they said a monster had come to the lake. It _____ at the bottom, waiting.”

He poured me a cup and _____ sugar, blew on it a few times. Put it before me. “So everyone is scared to get in the water, and suddenly you kick off your shoes, Amir agha, and _____ your shirt. ‘There’s no monster,’ you say. ‘I _____ you all.’ And before anyone can stop you, you _____ into the water, start swimming away. I follow you in and we’re both swimming.”

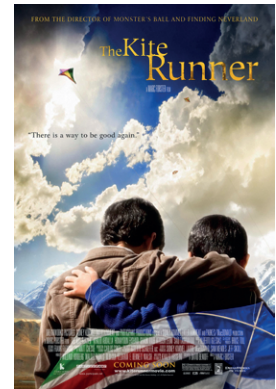
“But you can’t swim.”

Hassan laughed. “It’s a dream, Amir agha, you can do anything. Anyway, everyone is screaming, ‘Get out! Get out!’ But we just swim in the cold water. We make it way out to the middle of the lake and we stop swimming. We _____ toward the shore and wave to the people. They _____ small like ants, but we can hear them clapping. They see now. There is no monster, just water. They change the name of the lake after that, and _____ it the ‘Lake of Amir and Hassan, Sultans of Kabul,’ and we get to charge people money for swimming in it.”

“So what does it mean?” I said.

He coated my naan³⁴ with marmalade³⁵, and _____ it on a plate. “I don’t know. I _____ you could tell me.”

*In *The Kite Runner*, Khaled Hosseini tells the story of a privileged young boy named Amir growing up in Afghanistan during a time of political turmoil. You will read a second excerpt from *The Kite Runner* on page 20.



Think about It In the excerpt above, where does the writer change to the historical present? Why?

1.3 Time Adverbials

A

- 1 They **now** had tools that they had **never** had **before**.
- 2 The disease **almost always** appeared **quite early** in life.
- 3 Participants were asked how often they had behaved **a certain way** during the previous week.
- 4 The lights were out **all night**, but the power was restored **the following day**.
- 5 Students had brought up this topic **on several other occasions**.
- 6 She hurried off, returning **in a few moments** with a glass of water.

In a narration, writers often use **adverbials** to signal time relationships. Time adverbials can tell us *when*, *how often*, or *for how long*.

Time adverbials can be:

- adverbs or adverb phrases, as in **1** and **2**
- noun phrases functioning as adverbials, as in **3** and **4**
- prepositional phrases, as in **5** and **6**
- adverb clauses (discussed in Chart 1.4)

For more information on adverbials, see the Resources, pages R-33 and R-36.


B

- 7 We showed them four pictures, three of which they recognized **almost immediately**.
- 8 The rare cactus was seen in 1938, **then** lost from view, and **later** rediscovered in 1947.
- 9 The public's knowledge of health information has increased **since that time**.
- 10 **Several years after the tornado**, many of the buildings were still under construction.

Adverbs and adverb phrases can appear in many different places in a sentence, including after a verb, as in **7**, and before a verb, as in **8**.

Longer adverbials usually appear at the end of a main clause, as in **9**.

Writers sometimes place time adverbials before a main clause, as in **10**. In this case, the adverbial is normally followed by a comma.

 **GO ONLINE** For more practice with adverbs and adverbials, go to the Online Practice.

11 | Noticing Time Adverbials Underline the time adverbials in each passage. 1.3 A

AROUND THE WORLD

1. For much of post-colonial history, Mayan communities have been encouraged to give up their traditions. Now, however, Mayan culture has been given a rebirth³⁶ in this region of Mexico.
2. Jadav Payeng has been planting trees in northeastern India for the past three decades. His efforts have already resulted in an impressive forest.
3. Three large elephants approached our vehicle and stopped less than 12 feet away. Unfortunately, during this time I was too afraid to take a picture, convinced that if the elephants heard the click of my camera, they would run away. I regretted not having captured the scene for hours afterward.
4. On the morning of June 8, 1924, George Mallory and Andrew Irvine started up the summit³⁷ of Mount Everest. They were last seen alive at 12:50 p.m. by their companion Noel Odell, who saw them momentarily³⁸ through the clouds that had gathered on the mountain. No one knows what happened after that. Mallory's body and some of his gear were finally located in 1999, but his camera was never found, so whether he reached the summit or not is still unknown.
5. There's no better place to be on a warm August night in Helsinki. We did our best to try as many different foods as we could, but it was difficult with only one day at the festival. The reality is that to sample all of the good food there, you really need to arrive at the festival on day 1 and stay for all three days.
6. We left the city first thing in the morning and pulled into our camp just after sunset. We dropped off our bags and immediately jumped into a small motorboat to look along the riverbanks for wildlife.
7. I had high expectations of the food in Ethiopia. Years ago, I was fortunate enough to be introduced to Ethiopian food in Washington, D.C. The flavors and communal³⁹ style of eating were like nothing I had experienced before.

F Y I

Putting a time adverbial before the main clause helps the reader understand the time frame of the actions that follow.

Think about It Label each time adverbial you underlined in Activity 11 as an adverb (A), a noun phrase (NP), or a prepositional phrase (PP).

12 | Using Time Adverbials Choose four or more time adverbials from the box to add to each passage. (Different answers are possible.) **1.3 A-B**

IMPORTANT TEACHERS

Georgia Landon

again	eventually	in my first year of high school	often
always	frequently	in the years that followed	

The teacher who made the greatest difference in my life was Georgia Landon. She taught in my first year of high school the beginning algebra class. I had hated math and considered myself bad at it. Just hearing the word *algebra* scared me, but Ms. Landon had a way of making the mysterious subject funny and non-threatening. She gave the people in the word problems silly names, and she told jokes that young people could relate to⁴⁰. Her classroom was filled with the sound of laughter. But her wonderful sense of humor wasn't even her best quality. Even more importantly, Ms. Landon was organized, patient, and kind. She explained everything so clearly and wrote so neatly on the board that I lost my fear, and algebra became quite easy for me. And for the students who struggled more, she found ways to explain and explain without boring the rest of us. I took as many classes from Ms. Landon as I could. You don't meet teachers, or other people, with that combination of intelligence, humor, and kindness.

Anne Sullivan

around seven years later	as a baby	at 18 years old	in 1880
until Anne's death in 1936	at first	from that moment on	

Helen Keller was born. She suffered an illness that left her unable to see, hear, or speak. Anne Sullivan began working with Helen, teaching her language by using her fingers to spell words into Helen's hand. The method wasn't successful, but one day Helen made the connection between the water that was flowing over her hand and the word *water* being spelled into her palm⁴¹. She began to acquire language at a rapid pace. Helen entered a school to prepare for college, and Anne Sullivan stayed by her side, reading the books Helen needed to study and spelling the information into Helen's hand. Teacher and student stayed together. Helen lived to be 80 years old. She wrote many books and became famous, and Anne Sullivan was remembered as one of history's great teachers.



Helen Keller and Anne Sullivan

Think about It Compare your sentences in Activity 12 with a partner. If you made different choices, do they both make sense? Could you place the adverbials you chose in a different part of the sentence?

Talk about It Tell your partner about an important teacher in your life. Listen to your partner speak, and write down any time adverbials you hear.

Write about It Write a short paragraph about an important teacher in your life. Use two different types of time adverbials. See Activity 12, passage 1 for an example.

1.4 Adverb Clauses and Reduced Adverb Clauses of Time

Along with other kinds of adverbials, we can use **adverb clauses**, as in **1 – 2**, to signal time relationships in narration. Each adverb clause begins with a **subordinator**.

We usually place the adverb clause after the main clause, as in **1**. Writers sometimes put the adverb clause before the main clause, as in **2**. We usually use a comma (,) after an adverb clause that comes before a main clause.

- 1** All students' papers were photocopied **before they were graded by the course teaching assistant.**
- 2** **By the time the war ended,** average salaries had dropped by more than half. Returning soldiers found that they were unable to support their families.

Time clauses at the beginning of a sentence often introduce a time frame or a change in time (such as from general to specific). This placement helps establish the time frame for the sentences that follow.

COMMON TIME SUBORDINATORS					
as	after	every time	before	until	(ever) since
just as	as soon as	whenever	by the time		
when	(just / right / immediately) after				
while	once				

For more information on adverb clauses of time, see the Resources, page R-38.

COMPARE

- 3a** Some of the workers have not had a job **since they left the factory.** (adverb clause with subject they)
- 3b** Some of the workers have not had a job **since leaving the factory.** (reduced adverb clause)
- 4a** **While he was looking for a way to reduce the use of chemicals on fruit trees,** Glenn developed a new way to protect against insects.
- 4b** **While looking for a way to reduce the use of chemicals on fruit trees,** Glenn developed a new way to protect against insects.
- 5a** William Herschel was an eighteenth-century musician who became an astronomer for Britain's King George III **after he discovered the planet Uranus.**
- 5b** William Herschel was an eighteenth-century musician who became an astronomer for Britain's King George III **after discovering the planet Uranus.**
- 6a** **After he was hired,** he put in long, 15-hour days.
- 6b** **After being hired,** he put in long, 15-hour days.
- 7 X** After working hard all day, the sofa is very comfortable. (The sofa didn't work hard all day.)

We can **reduce adverb clauses of time** when the **subject** of the main clause and the subject of the adverb clause are the same, as in **3a – 3b**.

There are a few ways to reduce an adverb clause:

- When the adverb clause has a form of *be*, drop the subject and *be*, as in **4b**.
- When the adverb clause has a verb other than *be*, drop the subject plus any helping verbs and change the main verb to its *-ing* form, as in **3b** and **5b**.
- When the adverb clause is passive, drop the subject and change the form of *be* to *being*, as in **6b**.

We can reduce adverb clauses of time with these subordinators:

after before when while (ever) since until

WARNING! The subject of the reduced clause should be the same as the subject of the main clause. (Notice the error in **7**.)

For more information on reduced adverb clauses, see the Resources, page R-40.

13 | Noticing Adverb Clauses of Time Circle the subordinators in each passage and underline the adverb clauses and reduced adverb clauses of time. **1.4 A-B**

DESCRIBING ACTION

1. After we hooked the fish, I jumped in and searched for clues as to why it was there in the first place. Sure enough, when I dove down in the area where the fish was hooked, I saw a school of them swimming around a line of algae⁴².
2. Several passengers and crew members jumped into the cold water and swam to shore while others climbed on ropes to the rocks below. Nareen Faulel, from South Africa, ran to the top of the ship and hurried into a lifeboat⁴³, but as the ship tilted⁴⁴ to its side, the lifeboat was suspended⁴⁵ for nearly 45 minutes in midair.
3. He has been trying out new things since leaving his native Wales to find a teaching job in London in 1938. He ended up in the Territorial Army and eventually became an officer. After retiring from the Army in his late 60s, he and his wife Aileen traveled extensively. In his 80s, he decided to learn about computers.
4. Olya came to Moscow when she was 17 to study for a year at the city's main construction trade institute and then began working at various building sites for the state. After lifting boxes and plastering⁴⁶ walls all day, she searches the stores for affordable children's clothes. For the last six months she has been looking for a jacket for her youngest daughter.
5. Now, most of the men were relaxing in the warm sunshine with a glass of lemonade at hand. Several were fishing for that night's supper, but most simply sat and had a laugh with the other sailors. Jess had even brought out his guitar and was playing a simple tune while the girls, with their sleeves rolled up and their hair tied back, scrubbed⁴⁷ the deck dutifully.

F Y I

Adverb clauses that begin sentences sometimes refer to information in the previous sentence. This makes the writing more cohesive.

He wasn't answering his phone. **After calling his number all day**, I finally decided to get in touch with his brother.

Think about It Discuss these questions with a partner.

1. Which adverb clauses and reduced adverb clauses above come after the main clause? Which come before?
2. Which adverb clauses are reduced?

Write about It Rewrite the reduced adverb clauses you identified above as full adverb clauses.

Write about It Choose ten of the time subordinators from Chart 1.4. Use each one in a sentence about something you did in the past. Share your sentences with a partner.

1. *As soon as I arrived in Rio, I began looking for an apartment in my old neighborhood.*

14 | Using Reduced Adverb Clauses of Time Underline the adverb clauses of time. Rewrite them as reduced adverb clauses. **1.4 B**

BIOGRAPHIES

1. Lam was attracted to modernism⁴⁸, and after he discovered Matisse and Picasso, he began to experiment with geometrical forms.
2. Filling empty days while he was waiting for responses to job applications, Shaw bought a ticket to the British Museum and spent most weekdays at a desk in the reading room.
3. Miyazaki worked in animation for over 15 years before he directed his first big film.
4. Clifton was active in the wider world of science, but he had published only one scientific article since he had arrived at Oxford.
5. Smith returned to New York City in 1880 and worked as a maid⁴⁹ until she met her husband in 1885.
6. While she was working as a nurse at a military hospital in Texas, McKenzie discovered her interest in psychology.
7. Doctors released Mandela after they examined him and found that there was nothing seriously wrong with him.
8. Wilgus taught at Mount Vernon College in the late 1960s and early 1970s and then worked for the Montgomery County school system until she retired in 1981.
9. Since he joined the university faculty⁵⁰, Cohen has authored⁵¹ or co-authored over 120 papers.
10. A few days before she went to Mono Lake, Wolfe met with a journalist to discuss her work.



Hayao Miyazaki

1.5 Adverbial -ing Clauses

A

1 Arriving in Guadeloupe during the economic downturn of the mid-1990s, Leslie was never able to find work for more than a few days per week.
(Leslie arrived in Guadeloupe. Leslie could not easily find work.)

2 Researchers set up an experiment, creating and placing their own stone tools in the wet ground.
(Researchers set up an experiment. These researchers created the stone tools.)

Sometimes we use reduced **adverbial -ing clauses** without a subordinator. They can come before the main clause, as in **1**, or after the main clause, as in **2**. As with reduced adverb clauses, the implied **subject** of a reduced adverbial -ing clause should be the same as the subject of the main clause.

These -ing clauses add detail to sentences. They generally refer to an action that occurred around the same time as or before the action in the main clause. They are often clauses of time or reason.

These clauses are normally separated from main clauses with a comma.

GRAMMAR TERM: Reduced adverbial -ing clauses without a subordinator are also called **adverbial participles**.

B

3 Having traveled extensively, she bases her books on geographical fact and the customs of the people about whom she writes.
(She has traveled extensively. Now she writes books.)

4 Having been diagnosed with mental illness, she was placed in an institution.
(She had been diagnosed with mental illness. As a result, she was placed in an institution.)

Sometimes -ing clauses use **having** + a **past participle**, as in **3**. These clauses describe an action that was completed before the action in the main clause. They can be used in a present time frame, as in **3**, or in a past time frame, as in **4**.

These clauses can also be passive, using **having** + **been** + a **past participle**, as in **4**.

15 | Noticing Adverbial -ing Clauses Underline the adverbial *-ing* clauses in each passage. **1.5 A-B**

ADDING DETAILS

1. Lamar also helped organize the first Agricultural Fair in 1855 and served as a committee member in subsequent years. In 1855, he took another shot at politics, running for the state legislature on the American Party ticket.
2. Caton was denied entry to Mexico and kept under guard for more than two months until he was sent back to Jamaica. Believing that he would never be able to accomplish his mission, he returned to England permanently in January 1740.
3. Within a week, Feldman called to offer me the position as teacher associate. Having written virtually nothing beyond college term papers, I questioned his wisdom in selecting me for the position, but I agreed to join the project, and in the summer of 1966, I traveled to Dartmouth to do so. Showing great confidence, I arranged a one-year leave of absence from my school district, put my furniture in storage, and headed for an adventure in the New Social Studies.
4. In Boston, prisoner-soldiers permitted to work on area farms sometimes chose not to return to their camp, preferring to live on the farms. Some of them married farmers' daughters. Others made their way to British-occupied New York, where they rejoined the British Army. Many escapees wandered the countryside, looking for work.
5. We were up before daylight on the 2nd of July and everything we needed was packed up to go. Every man had written his last letter home and was anxiously awaiting the start to the train, which was to carry us to Port Tampa. Half an hour's ride brought us to our transport. The next morning we started, having been delayed several hours by a break in the machinery.

Think about It Answer these questions about the passages above.

1. Which of the underlined clauses describe action(s) that happened around the same time as the action in the main clause?
2. Which describe action(s) that were completed before the action in the main clause?
3. What is the subject of each *-ing* clause?
4. Which of the *-ing* clauses express a time relationship? Which provide a reason?

16 | Using Adverbial -ing Clauses Choose an *-ing* clause from the box to add to each passage. (Different answers are possible.) **1.5 A**

FROM FICTION

1. As she held the child with one hand and reached for her suitcase from the carousel⁵² with the other, someone said, "Please, allow me." The warm voice belonged to the man standing next to her. Kate turned toward the voice. The man smiled, reaching for the bag. She inspected⁵³ the suitcase briefly and saw that it was not hers.

- arriving home
- calling to ask about the schedule
- holding his homework under his chin
- ignoring the applause as he took his seat at the grand piano
- reaching for the bag
- realizing that she'd forgotten to reset her alarm
- seeing the direction of Carl's attention
- seeming eager to have our visit over and done with
- turning left and right many times
- waking to a nice, warm afternoon

2. My mom and I went to Disney World for spring break. The first night, we used GPS to get directions from our hotel to an Italian restaurant. We followed the directions for about 20 minutes before arriving at the restaurant.

3. She quickly changed clothes and then made herself some tea.
4. He took advantage of the light and spent an hour at his easel⁵⁴. Then he ate half a chicken sandwich, took a hot shower, and left for the station.
5. Dylan pulled the door open and stepped into the empty apartment. He had been alone a lot since his parents got divorced.
6. He was watching a large bird that was picking at the ground behind her as it searched for insects among the fallen leaves. She waved an arm to shoo⁵⁵ the bird away. "Look at me," she said.
7. As he ended the first call, his other line clicked. It was Remy, one of the producers, he was sure.
8. At last the house lights dimmed⁵⁶. The audience fell silent. A tall man strode⁵⁷ across the stage.
9. Fran took us to the kitchen table. She'd lost weight. Her hair had thinned and her brown eyes looked dull and lifeless.
10. She glanced⁵⁸ at the clock and groaned. She pulled herself up and sat for a moment with her feet resting on the cold floor.

RESEARCH SAYS...

Adverbial *-ing* clauses are far more common in descriptive writing than in other kinds of writing, and they are very rare in speaking.



Think about It Answer these questions about the passages in Activity 16.

1. What do you think the time relationship is between each main clause and the *-ing* clause you added?
2. Underline the additional adverb clauses of time in Activity 16. Circle the other time adverbials.

Write about It Add an adverbial *-ing* clause to the beginning of two of these sentences and to the end of the other two. Then share your work with a partner.

1. I opened the door slowly
I opened the door slowly, hoping that the room was empty.
2. I walked into the classroom
3. I answered the phone
4. I closed my eyes

17 | Using Adverbial *Having* + Past Participle Clauses Combine the sentences, changing the sentence in parentheses to an adverbial *having* + past participle clause. **1.5 B**

SENTENCES FROM HISTORICAL NARRATIVES

1. (They had come from rocky, barren⁵⁹ areas.) The newcomers highly prized the fertile⁶⁰ soil of their new home.
Having come from rocky, barren areas, the newcomers highly prized the fertile soil of their new home.
2. (It had just negotiated⁶¹ a peace treaty⁶² in the war against the French and Spanish.) The British government decided to reduce its forces in North America.
3. (It had controlled inflation and reduced its debt.) Brazil weathered⁶³ the 2008 financial crisis better than most countries did.
4. Between the censuses⁶⁴ of 1980 and 1991, the population of Belize increased by 44,000 (30.3 percent). (It had grown at an average annual rate of 2.4 percent.)
5. (He had worked as an oil ministry⁶⁵ official in London from 1980 to 1985.) He had valuable experience with energy policy.

6. The traditional clothing designs were known to extend back through generations. (They had been worn by the grandmothers and great-grandmothers of the women in the village.)
7. (They had spent some 50 percent of government revenue⁶⁶ on the war effort for four full years.) The major European nations were left with gigantic debts.
8. (She had just won the battle for women's suffrage⁶⁷ in New York.) Whitehouse was ready to accept a new challenge.
9. (It had been cleaned before its journey.) The sculpture glowed⁶⁸ under the lights.
10. The majority of the Anishinaabe people were left impoverished⁶⁹. (They had lost access to their land and resources.)
11. (It has driven the economy into the ground.) The government desperately needs foreign investment, loans, and aid⁷⁰.

Think about It Which of the adverbial clauses you wrote in Activity 17 are passive?

18 | Reading Read another excerpt from *The Kite Runner*. Then do the tasks below and on page 21.

The Kite Runner* (excerpt 2)

by Khaled Hosseini

By three o'clock that afternoon, tufts⁷¹ of clouds had drifted⁷² in and the sun had slipped behind them. Shadows started to lengthen. The spectators on the roofs bundled up⁷³ in scarves and thick coats. We were down to a half dozen and I was still flying. My legs ached and my neck was stiff. But with each defeated kite, hope grew in my heart. My eyes kept returning to a blue kite that had been wreaking havoc⁷⁴ for the last hour.

"How many has he cut?" I asked.

"I counted eleven," Hassan said.

"Do you know whose it might be?"

Hassan clucked⁷⁵ his tongue and tipped his chin. That was a trademark⁷⁶ Hassan gesture, meant he had no idea. The blue kite sliced a purple one and swept twice in big loops. Ten minutes later, he'd cut another two, sending hordes⁷⁷ of kite runners racing after them.

After another thirty minutes, only four kites remained. And I was still flying. It seemed I could hardly make a wrong move, as if every gust⁷⁸ of wind blew in my favor. I'd never felt so in command, so lucky. It felt intoxicating⁷⁹. I didn't dare look up to the roof. Didn't dare take my eyes off the sky. I had to concentrate, play it smart. Another fifteen minutes and what had seemed like a laughable dream that morning had suddenly become reality: It was just me and the other guy. The blue kite.

The tension in the air was as taut⁸⁰ as the glass string I was tugging⁸¹ with my bloody hands. People were stomping their feet, clapping, whistling, chanting, "Boboresh! Boboresh!" Cut him! Cut him! I wondered if Baba's voice was one of them. Music blasted⁸². The smell of steamed mantu⁸³ and fried pakora⁸⁴ drifted from rooftops and open doors.

But all I heard—all I willed myself to hear—was the thudding⁸⁵ of blood in my head. All I saw was the blue kite. All I smelled was victory.

*In this part of the story, Amir describes a kite-flying competition that was an important event in his childhood.



Talk about It Does Amir think he's going to win or lose the competition? What words in the excerpt above describe how he is feeling? Discuss your ideas with your classmates.

Think about It Answer these questions about the story on page 20.

1. The story has a past time frame, and most of the verbs are in the simple past. Find an example of the past perfect and the past continuous. Why did the writer choose those forms rather than the simple past?
2. Underline the time adverbials in the story.

WRITING ASSIGNMENT I

Follow steps A–D to write a short narrative about an experience or event you learned from.

A | Planning Follow these steps to plan your narrative.

1. List three important experiences, or events in your life. They can be events that you observed or events that you participated in. Then think about why each event is important. For example, what did you learn from it? Or how did it affect your future actions and decisions? Add this information to your list.
 - *meeting cousins (learned to appreciate my circumstances)*
 - *singing contest (learned that effort was rewarding)*
 - *car breaking down (learned that I still needed help)*
2. Discuss your experiences with a partner. Ask your partner for details about what happened and why it was important. Add details to your list.

B | Writing Choose one of the items from your list. Write a paragraph about your chosen experience. Explain what happened and what you learned. Include at least one full adverb clause or reduced adverb clause of time.

When I got my first car, it felt like a ticket to freedom and adulthood. I loved to go for long drives by myself. So when I woke up on an unusually bright and beautiful New Year's Day not long after I got the car, it seemed like a great idea to go for a drive. I took the highway to the coast and drove north, enjoying the sunny day and the empty road. Suddenly I heard a terrible knocking sound, and the engine died. I pulled over to the side of the road and soon discovered there was no phone service. So I locked the car and started walking. Two hours later, I reached a small town and was able to use a phone in a restaurant. I had to wait three hours for my father to pick me up and deal with the tow truck⁸⁶ because I had no money and no idea who to call or what to do. That day I discovered that I wasn't quite as adult as I thought I was.

C | Peer Reviewing Share your writing with a partner. Answer these questions about your partner's story.

1. What time frames does the paragraph have? Do the verb choices fit the chosen time frame(s)?
2. Can you easily follow the order of events? Should your partner add any adverbials to make the order clearer?
3. Do you understand why the experience was important or what your partner learned from it? Should anything be added or removed to make this clearer?

D | Revising Follow these steps to revise your paragraph.

1. Using your partner's feedback, rewrite your paragraph.
2. Check your writing for mistakes and clarity. Underline the verbs and check the verb forms. Did you use at least one full adverb clause or reduced adverb clause of time? Make any final corrections necessary.

1.6 Adjectives and Adjective Complements

ADJECTIVES AND DESCRIBING NOUNS

1 The **long-term** savings from the **budget** cuts were substantial.

2 Anabel looked **exhausted** after the long race.

ADJECTIVE + ADJECTIVE COMPLEMENT

3 The doctors were **unaware** of the medicine their patients were taking. (prepositional phrase)

4 The students were **happy** to have an extra day of vacation. (to- infinitive clause)

5 Tom felt **sure** that the project would not succeed. (that clause)

One way that writers add descriptive detail is by using **adjectives** and **describing nouns** before a noun, as in **1**, or **adjectives** after a linking verb (*seem, look, be, feel, etc.*), as in **2 – 5**.

Sometimes we add even more detail to adjectives with:

- prepositional phrases, as in **3**
- to- infinitive clauses*, as in **4**
- that clauses (noun clauses), as in **5**

GRAMMAR TERM: The words that add detail after adjectives are called **adjective complements**.

*These to- infinitive structures can be considered clauses because the to- infinitive clause has an understood subject and a verb. For more information, see the Resources, page R-49.

6 Dana was no longer **certain** that she was going to find what she needed.

7 Anderson was **pleased** that the book had received such good reviews.

Adjectives commonly followed by **that clauses** usually describe:

- degrees of certainty, as in **6**
- feelings, as in **7**

Notice that the subject and verb form in the *that* clause can be different from those in the main clause.

For more information on *that* clauses as complements, see the Resources, page R-25.

8 She had convinced her boss that she was **sure** to return from the trip with some useful material.

9 I'm grateful to all the people who were **willing** to come out so early this morning.

10 Marcus was obviously **happy** to be included in the group.

11 Potatoes were **easy** to grow and very nutritious.

COMPARE

12a At first most of the children were **afraid** to get into the water.

12b Some of the parents were **afraid** that the water was not safe.

Adjectives commonly followed by **to- infinitive clauses** usually describe:

- degrees of certainty, as in **8**
- ability or willingness, as in **9**
- feelings, as in **10**
- ease or difficulty, as in **11**

Many adjectives that describe feelings or degrees of certainty can be followed by either a **to- infinitive clause** or a **that clause**, as in **12a – 12b**.

 **GO ONLINE** For more practice with adjective complements, go to the Online Practice.

19 | Noticing Adjectives and Adjective Complements Circle the adjectives that are followed by a prepositional phrase, a *that* clause, or a *to*- infinitive clause. **1.6 A-C**

DESCRIPTIVE DETAILS

1. The student unrest began with the state of research in France after World War II. A number of eminent⁸⁷ French scientists were concerned that French research was behind the times, and they knew that scientific research would play an increasingly important role in the economy.
2. Many volunteers came to rescue work after getting hurt or lost in the woods themselves. Rescue unit leader Wally Mann, 32, once hiked out in pain from New Hampshire's Mahoosuc Mountains, and was relieved to find a rescue party ready to go in after him. That vision of hope prompted⁸⁸ him to sign on for search and rescue work himself.
3. Welch was careful to note the exact time of the eclipse⁸⁹ and to describe in detail the effect it had on the people around him.
4. My husband and I recently met friends for dinner downtown. We were happy to find on-street parking a few blocks from the restaurant, a new place we were eager to try. But when we got back after dinner, we were greeted with a \$25 parking ticket.
5. He looked cold, even though he was well covered. He wore a thick, tightly buttoned sweater under his jacket and a wool blanket over his shoulders. The ancient buildings were impossible to heat, even when there was plenty of fuel.
6. A teacher came to class with a set of 30 photographs with the captions removed. The students discussed the pictures and tried to identify the country. Most were convinced that the photographs were scenes from Spain.
7. I arrived early and that turned out to be a good idea. Before long the large auditorium was full of students waiting to see the great man. Most of us, I suspect, were willing to believe just about anything he said.

F Y I

In writing, we do not usually omit the *that* in adjective complements. In conversation, we sometimes leave it out.

Writing: He was sure that the policy would improve the circumstances of low-income families.

Conversation: "I'm sure (that) I left my keys here."

Think about It Of the adjectives you circled above, write the ones that describe:

degrees of certainty _____

ability or willingness _____

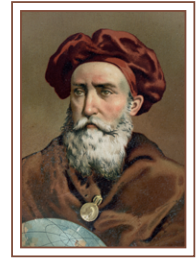
feelings concerned _____

ease/difficulty _____

Think about It Underline all of the describing noun + noun combinations in Activity 19.

Vasco da Gama's Voyage

A The Portuguese explorer Vasco da Gama was the first European to find a sea route to India. Before da Gama's famous voyage, Portuguese explorers had traveled down the west coast of Africa in search of treasure. However, having received little profit from these journeys, the Portuguese crown⁹⁰ did not want to pay for further exploration. This changed in 1481, when John II of Portugal became interested in the spice trade with Asia. He believed that spices could be an important source of income for the crown, but the route over land was long and difficult. He asked his ship captains to find a route to Asia by sailing around the tip of Africa. In 1488, Bartolomeu Dias finally rounded the southern end of Africa and verified⁹¹ that the coast headed northeast after the Cape of Good Hope.



Vasco da Gama

B Da Gama set out from Lisbon in July of 1497. After five months of sailing, he reached the Fish River, the point where Dias had turned back. From then on, da Gama was traveling a route unknown to Europeans, hoping that his journey would take him to India.

C Da Gama faced hostility in several of the places that he stopped. In Mozambique, for instance, he did not have an appropriate gift for the ruler. The people became angry and forced him to leave.

D Da Gama's expedition finally arrived in India in May of 1498. However, they did not get the reception they wanted. Local leaders were not impressed with the gifts da Gama brought and told him to pay taxes in gold. Angry, da Gama captured several of the local fishermen and took them away.

The expedition was expensive. One ship and over half of the men were lost. However, the crown made a huge profit on the spices that da Gama brought back, and the king knew that da Gama's new route would bring great wealth to Portugal.



- (A) 1. Early Portuguese explorers were hopeful that they would find treasure in Africa (hopeful)
2. After the early explorations, the Portuguese crown _____ (not convinced)
3. John II _____ (confident)
4. After Dias' voyage, the Portuguese _____ (sure)
5. After passing the Fish River, da Gama _____ (not certain)
- (B) 6. The people of Mozambique _____ (angry)
- (C) 7. Da Gama _____ (probably quite relieved)
8. Da Gama _____ (annoyed)

- (D) 9. The king _____ (pleased)
10. The king _____ (aware)

Think about It Compare the sentences you wrote in Activity 20 with a partner. Identify the subjects in the main clause and the *that* clause. Are they the same or different?

21 | Using Adjectives with To- Infinitive Clauses Complete each sentence with one adjective and one verb from the box. (Different answers are possible.) **1.6 C**

EXPRESSING FEELINGS AND DEGREES OF DIFFICULTY

1. He was grateful to be accepted into the group.
2. Although everyone else had to remain in the area, reporters were _____ whenever they wanted to.
3. The teachers were _____ activities that could be performed by all of the students.
4. The employees were _____ that their colleagues faced similar difficulties.
5. Some of the students preferred using an e-reader because the huge textbook was _____ in a backpack.
6. The program received positive evaluations. Students said it was enjoyable and _____.
7. The patient suffered from severe anxiety and was _____ the house.
8. Researchers were _____ how children would view the recent events.
9. I was _____ our country at the conference.
10. Many people have suggested that artists in the Middle Ages were _____ one another and did not make any attempt to draw inspiration from nature.
11. We were _____ that our program had achieved so much success.
12. The print at the bottom of the form was tiny and _____. I have no idea what it said.

ADJECTIVES	VERBS
afraid	be
careful	carry
content	copy
curious	discover
difficult	know
easy	learn
free	leave
grateful	leave
impossible	read
pleased	represent
proud	select
relieved	use

22 | Using Adjectives with To- Infinitive Clauses Rewrite each sentence using an adjective from the box + a *to-* infinitive clause. You may need to change several words in the sentence. (Different answers are possible.) **1.6 C**

DEGREES OF CERTAINTY						
apt ⁹²	certain	due	guaranteed	liable ⁹³	likely	prone ⁹⁴ sure

1. It was the kind of community where neighbors often showed up with a cake or a pot of soup.
It was the kind of community where neighbors were apt to show up with a cake or a pot of soup.
2. Lauren was probably asleep already, so Liz hesitated before slowly turning the doorknob.

DEGREES OF CERTAINTY

apt certain due guaranteed liable likely prone sure

3. The air traffic controllers had day shifts alternating with night shifts. This schedule was definitely going to produce drowsiness⁹⁵ in the control room.
-
-

4. Matthew said a few things that he would definitely regret later.
-

ABILITY OR WILLINGNESS

able bound eager hesitant⁹⁷ welcome
 anxious determined eligible⁹⁶ inclined⁹⁸ willing

5. She thought that she probably agreed with her doctor.
-

6. Lana very much believed in keeping the promises that she had made.
-

7. It took me a while to recover, but eventually I could do my job again.
-

8. No one really liked talking about the disaster.
-

23 | Usage Note: Adjectives in Detached Clauses

Read the note. Then do Activity 24.

In descriptive writing, we sometimes add an adjective + complement to a **main clause** in a **detached adjective complement clause**. The detached clause describes the subject of the main clause and can be placed at the beginning or end of the main clause. A detached clause is separated from its main clause by a comma.

1 Alexander approached the painting slowly, **afraid to touch the canvas**.

(Alexander was afraid.)

2 **Hopeful that his silence would be viewed as acceptance**, Reynolds decided not to speak up at the meeting.

(Reynolds was hopeful.)

24 | Using Detached Clauses

Combine the sentences, changing the second sentence to a detached clause. You may want to reverse the order of the clauses and/or change some of the words.

(Different answers are possible.) **1.6 B-C**

SENTENCE COMBINING

1. Charles finished college and applied to law school.
 Charles was determined to become a lawyer like his father.

Determined to become a lawyer like his father, Charles finished college and applied to law school. OR
Charles finished college and applied to law school, determined to become a lawyer like his father.

2. Cameron correctly painted smoke rising from only three smokestacks⁹⁹.
Cameron was aware that the ship had only used three of its four engines.
3. Florence called the local newspaper.
Florence was certain that she could see bones in the trench¹⁰⁰.
4. Parents petitioned¹⁰¹ for the construction of a school within walking distance of the community.
Parents were concerned that children were spending too much time on the bus every day.
5. Community members asked legislators¹⁰² to take action.
Community members were fearful that the polluted water was making residents sick.
6. The nurses walked quietly through the halls.
The nurses were anxious not to wake the sleeping children.
7. Residents gathered in protest outside City Hall.
The residents were angry about the new policy.
8. More and more young people were leaving the country every year.
The young people were unable to find work at home.

WRITING ASSIGNMENT II

Follow steps A–D to write a detailed description of a place that is or was important to you.

A | Planning Follow these steps to plan your paragraph.

1. Make a list of three places that are or used to be important to you. Next to each place, take some brief notes describing it. Think about what the place looks/looked, smells/smelled, and sounds/sounded like. Make notes about why it is or was important to you.
 - *My room behind the house—small, slanting wooden ceiling with skylights¹⁰³, loft bed; a peaceful place; my first experience of privacy*
 - *The beach on Menorca—sun shining, happy people, clear water, relaxing; people seemed freer; important to forget about work for a while*
 - *My college dorm room—small, crowded, too many books, clothes everywhere, the smell of our coffee maker in the middle of the night, music constantly playing from the room next door; the place I met my best friend*
2. Discuss your list with a partner. Ask and answer questions. Why did your partner choose these places? Why are/were they important? What do/did they look like? What feelings, smells, sounds, etc. do/did they bring to mind? Add details to your list.

B | Writing Choose one of the places from your list. Write a paragraph describing that place. Include a brief explanation of why it is or was important to you. Include at least one adjective followed by a *that* clause or *to-* infinitive clause.

In the backyard of my family's house there was a small building. We called it "the granny unit," but I think it was a converted garage, and when I turned 18, I moved out there. I was eager to have my own private space, and the granny unit was perfect for me. Previous owners had put in a high wood ceiling with two enormous skylights, so the room was bright all day and at night you could look up and see the stars. When it rained, the water came in around the edges of the skylights, loudly dripping into my strategically placed pots and buckets. There was a thin red carpet covering a concrete floor, and the warmth from the tiny electric heater disappeared through the skylight glass, so the room was cold in the winter. But I never cared. It was my refuge¹⁰⁴, a place apart from my younger siblings where I could study and relax in peace, and I loved it.

C | Peer Reviewing Share your writing with a partner. Answer these questions about your partner's paragraph.

1. Can you imagine what the place looks like? Could your partner add details to make the description more vivid?
2. Do you understand why the place was important to your partner? Should anything be added or removed to make it clearer?

D | Revising Follow these steps to revise your paragraph.

1. Using your partner's feedback, rewrite your paragraph.
2. Check your writing for mistakes and clarity. Circle the adjectives in your revised description. Is at least one of them followed by a *that* clause or *to-* infinitive clause? Make any final corrections necessary.

25 | Reading Read this story by author Geoffrey Canada. Then do the tasks on page 29.

CHERRIES FOR MY GRANDMA

by Geoffrey Canada

- 1 I grew up poor in the Bronx. My mother raised my three brothers and me by herself. When she couldn't find work, we went on welfare¹⁰⁵. When she could find work, it was in jobs that paid women so little money that we couldn't tell the difference between welfare and work except that our mother wasn't home when she was working. People talk about poverty and the poor like it's so easy to not be poor. But I know a different story.
- 2 It takes great sacrifice and talent to work your way out of poverty. My mother used to make all of her own clothes. You couldn't raise four boys on her salary and afford to buy dresses to wear to work. When we were young, she used to make our clothes, cut our hair, and make toys for us out of cereal boxes. All her life she sacrificed for us. She put off getting her college degree and her master's degree until we were grown and on our own.
- 3 And you know what? We hated being poor. We loved our mother but we ruined her Christmas every year with our tears of disappointment at not getting exactly what we wanted. I couldn't help but be angry when my shoes had holes in them and there was no money to buy new ones. And I couldn't help but stare angrily when I needed money to go on a school trip and there wasn't any money to be had.
- 4 And while there was much love in our family, being poor strained¹⁰⁶ our loving bonds. We had to blame someone, and my mother was the only target. And here she was giving up all she had for us, going without lunch, without movies and nights out, walking ten blocks to the train because she couldn't afford to pay the 15 cents extra to take the bus. And she would come home to four boys with their hands out, angry because we wanted something, needed something she could not give.
- 5 There are some Americans who think poverty stems from¹⁰⁷ a lack of values and determination. But you can work hard all your life, have impeccable¹⁰⁸ values, and still be poor. My grandfather was the pastor of Mount Pleasant Baptist Church in Harlem. My grandmother was a Christian woman. They were hard-working, moral people. They were poor.
- 6 I lived with my grandparents during my high school years. My grandmother worked all her life: caring for other people's children, selling baked goods or beauty products, doing whatever she could do to help bring money into the house. She was a beautiful woman, kind and intelligent. She was determined to save my soul.
- 7 I was a wild and reckless adolescent whose soul was indeed in danger. And I fell in love with my grandmother. A deep love that any of us would develop if an angel came into our lives. The more time I spent with her, the more I loved her. She cooled my hot temper and anger over being poor, and she showed me there was dignity¹⁰⁹ even in poverty.

8 In all the years I knew her, she was never able to afford material things that others took for granted¹¹⁰. She worked very hard but never could afford anything of luxury. She taught me how one could enjoy a deep spiritual love of life that was not tied to material things. This is a tough lesson to teach in a country that places so much value on materialism¹¹¹.

9 But each summer my grandmother and I would secretly plan to indulge¹¹² her one vice¹¹³: cherries. She loved cherries. Two or three times a week when my grandfather was at work, I would walk the mile to the supermarket and buy half a pound of cherries. My grandmother and I would eat them secretly because my grandfather would have had a fit¹¹⁴ if he'd known we spent an extra dollar a week on them.

10 My summers with my grandmother were measured by how good the cherries were that year. It was our little secret. And I was amazed at how much she loved cherries, and how expensive cherries were. Later when I went off to Bowdoin College in Brunswick, Maine, I would sit in my room and think about how much my mother and grandmother had sacrificed for me to be in college.

11 I would fantasize about how when I graduated and got a good job, the first thing I would buy with my first check in August would be a whole crate¹¹⁵ of cherries. It would have to be August because our cherry summers taught us that August cherries were the sweetest. I would dream of wrapping the crate up in gift paper, putting a bow on it, and presenting it to Grandma. And many a night I would go to sleep in the cold winter Maine nights warmed by the vision of my grandmother's excitement when I brought her this small treasure.

12 Grandma died during my sophomore year. I never got to give her all the cherries she could eat. And if you want my opinion, the summer of 1971, the last summer she was alive, was really the last great summer for cherries.

13 Poverty is tough on families in many ways. It's not quite as simple to get out of as people make out¹¹⁶. We must be careful to make sure we build ladders so children and their families can climb out of poverty. It's not an easy climb. You can climb all your life and never make it out.

14 Grandma, who sacrificed so much for all of us, I just want to say I know that in all I've been acknowledged for, I still haven't reached the level of love and compassion that you tried to teach me. I think you accomplished your goal: you saved my soul. And I hope they let me bring gifts to Heaven. You'll know what's in the box.



Talk about It Discuss these questions about the story in Activity 25 with a partner.

1. What lessons did Canada's grandmother teach him? What do you think about them?
2. What lessons did Canada's mother teach him? What do you think about them?
3. What lessons does society need to learn, according to Canada? What do you think about them?
4. What's in the box that Canada wants to bring to heaven? What are some things that this gift could symbolize?

Think about It Answer these questions about the story.

1. What is the main time frame of paragraph 1? Which verbs are in a different time frame? Why?
2. What forms does the writer use for the habitual past in paragraph 2?
3. What form does the writer use for the habitual past in paragraph 4?
4. What time adverbials does the writer use in paragraph 8?
5. What are the adverb clauses of time in paragraph 11?
6. Underline four of the adjectives followed by *to*- infinitive clauses in the story. (See paragraphs 1, 6, 8, and 13.)

FINAL WRITING ASSIGNMENT

Write a Descriptive or Narrative Essay

Your Task

Write a descriptive essay about a childhood relationship with a person who has had a powerful influence over you. Give specific examples and detailed descriptions of things you did together and conversations you had. Show how this relationship helped you to become the person you are today.

Alternative Task

Write a narrative essay about the past experiences of a famous person or a person you know. Tell about his/her experiences in chronological order. Then explain how the experiences influenced him/her.



Go to the Online Writing Tutor for a writing model and to write your assignment.

A | Writing Note: Essay Structure Read the note. Then do Activity B.

An essay can be divided into three parts: the **introduction**, the **body**, and the **conclusion**.

The first paragraph of an essay is the **introduction**. One common pattern in an introduction is to move from the general to the specific. An introduction often begins with a **hook** to capture the reader's attention. The hook can then be followed by some general statements on your topic. The introduction often also includes a main idea, known as a **thesis statement**.

The **body** of an essay may consist of several paragraphs and includes information, examples, or further explanation that supports the thesis statement. This may be in the form of "**SAFER**":

- statistics (numerical data)
- anecdotes (short and interesting stories about real experiences)
- facts (true information)
- examples (samples or illustrations of an idea)
- reasons (explanations of why an idea is true)

The **conclusion** often refers back to the thesis statement. It can sum up important arguments, give advice or an opinion, or leave the reader with something to think about. The conclusion should contain key words and phrases from the introduction and body to unify the essay.

B | Analyzing a First-Draft Essay Read this student's first draft and identify the parts of the essay: introduction, body paragraphs, and conclusion. Then answer the questions on page 31 and compare answers with a partner.

Muhammad Yunus

Muhammad Yunus was born on June 28, 1940 in Chittagong, India, which is now in Bangladesh. He is famous for winning the Nobel Peace Prize and for starting Grameen Bank, which gives small loans to very poor people.

Muhammad was the third of nine children. His parents valued education even though they themselves did not go to high school. His father was a successful jeweler. Besides going to school, Yunus was active in the Boy Scouts, especially in the activities that raised money for the poor. After he finished high school, he attended the University of Dhaka, where he earned his BA and MA degrees in economics. He started a printing and packaging business with help from his father, and he began teaching economics courses at the University of Chittagong. Yunus found that he liked teaching, and he knew he would get a better job if he went abroad to study, so he applied for and received a Fulbright scholarship to study in the U.S. He studied economics at Vanderbilt University, and after finishing his course work, he began teaching at Middle Tennessee State University. His college education was important to his later success. There were

many problems at that time in Pakistan, and Yunus' experiences there inspired him to help. In 1977, he started the project that would lead to Grameen Bank, which was to give poor people access to the money they needed to establish and develop their own businesses. He maintained contact with the bank as it grew, and eventually became known as "banker to the poor." He won the World Food Prize in 1994 and the first ever Sydney Peace Prize in 1998. He shared the 2006 Nobel Peace Prize with Grameen Bank in recognition of¹⁷ the idea that reducing poverty makes a more peaceful world.

Forced to retire from Grameen Bank in 2011 because of his age, Yunus is now engaged in promoting "social business," a business model in which investors are repaid their capital but do not receive further profit. Any profit is returned to the business to help support and develop it.

QUESTIONS

1. Is there a thesis statement—one sentence that states the main idea of the essay?
2. Does each body paragraph have a clear main idea?
3. The writer says, "His college education was important to his later success." What kind of details could he or she add to support that idea?
4. What other idea(s) in the essay need(s) support? What details could the writer add to support this idea/these ideas?
5. Is there a conclusion that unifies the essay?

C | Analyzing a Second-Draft Essay Read the student's second draft. Then answer the questions on page 32 and compare answers with a partner.

Muhammad Yunus: A Creative Solution to a Difficult Problem

"What? Lend money to the poor? It's too risky!" "You can't earn money on small loans. You need big loans to make a profit." "Your proposal will never work." Certainly Muhammad Yunus has heard statements like these throughout his career, but despite his critics, he has demonstrated that some of his proposals, such as making small loans to poor people, can succeed beyond anyone's expectations. Yunus has been able to achieve so much because he has used his formal education and his life experience to find new solutions to old problems.

Muhammad Yunus is a highly accomplished man. He was born in 1940 in Chittagong, India, which is now in Bangladesh. After high school, Yunus attended the University of Dhaka, where he earned his BA and MA degrees in economics, and in 1964, he received a Fulbright scholarship to study for a PhD in economics at Vanderbilt University in the U.S. In 1969, he began teaching at Middle Tennessee State University. Two years later, Yunus went to Washington, D.C. to educate American politicians about, and raise support for, the independence of East Pakistan, which later became Bangladesh (Counts 34). When Yunus returned to Chittagong in 1972, he got a position at the University of Chittagong. While there, he studied the economics of rural people. In 1977, he established a micro-credit lending project for which he served as project director, and in 1983, this project became the independent Grameen Bank, for which he served as managing director from 1983 to 2011. He shared the 2006 Nobel Peace Prize with Grameen Bank in recognition of the idea that reducing poverty leads to a more peaceful world ("Muhammad Yunus"). He established the Yunus Centre in Bangladesh in 2008 and serves as its chairman, and he has been chancellor of Glasgow Caledonian University, Scotland since 2012 ("CV").

Yunus was fortunate to have had parents who encouraged him to learn both in school and from the world around him. While his education gave him theories, his observations of the world around him helped him go beyond the theories. Living in Chittagong, Yunus saw many very poor people in the rural areas near his home. After the War of Independence, Bangladesh suffered a severe drought¹⁸, and many of the people around him were slowly starving. Seeing this, Yunus recognized that his academic training could be applied to the problems of poverty and farming practices (Counts 27–28). Among the problems that Yunus addressed was that of poor people borrowing money. Bankers refused to lend them money because the amounts were too low, and the bankers also believed that the poor would not repay the loans. Yunus,

perhaps drawing on his experience with American politicians, persuaded bankers to establish a program to give extremely poor people very small amounts of money, micro-loans, with which they could improve their lives. For example, the first loan, the equivalent of \$27, served 42 people in a village near Chittagong (Counts 58–59). With capital to control, borrowers began to eat better, send their children to school, and become more self-sufficient. Grameen Bank expanded, eventually extending its model of microfinance¹¹⁹ around the world, including to programs in the U.S. and Europe. To make the program successful, Yunus learned by working within the system.

Yunus did more than apply his formal education to the problems he saw. He also challenged conventional thinking. Rather than letting his graduate students stay within the grounds of the university, he encouraged them to go into the rural areas to develop new approaches to old problems (Counts 37–38). Instead of accepting common beliefs about the poor, Yunus has long advocated¹²⁰ more universal access to loan money as a means of eliminating poverty (“Vision”). Rejecting the idea that businesses must earn a profit for their investors, Yunus promotes social businesses in which, after the investors have regained their start-up money, all profits go back into the businesses (“Social Business”).

Professor Muhammad Yunus, Nobel Prize winner and “banker to the poor,” learned from the established system and then challenged beliefs in order to make beneficial change. His new ideas in banking and business have led to a better quality of life for many people around the world. Perhaps by imitating him, we too can make the world a better place. Are you willing to give it a try?

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QUESTIONS

1. How has the writer made the introduction more interesting?
2. Underline the thesis statement. Does the rest of the essay support the thesis statement?
3. What is the main idea of the second paragraph? How does the writer support that idea?
4. What is the main idea of the third paragraph? How does the writer support that idea?
5. What is the main idea of the fourth paragraph? How does the writer support that idea?
6. Does the conclusion refer back to the thesis statement and unify the essay?
7. In what ways is the essay format different? Is it better? Why or why not?

D | Writing Note: Hooks Read the note. Then do Activity E.

Just as a fisherman uses a hook to catch a fish, the beginning sentences of an essay often function as a **hook** to capture the reader’s attention. There are many ways to do this.

- Begin with a question. The reader will want to respond to the question.

When someone asks you to think of a hero, whose face do you picture?

- Begin with a famous quote or some dialogue.

“You can’t judge a book by its cover.” I learned this the summer I turned 16.

- Use descriptive language related to the topic.

I was just a little girl. My whole world was made up of my swing hanging above the grass, my best friend next door, and the chocolate I would let melt on the floor behind the living room sofa.

- Begin with clues to arouse interest in the main topic.

Andrews grew up poor in the Bronx. His mother raised five children by herself.



E | Practicing with Hooks Check (✓) each sentence that would make a good hook for an essay about a person who has influenced your life. Explain your choices and share them with the class.

- Many people have been influenced by someone special when they were young.
"This is not a very interesting hook. It makes a general statement that doesn't make the reader want to read more."
- When Arnold Sanders was young, he was not a well-behaved child.
"This is an interesting hook. I want to know how Sanders misbehaved. I can identify with him because I got in trouble when I was young, too."
- "I want to leave home. Now!"
- The person who had the most powerful influence over me as a child was my first English teacher.
- Have you ever been called "stupid" in class?
- Anne Sullivan had many interesting experiences.
- He produced about 900 paintings, which are now worth millions of dollars, but in his lifetime he sold only a few.

F | Writing Note: Thesis Statements Read the note. Then do Activity G.

The **thesis statement** tells the reader what the essay is going to be about—the topic or point of the essay. It also tells the reader how the author thinks or feels about the topic—the **controlling idea**.

In some academic writing, such as a research paper, a thesis statement may state directly what the paper is going to cover.

1 This paper examines the life of Franklin Roosevelt in order to demonstrate how his experiences influenced the decisions he made during his time in office.

In a descriptive or narrative essay, thesis statements often give this information indirectly, but suggest a little bit of the writer's purpose for the essay. Sometimes a thesis statement will also include information about the organization of the body of an essay.

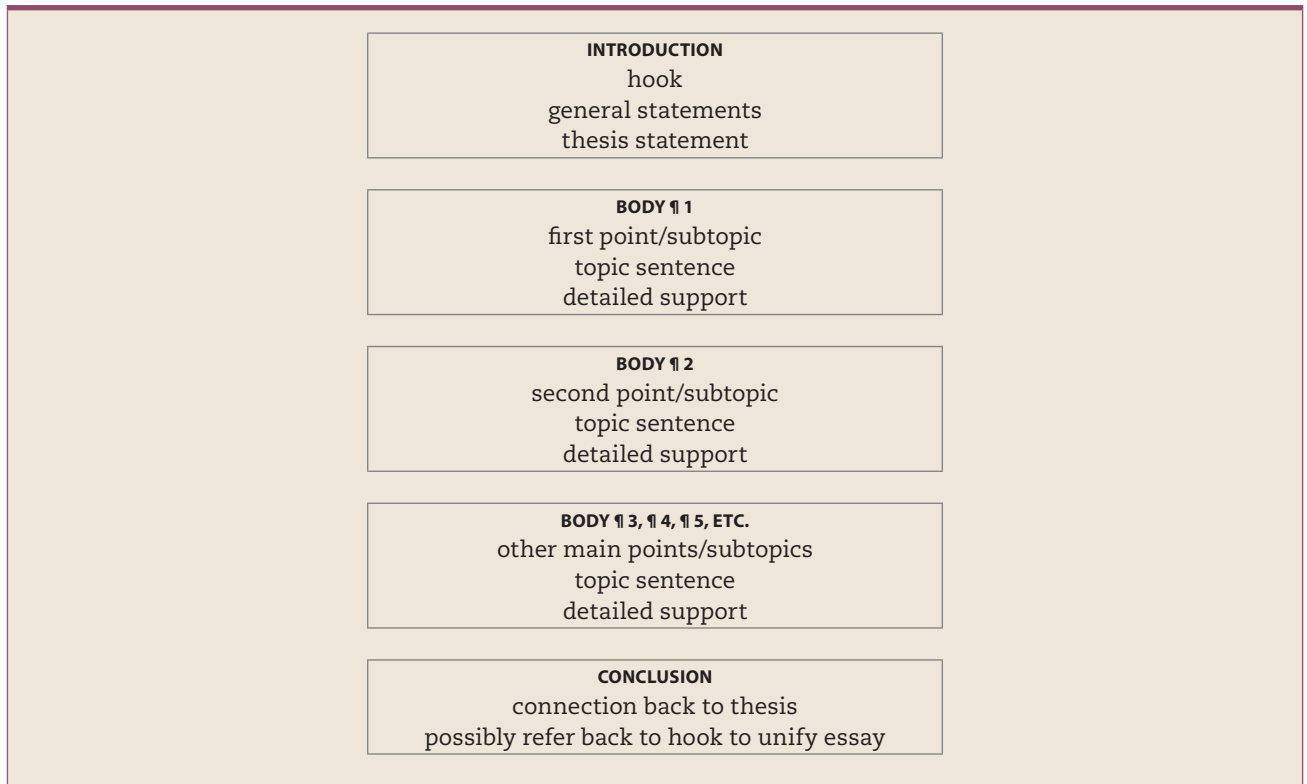
2 Franklin Roosevelt's long battle with illness taught him the courage and confidence that allowed him to become a great leader.

NOTE: A thesis statement is similar to the topic sentence of a paragraph. However, the topic sentence presents the main idea of a paragraph, while a thesis statement gives the larger goal of the essay.

G | Practicing with Thesis Statements Check (✓) each sentence that would make a good thesis statement for an essay about a person who has influenced your life. Explain your choices and share them with the class.

- It was my mom who taught me not to give up on my dreams.
"This is a good thesis statement because it tells us who the essay is about and how the author feels about her. It gives us an idea about how his/her mother influenced him/her. It also avoids a broad, generalized statement such as 'The person who influenced me the most is...'"
- I never understood why so many people enjoyed English class.
- Each of these three movies reflects an aspect of his childhood in Calcutta.
- George Eliot was influenced by her family and learned many important lessons.
- The only person I felt confident with was Eun Jung, who was my playmate, my best friend, and my inspiration.
- In my case, my mother highly influenced my character through an incident with a match.
- Geoffrey Canada's grandmother taught him spiritual values, self-control, and the meaning of dignity; these are essential lessons for all people.

H | Writing Note: Essay Organization Study the diagram for organizing an essay. Then do Activity I.



I | Organizing Your Essay Draw your own diagram like the one above. Write your ideas in each section.

J | Writing a First Draft Using information from your diagram, write a first draft of your essay. Try to use some of the structures that you have practiced in this unit.

K | Peer Reviewing When you have finished writing your first draft, share it with a partner. After discussing your essay, you may want to reorganize your ideas, add more support, and make other changes to strengthen your essay.

Checklist for revising the first draft

When you review your partner's essay and discuss your own, keep these questions in mind.

1. Does the hook capture the reader's attention?
2. Can you find the thesis statement? (Where is it?) Does it make it clear who or what the writer is talking about and how they think or feel about this subject?
3. Are there enough anecdotes, facts, examples, and/or reasons in the body of the essay to support the thesis?
4. Can the reader imagine what the writer is describing?
5. Are there any parts that are unclear or difficult to understand? What are they?
6. Does the first sentence of the conclusion connect back to the thesis in some way?

L | Writing the Second Draft Using your partner's feedback, write a second draft that includes all of your changes.

M | Error Correction Correct the errors in this excerpt from a student essay. Check the verb forms, adjective complements, and adverb clauses. (Different answers are possible.)

When I was a teenager, I thought my aunt was a shallow¹²¹ person, interested only in her appearance, so I was surprised ^{to} learn that she wanted to go to college and study special education¹²². At the time, I was sure that she would get tired of the hard work of teaching and will soon go back to a life of shopping and long lunches in restaurants. But I was wrong about her. After graduate, she became a special education teacher for children with physical disabilities. She doesn't lose her elegance and sense of style, but she became very focused on her work. Instead of talking about fashion, she would talk about how happy she is being with children. She taught them, but she also learned from them. Many of her students had difficult lives, but they were able overcome their difficulties. When I graduated from high school. I also decided to attend college and study special education. Confident that I could follow in her footsteps, college didn't frighten me. My aunt had succeeded, and I felt certain succeed, too. I took that step and have always been glad that I did.

I didn't respect my aunt when I was young, but now she has become my mentor¹²³. She doesn't live near me anymore, but we still talked on the phone regularly, and I am still learning from her.

Think about It Check your essay. Does it contain any errors similar to those in the Error Correction activity above? If so, correct them now.

N | Proofreading Check your essay for the forms in Chart 1.7. Make any final corrections necessary.

1.7 Summary Chart for Proofreading

PROOFREADING QUESTIONS

If the paragraph is in a present time frame, do the verb forms primarily fit a **present frame**? Do the **other verbs** show the correct time relationship to the rest of the paragraph?

If the paragraph is in a past time frame, do the verb forms primarily fit a **past frame**? Do the **other verbs** show the correct time relationship to the rest of the paragraph?

Do **adverbs, adverbials,** and **adverb clauses** help the reader understand when things happened and follow the events?

Did you use **adjectives** to provide descriptive detail? Do the adjectives have the correct **complements** (if necessary)?

EXAMPLES

PRESENT TIME FRAME

To get to class, Tracy High School students **empty** their pockets and **pass** through metal detectors. Security officers **check** book bags. Most of the windows **have** bars. The fires **have stopped**, but fights between students **are** a regular occurrence. The school's principal, who **started** at Tracy as a teacher some 30 years ago, **is leaving**.

PAST TIME FRAME

I **took up** mountain climbing only two years ago, but last year Urs, who **is** also a qualified mountain guide, **told** me I **was** good enough to climb Bear Peak. The feeling of satisfaction when I **got** to the summit **was** amazing, but coming down **was** even more dramatic. There **had been** a rockslide and we **had to** be helicoptered off. And I **don't** mean traveling inside the helicopter—we **were hanging** on a rope beneath it!

Simon had a very favorable opinion of Louisiana, an area that had been very good to him **during the 1820s and 1830s**. Members of his family continued to communicate with each other even **after they left the area**. They **eventually** spread out over an 800-mile area of the lower South.

In Cortes' early years, he was **anxious to follow the rules of the Spanish crown**. As he gained more power, an **unfavorable** change took place in his relations with Charles V. The change never led to an **absolute** break, but it caused a **gradual** loss of his power.