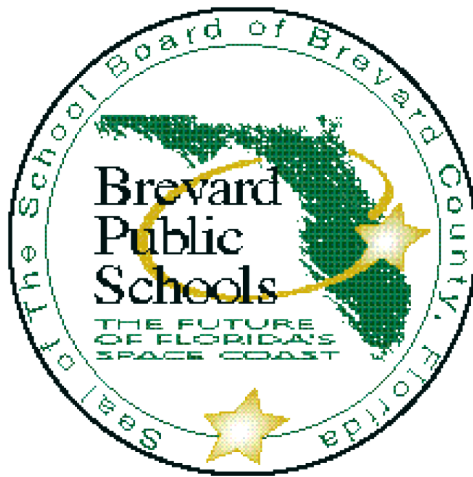


Write Starts



10th Grade Edition



SCHOOL BOARD OF BREVARD COUNTY

Educational Services Facility
2700 Judge Fran Jamieson Way
Viera, Florida 32940-6699

SCHOOL BOARD MEMBERS

Robert Jordan, Chairman
Janice Kershaw, Vice Chairman
Dr. Barbara A. Murray
Larry Hughes
Amy Kneessy

SUPERINTENDENT

Dr. Richard A. DiPatri

Division of Curriculum and Instruction
Associate Superintendent
Brenda Blackburn

Office of Secondary Programs
Dr. Walter Christy, Director

Office of Elementary Programs
Lynn Spadaccini, Director

Write Starts

Vocabulary Conventions

Quick Writes Writing Skills

Coordinator:

Marjorie Bloom
Secondary Writing Resource Teacher

Writers and Editors:

Julie Coleman
Cocoa Beach Jr. Sr. High School

Joan Commons
Kennedy Middle School

Joanne Steady
Melbourne High School

Donnice Stephenson
Bayside High School

Valerie Williams
Bayside High School

Layout and Design:

Christine Ward


Cover Design/Formatting:

Cheryl Wratchford





INTRODUCTION

Several Brevard educators envisioned a book of quick daily exercises to help students develop writing proficiency. Both students and teachers often become skittish about writing, especially if high expectations and consequences are attached. We fear writing because we are not sure we have anything valuable to say, feel we can't eloquently express our thoughts on paper, or we worry that criticism about our writing will quell our pens forever.



These **Write Start** assignments are designed to motivate students and teachers to write quickly and perhaps outrun their fears. As students compose their writing, we hope that the very surprise of creating phrases, sentences, and paragraphs on a variety of topics will give them confidence and build fluency. We know that some days both students and teachers will amaze themselves with delightful discovery and insight, and other days they struggle. Writing is like that.

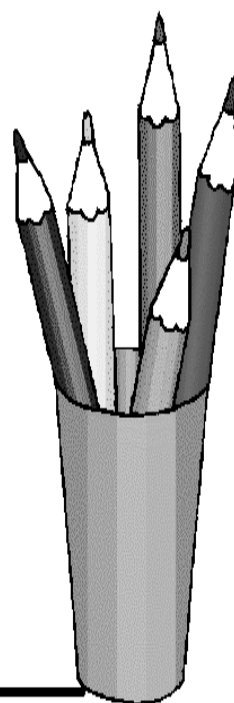

We hope teachers will often write with students, exploring their ideas and revising their own work. Through practicing multiple writing skills, topics, and purposes ourselves, we develop the capacity to understand the struggle that students face when writing.





Writing is a powerful skill that leads to more engagement in every other aspect of language arts. We hope that the daily habit of writing on a variety of topics will sharpen writing pleasure, instill confidence, and help educators and students alike to see the connection between vocabulary, grammar, reading, and thinking.

THE DESIGN

Each **Quick Write** will give students fuller understanding of the vocabulary words and provide a fresh writing topic. Following the Quick Write, a **Writing Skill** will provide focus for that day's assignment. It is important to read both the Quick Write and Writing Skill before students begin to write. This will ensure that students understand the scope of the exercise. It may be necessary to give students more background knowledge on the vocabulary word by asking what they already know about the word and sharing examples of how the word is commonly used.








The **Conventions** will help students with revising writing. As quick grammar reinforcement activities, they also serve as practice for the multiple-choice portion of the FCAT Writing+ test. The page numbers at the bottom coordinate with similar instruction and practice in the **Language Network** textbook.

Each of the daily activities should require no more than 10 to 15 minutes of class time. The lessons may be done in one day or divided and administered over two or three days, depending on the amount of time needed to assure students understand the concepts. Teachers will practice conventions or writing skills based upon their classes' needs. Flexibility is key.

TYPES OF WRITING

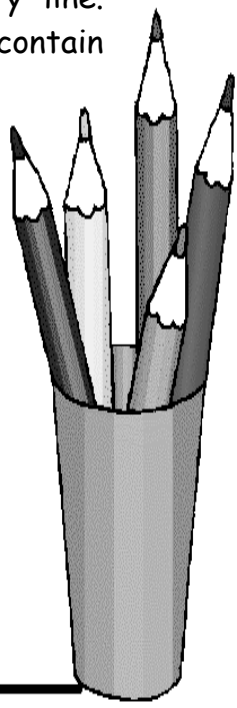



Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or definitions that enhance the reader's understanding. The facts, examples, and definitions are objective and not dependent on emotion - although the writing may be lively, engaging, and reflective of the writer's commitment to the topic.



Narrative writing recounts a personal or fictional experience, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.

Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer takes a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.







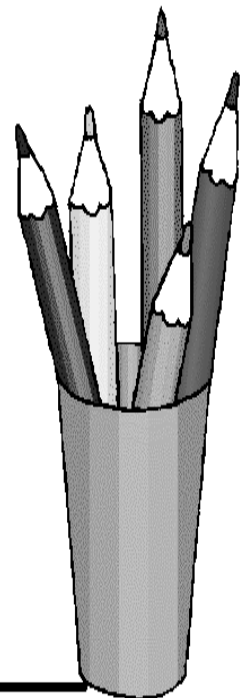
Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.

Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

OTHER TYPES OF WRITING INCLUDE, BUT ARE NOT LIMITED TO:



| | | | |
|-----------------|-----------------|------------|--------------------|
| advertisements | advice columns | allegories | anecdotes |
| autobiographies | awards | ballads | biographies |
| book reviews | captions | cartoons | comic strips |
| diaries | editorials | essays | fables |
| fairy tales | fiction | folk tales | greeting cards |
| instructions | interviews | jokes | journals |
| letters | movie reviews | myths | newspaper articles |
| plays | poetry | puzzles | quizzes |
| radio scripts | research papers | resumes | speeches |
| TV scripts | | | |



HOW TO USE THIS BOOK

Teachers might use some of the following suggestions to vary the ideas to enhance classroom writing instruction.

1. Make an overhead of the daily sheet or write the activities on the board, and use all activities as a "bell ringer."
2. Students may write the vocabulary words, definitions, sentences, and all other written responses on their own paper or in a spiral notebook. The papers or notebooks can be handed in once a week to be checked for completion.
3. Simply walk around the room to check for completion as students are working.
4. Break the day's activities in half, and use them over a two-day period. For example, instruct students to write the vocabulary word, definition, and sentence on their paper and complete the "Quick Write" and "Writing Skill" the first day. On the following day, "Conventions" along with **Language Network** practice could be accomplished. This will depend on the complexity of the skills in any given lesson.
5. Choose to reorder the activities. For example, you may find it easier for students to do the "Writing Skill" before they complete the "Quick Write" rather than after, depending on whether or not the Writing Skill is designed to be incorporated into the Quick Write.
6. Shorten a "Quick Write" from a full paragraph to just a few well-written sentences.
7. Choose to omit a section of the activities if students are proficient in it.
8. Encourage students to share bits and pieces of their writing orally.
9. Instruct students to complete an activity in groups or work on one together as a class.
10. Decide to use these activities for one or two weeks and/or alternate them with other "bell ringer" activities.
11. Run off an occasional copy of a day's activities to send home with students for homework.
12. Assign no grade to the activities other than a participation grade, or create a quiz every week or so, to determine whether students really understand the material and are learning the skills.



TROUBLE SHOOTING

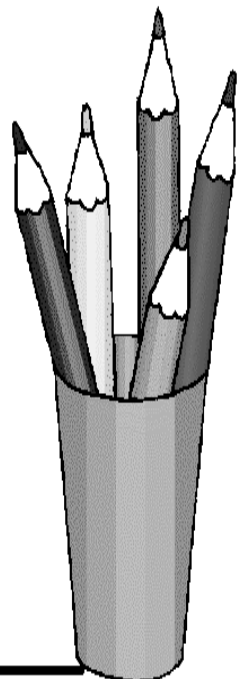
SUPPOSE A STUDENT HAS TROUBLE WRITING

- Instruct the student to "free write" by just writing anything, including, "I'm having trouble writing" until some ideas kick in.
- Suggest the student brainstorm a list of all the things he might write about.
- Ask students to share some ideas about possible approaches before they get started writing.



SUPPOSE STUDENTS HAVE TROUBLE WRITING IN THE TIME FRAME

- If students had trouble getting started and are then "on a roll," allow a student to finish the thought or sentence but give a minute or two as a deadline.
- Ask them to set their papers aside until there is a break in the lesson.
- Have students complete their work for homework.
- Assure them that everyone draws a blank at times, but "timed-writing" or "writing on demand" plays an important part in standardized testing and in life and career.



Sensory Words

| <u>Touch</u> | <u>Sight</u> | <u>Smell</u> | <u>Taste</u> | <u>Sound</u> |
|--------------|-----------------|--------------|--------------|--------------|
| breezy | black and white | acidic | acidic | banging |
| bumpy | bright | antiseptic | bitter | bawling |
| cracked | brilliant | bitter | bubbly | baying |
| dewy | cloudy | burnt | burnt | bellowing |
| dimpled | colored | buttery | buttery | blasting |
| dusty | crystal clear | charred | cheesy | bleating |
| flimsy | curved | chocolaty | chocolaty | booming |
| furry | dark | clean | delectable | cackling |
| fuzzy | dull | dank | delicious | chanting |
| glassy | faded | decayed | dry | cheering |
| goosey | flapping | dusty | fishy | chugging |
| greasy | flashing | earthy | fresh | clanging |
| gritty | floating | floral | garlicky | clicking |
| grooved | foggy | flowery | gingery | clinking |
| hairy | hazy | fresh | juicy | cracking |
| hard | huge | fruity | lemony | crashing |
| jagged | large | grassy | moldy | dripping |
| lightweight | light | leathery | natty | growling |
| liquid | luminous | lemony | oily | harmonious |
| melted | misty | medicinal | oniony | honking |
| metallic | mottled | mildewy | peppery | howling |
| moist | murky | musty | rancid | humming |
| nubby | opaque | new | salty | jabbering |
| oily | pointed | old | smoky | jangling |
| padded | psychedelic | peppery | sour | jingling |
| plush | robust | pungent | spicy | loud |
| pointed | rotund | putrid | spoiled | melodic |
| powdery | round | rank | stale | meowing |
| prickly | shaded | rotten | sugary | moaning |
| rigid | shadowy | sharp | sweet | muted |
| rough | speckled | smoky | tangy | pealing |
| sandy | spotted | smoky | tart | plopping |
| scratchy | square | sour | vinegary | popping |
| sharp | stained | spicy | | roaring |
| silky | straight | spoiled | | rumbling |
| sleek | striped | strong | | screeching |
| slick | swaying | sweet | | slurping |
| slimy | swirling | vinegary | | snapping |
| slippery | textured | | | sniffing |
| smooth | translucent | | | soft |
| spongy | transparent | | | splashing |
| sticky | twisted | | | stammering |
| velvety | | | | tapping |
| wet | | | | wailing |
| wiry | | | | whispering |
| | | | | whistling |
| | | | | whizzing |
| | | | | woofing |
| | | | | yowling |

Emotion Words

Positive Emotions

Negative Emotions

| | | | |
|--------------|--------------|---------------|----------------|
| accepted | lovable | aghast | judged |
| accomplished | loved | agitated | laughed at |
| acknowledged | loyal | aloof | left-out |
| affirmed | magnificent | ambivalent | lonely |
| appreciated | marvelous | angry | lost |
| approved | masterful | anxious | mad |
| attractive | needed | ashamed | melancholy |
| beautiful | noticed | bedraggled | mocked |
| befriended | obedient | befuddled | moronic |
| bliss | outstanding | belligerent | nervous |
| bright | overjoyed | bereft | ornery |
| calm | patient | betrayed | out-of-control |
| capable | peaceful | bewildered | out-of-step |
| caring | perfect | bitter | overlooked |
| cheerful | phenomenal | blah | overwhelmed |
| cherished | pleased | blamed | patronized |
| clever | powerful | blasé | perplexed |
| comfortable | praised | blue | picked on |
| complemented | precious | bored | pouty |
| confident | prepared | bother | puny |
| courteous | protected | chastised | put down |
| creative | proud | confused | rage |
| delectable | purposeful | contrary | rebellious |
| delighted | ready | crazy | rejected |
| delirious | recognized | criticized | reviled |
| dynamic | relaxed | crush | revolted |
| ecstatic | relieved | dejected | ridiculed |
| empowered | remarkable | depressed | rotten |
| encouraged | respected | detest | sad |
| enthusiastic | responsible | discarded | scared |
| excellent | revered | discouraged | shattered |
| exceptional | rewarded | discriminated | sick |
| excited | safe | disgusted | slighted |
| exhilarated | satisfied | distant | spoiled |
| exonerated | secure | distrustful | spooky |
| exuberant | sensational | dumb | strange |
| exulted | smiling | embarrassed | stressed |
| fabulous | smitten | excluded | stubborn |
| fantastic | special | fate | stupid |
| focused | strong | fearful | tempermental |
| free | superb | forced | trapped |
| friendly | supported | frustrated | tumultuous |
| generous | sympathetic | grouchy | ugly |
| glad | talented | guilty | unappreciated |
| good | terrific | heated | unhappy |
| great | thrilled | heartbroken | uninformed |
| happy | thriving | helpless | unloved |
| helpful | treasured | hesitant | unprepared |
| honored | tremendous | hopeless | unruly |
| hopeful | trusted | hostile | upset |
| imaginative | understood | humiliated | used |
| important | unique | idiotic | useless |
| impressed | uplifted | ignored | vexed |
| included | useful | impetuously | vulnerable |
| incredible | validated | implicated | weak |
| independent | valued | indifferent | weary |
| joyful | wanted | insane | worn-out |
| jubilant | warm-hearted | insecure | worried |
| kind | wonderful | insulted | |
| likes | worthy | interrupted | |
| | zany | irritated | |
| | zealous | jilted | |

Vibrant Color Words

RED

cherry
lobster
crimson
watermelon
brick
candy apple

YELLOW

lemon
goldenrod
mustard
egg yolk
school bus
fluorescent

WHITE

snow
alabaster
vanilla
eggshell
ivory
pearl

GREEN

olive
forest
khaki
emerald
lime
pistachio

ORANGE

pumpkin
marigolds
sunset
fluorescent
burnt sienna
caution

BLACK

ebony
jet black
charcoal
raven
midnight
pitch-black

BROWN

leather
chocolate
mahogany
chestnut
coffee
camel

BLUE

robin's egg
powder
royal
navy
denim
sapphire

PURPLE

lavender
orchid
periwinkle
grape
eggplant
plum

SUPER COLOR WORDS

blacklight
bronze
café-au-lait
calico
camouflage
chocolate chip
confetti
copper
Day-Glo
diamond
ebony

emerald
glitter
glow-in-the-dark
gold
hologram
iridescent
ivory
mahogany
mirror
mocha
mother-of-pearl

multi
neopolitan
opal
peaches 'n cream
peppermint
plaid
platinum
polka dot
rainbow
ruby
sapphire

silver
stained glass
steel
stripe
tapestry
topaz
tortoise
transparent
tutti-frutti
translucent

Tone Words

| | | | |
|---|--|--|------------------------------|
| A abusive accepting acerbic admiring affectionate afraid allusive angry anxious apologetic apprehensive approving ardent audacious awestruck B benevolent biting bitter boring brisk bristling brusque C calm candid casual cavalier censorious childish cold complementary condescending confident confused contemptuous controlled conversational critical cutting cynical D defamatory denunciatory detached didactic disdainful disparaging disrespectful doubtful dramatic dreamy dry | E elaborate enthusiastic eulogistic exhilarated F facetious fanciful fearful flippant forceful frightening frivolous G giddy grim H happy harsh haughty hollow horrific humorous hypercritical I impassioned indifferent indignant ironic irrelevant J joyful L laudatory lighthearted loving M malevolent melancholy mistrustful mocking mysterious N neutral nostalgic O objective offhanded P peaceful personal pessimistic | pitiful plainspoken playful poignant pragmatic proud provocative Q questioning R reasonable reproachful respectful restrained rueful S sad sarcastic sardonic satirical seductive sentimental serious severe sharp shocking silly somber straightforward strident subdued subjective sweet sympathetic T thoughtful threatening tired trenchant U uncertain understated upset urgent V vexed vibrant W whimsical withering wry Z zealous | <u>Additional Tone Words</u> |
|---|--|--|------------------------------|

9th and 10th Grade Standards Sheet

As of August, 2007, the following Language Arts standards apply to the vocabulary, activities, and skills found in this document.

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

The student will:

- LA.910.1.6.1 – use new vocabulary that is introduced and taught directly;
- LA.910.1.6.3 – use context clues to determine meanings of unfamiliar words;
- LA.910.1.6.5 – relate new vocabulary to familiar words;
- LA.910.1.6.6 – distinguish denotative and connotative meanings of words; and
- LA.910.1.6.9 – determine the correct meaning of words with multiple meanings in context.

Prewriting Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

The student will prewrite by:

- LA.910.3.1.1 – generating ideas from multiple sources based upon teacher-directed topics and personal interests;
- LA.910.3.1.2 – making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and
- LA.910.3.1.3 – using organizational strategies and tools to develop a personal organizational style.

Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

The student will draft writing by:

- LA.910.3.2.1 – developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
- LA.910.3.2.2 – establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
- LA.910.3.2.3 – analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with confidence of expression.

Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

The student will revise by:

- LA.910.3.3.1 – evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- LA.910.3.3.2 – creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas; and
- LA.910.3.3.3 – creating precision and interest by elaborating ideas through supporting details, a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials to select more effective and precise language.

Creative Writing Application Standard: The student develops and demonstrates creative writing.

The student will:

- LA.910.4.1.1 – write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices and sensory descriptions; and
- LA.910.4.1.2 – incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

Informative Writing Application Standard: The student will develop and demonstrate writing that provides information related to real-world tasks.

The student will:

- LA.910.4.2.1 – write in a variety of informational/expository forms;
- LA.910.4.2.3 – write informational/expository pieces that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding information; and
- LA.910.4.2.4 – write a business letter and/or memo that presents information purposefully and succinctly to meet the needs of the intended audience following a conventional format;

Persuasive Writing Application Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

The student will:

- LA.910.4.3.1 – write pieces that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments; and
- LA.910.4.3.2 – include persuasive techniques.

Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.

The student will edit for correct use of:

- LA.910.3.4.1 – spelling and spelling rules;
- LA.910.3.4.2 – capitalization, including names of academic courses and proper adjectives;
- LA.910.3.4.3 – punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;
- LA.910.3.4.4 – possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement; and
- LA.910.3.4.5 – sentence formation, including infinitives and infinitive phrases, and use of fragments for effect.

Outside Resources

Sunshine State Standards: flstandards.org

Vocabulary/definitions: dictionary.com
satvocab.com

English teaching resources: teachit.co.uk

General source for all writing questions: owl.english.perdue.edu

Additional writing topics: thewritesource.com

Grammar resources: grammar.ccc.comnet.edu/grammar/
thebeehive.org (Learn Grammar)
englishplus.com/grammar (Grammar Slammer – English Grammar Resource)
dailygrammar.com
chompchomp.com
funbrain.com (Grammar Gorillas – middle school)

International Reading Association: ira.org

National Council Teachers of English: ncte.org

Florida Council Teachers of English: fcte.org

The Alan Review: scholar.lib.vt.edu/ejournals/ALAN/alan-review.html

Poets: poets.org

Poetry 180: loc.gov/poetry/180

Poetry Alive: poetryalive.com

Sonnet Central: sonnets.org

Poetry Slam: poetryslam.com

English Companion: englishcompanion.com

Web English Teacher: webenglishteacher.com

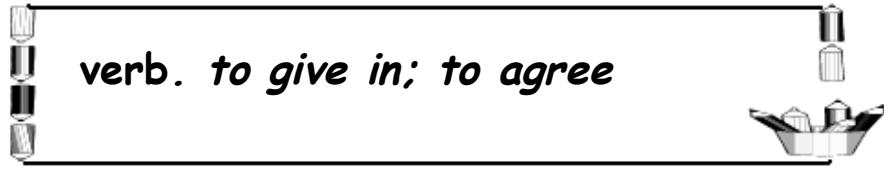
DOE FCAT Publications: fcat.fldoe.org/fcatpub2.asp

Writing Possibilities for Students: teenink.com
merlynspen.org
scholastic.com/artandwritingawards/index.htm
vsarts.org/x1548.xml

#1

acquiesce:

verb. *to give in; to agree*



If the troops continue to lose battles, they will be forced to acquiesce to the enemy's demands.

Quick Write: Write to explain a time when you were forced to acquiesce to one of your parents' requests when you did not want to do so. Include both sides of the disagreement and the consequences you would face for noncompliance.

Writing Skill: Underline all of the verbs in the paragraph, and replace three of them with stronger, more specific verbs.

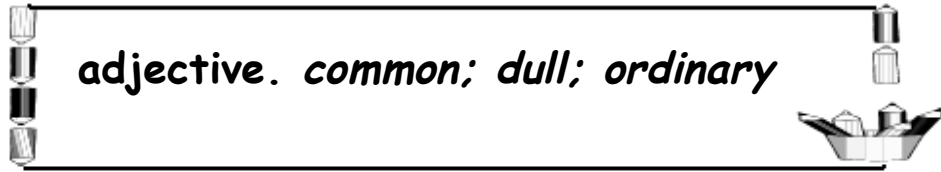
Conventions: On your paper, write the sentence that uses pronouns correctly, and explain why you made this choice.

- A. My parents and me had a huge argument about my curfew.
- B. Me and my parents had a huge argument about my curfew.
- C. My parents and I had a huge argument about my curfew.

#2

banal:

adjective. *common; dull; ordinary*



Maria's essay was criticized as being a banal work rather than an in-depth exploration of the topic.

Quick Write: Write a paragraph describing a television character or a character in a story that you would consider banal.

Writing Skill: Include at least three strong adjectives in your description. Underline them.

Conventions: On your paper, write the correct adjectives to complete the sentences below.

1. The mosquito is the _____ insect in our area.
 - A. more common
 - B. most common
 - C. commonest
2. Getting good grades is _____ than you probably think.
 - A. simpler
 - B. simplest
 - C. most simplest
3. Exercise makes you _____ than sitting in a chair all day.
 - A. more flexible
 - B. most flexible
 - C. flexiblest

#3

chide:

verb. *to scold; to reprove*



I don't mind being chided for mistakes I have made, but being chided for other people's errors drives me crazy!

Quick Write: Write a short narrative about a time when a real or invented character chided a person about something only to find out later that the wrong individual was scolded. Be sure to explain what your character did to make things right again.

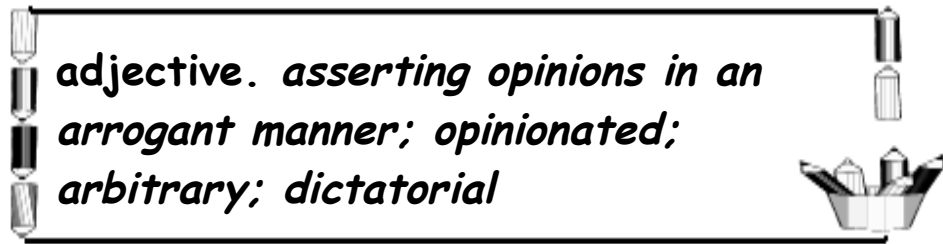
Writing Skill: Include a direct quotation that your character said.

Conventions: On your paper, correct the spelling and punctuation in the following sentence:

Justin chided Franco are you ever going to finish with that dictionery. I need to use it to!

#4

dogmatic:



My parents presented a dogmatic argument when refusing my request to extend my curfew despite my reasons to stay out later.

Quick Write: Write a paragraph to your parents in a dogmatic style explaining why you need your curfew extended for a special occasion.

Writing Skill: Include two sentences that show how being allowed to stay out later will make you feel. Also include a simile.

Conventions: On your paper, combine the following sentences into one correctly punctuated sentence. Add or delete words as necessary.

Juanita was bored.

The community college was offering summer classes.

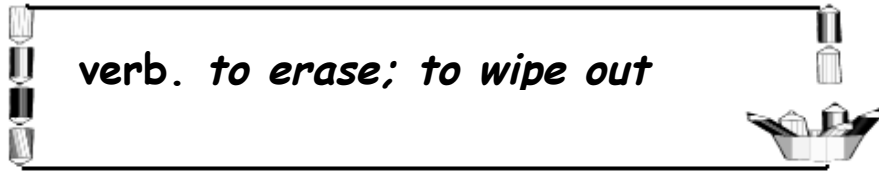
One of the classes was computer programming.

Juanita decided to take the class.

#5

efface:

verb. *to erase; to wipe out*



Although many headstone inscriptions in the cemetery had been effaced by wind and rain, we could still read the details on several of them.

Quick Write: Write a note to a friend about an unusual place you visited.

Writing Skill: Describe one aspect of this place that has been effaced by the elements with detailed visual imagery.

Conventions: On your paper, write the correct pronoun to complete the following sentences:

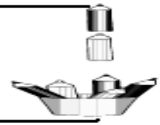
- A. It was (him, he) who found the oldest headstone.
- B. Her friends, her parents and (her, she) went to the art show.
- C. (Us, We) students are very involved in the election process.
- D. Mr. Jackson gave his old golf clubs to Raul and (me, I).

#6

fastidious:



adjective. *finicky; overly critical*



Because he washed his hands several times throughout the day, Paul's friends called him fastidious.

Quick Write: Think of a fastidious behavior you exhibit.

Write a short letter describing this behavior to your pen pal. Give three reasons why you will continue this action even if others think you're somewhat weird.

Writing Skill: Use three of the following transition words in your letter, and punctuate them correctly.

| | | | |
|--------------|--------------|-----------|-----------|
| accordingly | furthermore | otherwise | also |
| hence | besides | similarly | however |
| consequently | still | instead | therefore |
| finally | nevertheless | thus | |

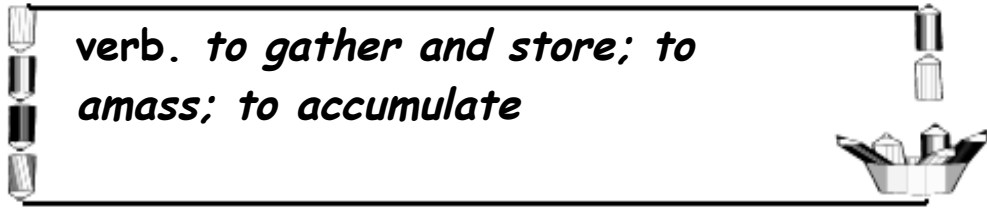
Conventions: On your paper, write the letter of the sentence that does NOT punctuate the conjunctive adverb correctly. Explain why.

- A. Peter wanted to go to the movies; however, Raul wanted to go to the mall.
- B. I needed more time to study; consequently, I had to miss soccer practice.
- C. Josie raced around the house getting ready for school, nevertheless she still arrived after the bell had already rung.
- D. All the students in the class passed their punctuation test; therefore, they moved on to the next skill.

#7

garner:

verb. *to gather and store; to
amass; to accumulate*



The governor advised the population to garner hurricane supplies before the storm season began.

Quick Write: Generate your own list of essential items that you would garner to prepare for an approaching hurricane.

Writing Skill: Briefly explain why five of those items are the most important.

Conventions: On your paper, write the revision which provides the most specific word choice for the following sentence. Explain why.

I brought a lot of stuff with me.

- A. I brought many things with me.
- B. I brought a pillow and blanket with me.
- C. I brought various items and lots of stuff with me.
- D. I brought a pillow, blanket, stuffed animal, and cell phone with me.

#8

heresy:

noun. *an opinion violently opposed to established beliefs*



The priest's beliefs were so liberal that he was accused of and tried for heresy.

Quick Write: Ellen Glasgow once said, "There is no support so strong as the strength that enables one to stand alone." Although standing on your own two feet is not always "heresy," write about a time when you or someone you know had to stand alone because you disagreed with the ideas or beliefs of others.

Writing Skill: State the contrasts between the beliefs clearly.

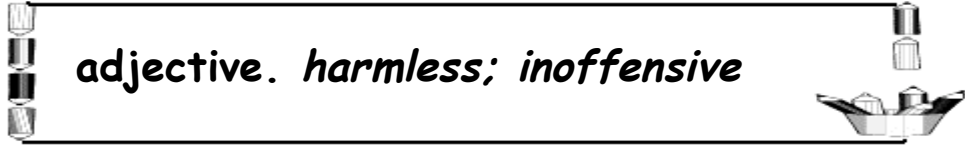
Conventions: On your paper, write the sentence that uses the verb correctly. Explain why.

- A. Neither Sasha nor her sister like pizza.
- B. Neither Sasha nor her sister likes pizza.
- C. Neither Sasha nor her sister do like pizza.

#9

innocuous:

adjective. *harmless; inoffensive*



Although the talk show host's comments were innocuous, his producers still reprimanded him.

Quick Write: Your best friend has one habit that is very irritating to those around him or her. Write a paragraph explaining your friend's habit. Use innocuous dialogue in your suggestion for changing this habit so that your friend does not take offense.

Writing Skill: A hyperbole is an exaggerated statement to heighten effect. (ex. I ate a ton of ice cream last night.) Include at least one hyperbole to describe your friend's habit.

Conventions: On your paper, write the words that make the following sentences correct:

- accept (v.) to receive willingly
- except (prep.) but; excluding

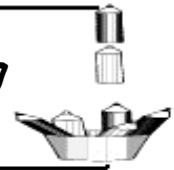
- A. Francine was gracious as she (accepted, excepted) the award for best basketball player.
- B. All of the teachers (accept, except) science gave homework tonight.
- C. My parents will not (accept, except) any excuses for being late.

#10

jettison:



verb. *to discard or abandon anything unwanted*



The passengers aboard the ship were forced to jettison their luggage as the boat began to sink.

Quick Write: Imagine you are on a cruise which encounters an unexpected, violent storm. The ship's captain orders all passengers to jettison one full suitcase in order to keep the boat from sinking. Explain what you would pack into this suitcase and why.

Writing Skill: Use three of your previously studied vocabulary words in this paragraph. Underline them.

Conventions: Part of the following sentence is underlined; beneath the sentence are five ways of phrasing the underlined material. Write the answer choice that best expresses the meaning of the original sentence. If you think the original phrasing produces a better sentence than any of the alternatives, write choice.

With tens of thousands of craters scattered over the moon's surface, they often overlap one another.

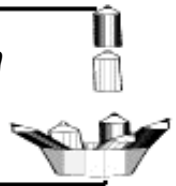
- A. With tens of thousands of craters scattered over the moon's surface, they often overlap.
- B. With tens of thousands of craters scattered over its surface, on the moon they often overlap.
- C. The moon's surface, with tens of thousands of craters scattered over it, they often overlap.
- D. Tens of thousands of craters are scattered over the moon's surface, often overlapping.
- E. Tens of thousands of craters, scattered over the moon's surface, often overlapping.

#11

sagacious:



adjective. *discerning; shrewd; keen in judgment; wise*



The announcer's sagacious commentary allowed even those unfamiliar with the sport to enjoy the game.

Quick Write: Sagacious people often create marvelous inventions. List five of the greatest inventions of all time.

Writing Skill: Choose one, and write a paragraph explaining how it has helped you or your family.

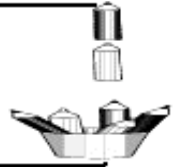
Conventions: From the following sentences, choose the correctly spelled word, then write the sentences on your paper.

- A. Monty is so busy at work that he has to refuse the (recuests, requests, reqwests) of help from others.
- B. We plan to arrive home at (aproksimatly, aproximatly, approximately) 8 o'clock tomorrow night.
- C. I've always admired Eleanor Roosevelt's altruistic (qualities, qualitys, qualityes).

#12

languid:

adjective. *lacking in vitality or energy; listless; weary; heavy; sluggish; slow*



The Everglades is a wide, languid river that eventually runs into the Gulf of Mexico.

Quick Write: Write a narrative using vivid imagery about a family spending a languid day at home on a rainy Saturday.

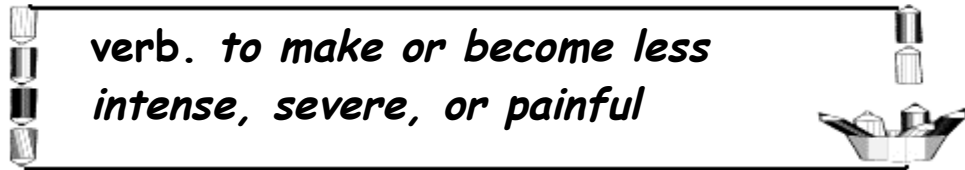
Writing Skill: Use specific activities that “show” rather than “tell”, and vary your sentence structure so that no two sentences begin with the same word.

Conventions: On your paper, write the verb that agrees with the subject of each sentence below:

- A. High levels of air pollution (causes, cause) damage to the respiratory system.
- B. The governor as well as his press secretary (was, were) arrested.
- C. The actresses in my favorite movie (is, are) are all as old as my mother.
- D. The backpack filled with ropes (was, were) left at the camp.

#13

mitigate:



*verb. to make or become less
intense, severe, or painful*

If you apologize, your parents may mitigate the severity of your punishment.

Quick Write: Write about a time when someone you know accused you of something you did not do.

Writing Skill: Conclude with a strong final statement explaining what the person could do to mitigate your hard feelings.

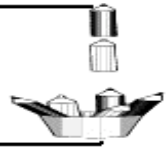
Conventions: On your paper, write the pronoun that agrees with its antecedent in the following sentences:

- A. Each student must bring (his or her, their) books to class tomorrow.
- B. The hospital interns finished (his or her, their) rounds.
- C. In an on-line class, everyone works at (his or her, their) own pace.

#14

novel:

adjective. *new; unusual*



Just a few years ago, producing a car with a hybrid engine was a novel idea.

Quick Write: Think about your least favorite chore or task. Brainstorm a list of possible novel inventions that would do this chore or task for you.

Writing Skill: Rank these inventions in order of probability from most likely to be produced to least likely.

Conventions: On your paper, write the letter of the sentence that is punctuated correctly. Explain your choice.

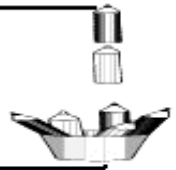
- A. My grandparents have been most amazed by the following inventions, video games, ipods, the internet, and the space shuttle.
- B. My grandparents have been most amazed by the following inventions; video games, ipods, the internet, and the space shuttle.
- C. My grandparents have been most amazed by the following inventions: video games, ipods, the internet, and the space shuttle.
- D. My grandparents have been most amazed by the following inventions. Video games, ipods, the internet, and the space shuttle.

#15

orthodox:



adjective. *standard; commonly accepted; conventional (not just with religions)*



My orthodox standards of behavior have sometimes made my friends feel uncomfortable.

Quick Write: Some people have orthodox beliefs or behaviors while others act in unorthodox ways. Explain one area of your life in which your beliefs or your behaviors are orthodox and opposed to those of someone you know whose ways or beliefs are unorthodox.

Writing Skill: The following transitions may be used when contrasting:

on the other hand
conversely

although
however

in contrast


In your writing, add appropriate transitions to show contrast.

Conventions: Read the following paragraph. On your paper, write the sentence which is off-topic and should be removed from the paragraph. Explain why.

(1) My favorite dogs are Labrador Retrievers. (2) Known for their even dispositions, Labs are very tolerant of small children. (3) Labs are smart enough to be trained easily, even at a very young age. (4) Some Labs have problems with their hips. (5) Labs' smooth coats are easy to keep clean, and their various colors appeal to many people's tastes.

#16

parsimonious:

 adjective. *stingy; excessively unwilling to spend money*



The old man was so parsimonious that he wouldn't even buy Girl Scout cookies from his niece.

Quick Write: Write a letter to convince a parsimonious individual to contribute to your favorite charity.

Writing Skill: Include at least three emotion words such as: *relieved, valued, honored, jubilant*.

Conventions: On your paper, write the letter of the sentence in which all capitalization is correct.

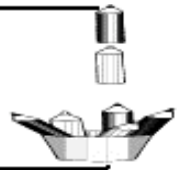
- A. My uncle Scott visited the Pony Express Museum in St. Joseph, Missouri.
- B. My Uncle Scott visited the pony express museum in St. Joseph, Missouri.
- C. My Uncle Scott visited the Pony Express Museum in St. Joseph, Missouri.

#17

quail:



*verb. to cower with fear; to lose
heart in the face of danger*



The young soldier quailed in the trench as the rockets exploded overhead.

Quick Write: Describe a time when you quailed in the face of a real or imagined danger.

Writing Skill: Arrange the events of your experience in chronological order.

Conventions: On your paper, combine the ideas below to create one logical sentence.

I had not expected to see him there.

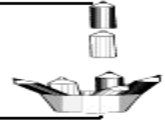
He was waiting on tables.

He was taking orders.

#18

recalcitrant:

adjective. *stubbornly disobedient*



The recalcitrant teenager found herself in trouble not only with the police, but also with her parents.

Quick Write: Imagine you are a recalcitrant teenager who needs a list of rules to specify areas in which you need improvement. Write a letter from your mother stipulating the non-negotiable rules that she expects you to follow.

Writing Skill: "Connotation" refers to the feeling the word conveys while "denotation" identifies its dictionary meaning. Example: Smell, fragrance, and odor all refer to the scent of something, but smell is neutral; fragrance has a positive connotation; and odor has a negative connotation. House is neutral; mansion has a positive connotation; and shack has a negative connotation. For each of the following neutral words, write a related word with a positive connotation and then one with a negative connotation.

leader curious disagreement economical ordinary

Conventions: Often Confused Words

-affect (v.) to influence

-effect (n.) the result of some action

On your paper, write the words that make the sentences correct.

A. I don't think you realize how your criticism (affects, effects) your friends.

B. The (affects, effects) of the hurricane are still visible today.

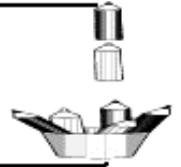
C.

Her parents' praise had a positive (affect, effect) on Jolicia's work.

#19

sonorous:

adjective. *producing sound, especially deep and rich or resonant sound*



Thunderous applause erupted when the opera singer's sonorous aria concluded.

Quick Write: Singing with a sonorous quality demands a great talent. Describe your greatest talent, or explain what talent you *wish* you had, and tell why you want to have it.

Writing Skill: Make each of the following sentences end with an adverb that is a humorous reflection of the rest of the sentence. Example: "I might as well be dead," said Tom gravely.

1. "Hand me that knife!" yelled Tom

_____.

2. "I ate seven lamb chops," admitted Tom

_____.

3. "Here's that light bulb you wanted," said Tom

_____.

Conventions: On your paper, rewrite the following sentence, with correct spelling and punctuation.

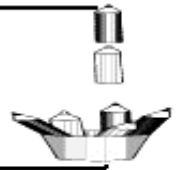
Toms puns are so silly that their all ways making us laugh even when we dont want too.

#20

trenchant:



adjective. *incisive; having a sharp point; caustic; sarcastic*



The trenchant satire in some political cartoons entertains modern readers.

Quick Write: Hurt feelings often result from the trenchant remarks of others. Complete the following sentence stem:

When I get my feelings hurt, I respond by

Develop your ideas into a well-written paragraph.

Writing Skill: Include at least two causes and two effects in your paragraph.

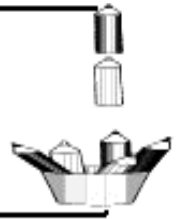
Conventions: Using quotation marks correctly, rewrite the following sentences on your paper:

- A. I'd be careful if I were you, Perry warned.
- B. If you ever get to Montana, Marcia said, be sure to visit Glacier National Park.
- C. I've always enjoyed reading poems like Casey at the Bat.

#21

umbrage:

noun. *a sense of injury or insult;*
verb. *to take offense; to*
experience displeasure



We took umbrage at the cool welcome we experienced at the upscale restaurant. (n.)

Quick Write: Your friends often tell you how they want you to behave or act. Now it's your turn. Write a list of rules you want your friends to follow when you go to the mall. Do it in such a way that they won't take umbrage.

Writing Skill: Rank your list from most to least important.

Conventions: Use *who* as a subject or a predicate noun.
Use *whom* as a direct object, an indirect object, or the object of a preposition.
On your paper, write the correct pronoun to make the following sentences correct:

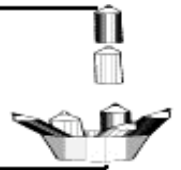
- A. To (who, whom) did you give the reports?
- B. The person you said was coming with us was (who, whom)?
- C. Marcus, (who, whom) was terribly afraid of dogs, refused to own a puppy.

#22

volition:



noun. *an act of choosing, using one's own will; a conscious choice*



Marquis read three novels of his own volition over the summer.

Quick Write: The biggest time-waster in my life that I will give up of my own volition is _____ . Explain why this behavior wastes time, and say what you are willing to do instead.

Writing Skill: As you are writing your explanation, include three strong verbs and three emotion words or phrases in your piece. Underline them.

Conventions: On your paper, write the adjective or adverb in parentheses that correctly completes the following sentences:

- A. Ginny looked (sad, sadly) at the broken vase.
- B. The Doberman puppy looked (sad, sadly).
- C. The tennis players looked (eager, eagerly) to start the match.
- D. The crowd waited (eager, eagerly) for the parade to begin.

#23

waft:



verb. *to move gently by wind or waves;*
noun. *something conveyed through the air; a
gentle breeze*



The aroma of freshly baked bread wafted through the open windows. (v.)

Quick Write: Write a paragraph that begins, "The most wonderful aroma that I have smelled wafting through the air is"
Tell where that aroma can be found, explain why you like it so much, and show what feelings it evokes.

Writing Skill: Reread your paragraph and replace any general sensory words with specific sensory words. Example: general - *good*, specific - *fresh*; general - *nice*, specific - *earthy*.

Conventions: On your paper, complete the following similes:

A. Sonja's mother treats her like a

_____.

B. His singing sounds like _____.

C. Martin's shoes are as big as

_____.

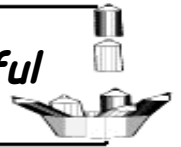
D. The room suddenly became as quiet as

_____.

#24

sanguine:

adjective. *healthy; optimistic; cheerful*



Our sanguine principal considers losing a football game to our arch rival as an opportunity to learn.

Quick Write: You have an optimistic, sanguine personality. Construct a dialogue regarding an upcoming event between you and someone with a dour, pessimistic outlook.

Writing Skill: Vary your tags, and show through strong word choices the contrast between the two personalities.

Conventions: In your writing, use a string of adjectives that describe strongly, specifically, and clearly. Example: *I just ate a good ice cream cone. I just ate a gooey, chocolate fudge ice-cream cone.* On your paper, rewrite the following sentences, replacing the underlined words with stronger adjectives or adjective strings.

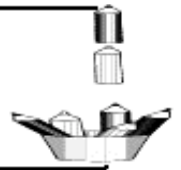
- A. We had a nice vacation in Orlando.
- B. I read a good book over the summer.
- C. My mother was mad when I lost her car keys.

#25

yammer:



verb. *to whine or complain; to talk loudly and persistently*



The child's constant yammering was annoying to those around him.

Quick Write: Select one of the following sentence beginnings, and write the introductory paragraph of a personal anecdote in which you briefly express your ideas on the topic.

1. I yammer when
2. In a group when someone yammers, I
3. In my mind, I yammer

Writing Skill: Include at least two specific positive emotion words and two specific negative emotion words in your paragraph.

Conventions: On your paper, write the verb in parentheses that correctly completes the following sentences:

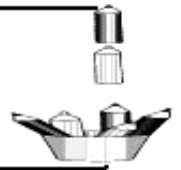
- A. Mathematics (is, are) Maria's favorite subject.
- B. Half the students in class (knows, know) how to diagram sentences.
- C. One of the players (is, are) going to the NBA draft.

#26

zenith:



noun. *highest point attainable;
culminating point; acme*



At the zenith of the writer's career, he was awarded the Pulitzer Prize.

Quick Write: Make a list of jobs that might be ideal for you. Choose one and describe why this job might be the zenith of your high school work experience.

Writing Skill: Include at least two specific examples in your explanation.

Conventions: Read the partial paragraph below. Then, choose from the sentences that follow the one which would make the best topic sentence for the paragraph and write it on your paper.

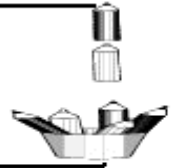
Some three hundred scripts are commissioned by the networks before the start of the season. Of these, only about sixty are made into pilots - filmed or taped test episodes. Unfortunately, only one in three pilots ever wins a slot on prime-time TV.

- A. Many new programs are planned for television.
- B. Most television programs aren't very good.
- C. To reach the television audience at all, a new program has to overcome many obstacles.
- D. Variety is the spice of life on television.

#27

abrogate:

verb. *to abolish; to do away with;
to annul, especially by authority*



The settlers worked to assure that their new-found freedoms could not be abrogated by any future government.

Quick Write: Celebrities often change their names for many reasons. If you would like to abrogate your own name, tell exactly what you would like your new name to be and why you think it would be better than your own. If you would not like to abrogate your name, tell why it is just right for you and why you like it. (You might tell why your family chose that name, or for whom they named you, or anything else you know about the choice.)

Writing Skill: Give your piece a creative title that reflects your given name or the name you would choose.

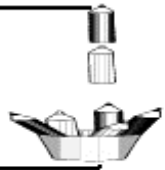
Conventions: On your paper, write the words that make the following sentences correct.

- A. They encountered quite a (cite, sight, site) as they arrived at the school.
- B. The dump (cite, sight, site) reeked of rotting garbage.
- C. Reporters (cited, sighted, sited) several sources who said they had witnessed the robbery.

#28

belie:

verb. *to misrepresent; to show
to be false; to contradict*



Her good manners belied her delight in tormenting people.

Quick Write: Sometimes intelligence belies the fact that we occasionally do dumb things. Write a paragraph that begins, "The dumbest thing I ever did was" Tell what you did and when you did it. Tell who was involved. Say what made it dumb.

Writing Skill: Include and punctuate correctly at least one compound sentence and one complex sentence in your writing.

Conventions: On your paper, revise the following paragraph, cutting any unnecessary text and combining sentences if necessary.

The famous escape artist was hanging upside down above a parking lot in a straight jacket. He was suspended from a crane. His name was "Boris the Brave." He twisted and twirled in the wind as a crowd watched silently. The crowd was large. He couldn't escape. The crane operator finally lowered him to the ground.

#29

capricious:

adjective. *tending to change abruptly and without apparent reason; fickle; whimsical; unpredictable*



It is difficult to count on a capricious friend.

Quick Write: Cats are often capricious animals, choosing one person in the family over another or deciding to be affectionate one minute and distant the next. Write a public service announcement in the voice of a cat, explaining the benefits of owning a capricious cat.

Writing Skill: Use humor and a simile in your writing.

Conventions: The following group of sentences can be used to make a paragraph. On your paper, number the sentences in a logical sequence that will result in a chronologically developed paragraph.

- _____ A. By the time the fire department arrived, the whole house was in flames.
- _____ B. The fire started in the basement.
- _____ C. The fire spread quickly through the basement and up to the first floor.
- _____ D. It apparently began in a pile of rags and old newspapers near the furnace.
- _____ E. Two hours later, all that remained of the home was a mound of smoking black ash.
- _____ F. The firefighters struggled bravely, but in vain.

#30

delve:

verb. *to search carefully and laboriously*



The historians had to delve through boxes of old documents to find the original records of the ancient city.

Quick Write: People have different ways of delving into a box of chocolates. Describe a boy delving into Valentine's chocolates and not finding the kind he likes. End your description with an entertaining conclusion.

Writing Skill: Use sight and taste imagery.

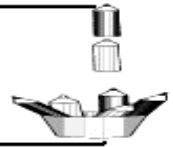
Conventions: On your paper, write the pronoun that correctly completes each of the following sentences:

- A. Paul and (her, she) saw a four-car accident this morning.
- B. The coach gave David and (I, me) directions to the ball park.
- C. Kim understands the problem better than (he, him).
- D. Do you think it was (she, her) who left the package?

#31

extol:

verb. *to praise highly; to celebrate*



Praba wrote such a wonderful story that her teacher extolled its merits to the rest of the class.

Quick Write: Select an emotion - one that you could extol or one that you try to avoid - and assign a color to it. Then tell how it sounds, smells, tastes, and feels. Ex. 1: *Envy is chartreuse. It smells like a stagnant sulphur pool; tastes like soured, musty grapes; sounds like the hiss of a snake; and feels like a straight razor.* Ex. 2: *Anger is dark brown. It smells like a foggy city; it tastes like warm, stale Dr. Pepper; and it feels like a horrible storm.*

Writing Skill: Reread your description, and underline the simile you think is strongest. Add two vivid adjectives to it.

Conventions: Rewrite the following sentences on your paper, replacing the underlined words with more vivid nouns.

Example: *He heard a loud noise in the next room.*

He heard a crash in the kitchen.

A. He saw an old car on the road.

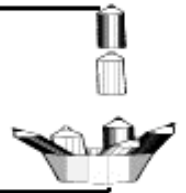
B. Mr. Myers lived in an old house.

C. The sound of thunder terrified the dog.

#32

facetious:

adjective. *playfully jocular; humorous; cleverly amusing in tone*



The employee's facetious remarks were not appreciated during the staff meeting.

Quick Write: Who or what makes you laugh or puts you in a facetious mood? Explain.

Writing Skill: Create a hook (a great beginning) for your paragraph that uses a hyperbole.

Conventions: Read the paragraph below.

What, if anything, lives at the bottom of the Atlantic Ocean? This question has been 1 by scientists for many years. To get an exact answer, one scientist 2 to use a camera which can withstand the enormous pressure exerted by water at great depths.

On your paper, write the verbs that will correctly complete the paragraph.

#1 A. asks
B. asked
C. ask

#2 A. decides
B. decided
C. decide

#33

garrulous:



The new talk show host was so **garrulous** that she lost her job before the season ended.

Quick Write: Select one of these three quotations, and explain it in detail.

"God helps them that help themselves."

"He that lieth down with dogs, shall rise up with fleas." "No gains without pains."

- Benjamin Franklin (1706 - 1790)

Writing Skill: Include a personal anecdote in your explanation.

Conventions: On your paper, combine the sentences below. Use information from the second sentence as an appositive.

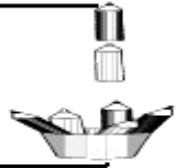
Edgar Allan Poe was one of the very first short story writers.

Edgar Allan Poe is the author of "The Tell-Tale Heart" and "The Raven".

#34

hector:

verb. *to frighten or bully; to intimidate*
noun. *a bully*



Marcus was an obnoxious bully who took delight in hectoring his classmates.

Quick Write: A person who is a hector can often be an enemy, but people have other enemies as well. Write a paragraph to describe your worst enemy. Remember, your enemy may not be a person! For example, the night, homework, storms, or snakes may be enemies.

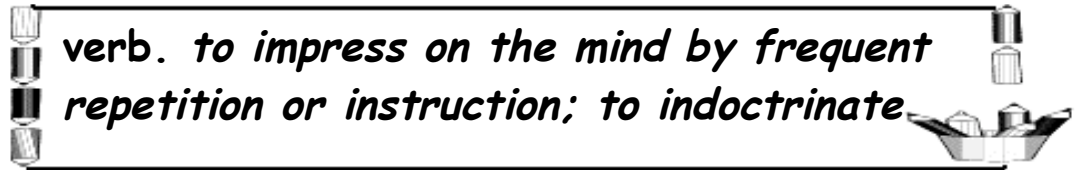
Writing Skill: Create a metaphor, an implied comparison that does not use "like" or "as", within your paragraph by relating your enemy to something else.

Conventions: On your paper, rewrite the following sentence to place the italicized verb in the past tense. Then rewrite it, using the verb in the future tense.

Sonya *brings* the plants inside during severe storms like hurricanes.

#35

inculcate:



The professor inculcated an appreciation for the value of chemistry in his students.

Quick Write: In a paragraph, explain the values you will inculcate in your own children.

Writing Skill: Develop your paragraph by including the effects that embracing these values will have upon your children.

Conventions: On your paper, combine the following sentences into one complete sentence:

My brother plays on the swing set with his friends.

My brother is little.

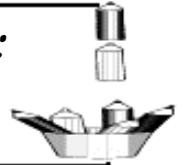
The swing set is in the backyard.

His friends live in the neighborhood.

#36

jeune:

adjective. *uninteresting; dull; immature;*
childish; lacking in nourishment



On Thanksgiving Day, my teenage cousin's jeune behavior relegated him to the children's table.

Quick Write: At school, you have been accused of mischievous behavior, resulting in detention. Describe your attempt to pass off your poor behavior as jeune when you explain your detention to your parents.

Writing Skill: Include dialogue between you and your parents, and punctuate it correctly.

Conventions: On your paper, write the correct form of the word *good* that should appear in the blanks in the following sentences:

- A. The novel on which the movie is based is _____ than the movie.
- B. Between the two bakers, Sharie makes the _____ apple pie.
- C. My grandmother makes the _____ apple pie in the world.

#37

lugubrious:

adjective. *mournful; dismal or gloomy, especially to an exaggerated or ludicrous degree*



Omar's

lugubrious eulogy at the funeral of his dog eventually made everyone giggle.

Quick Write: You have just left a lugubrious movie and want to do something to lift your spirits. Convince a friend to accompany you to one of the following places:

the state park a theme park the beach a bowling alley

Writing Skill: Include contrast transitions in your Quick Write.

Conventions: Read the unclear sentence below.

Sasha, before sending the sporting equipment to the coach, asked him if she had remembered all the items in the correct order.

On your paper, write the sentence that expresses the information clearly.

- A. In the correct order, before sending the sporting equipment to the coach, Sasha asked him if she had remembered all the items.
- B. Before sending the sporting equipment to the coach, Sasha asked him if she had remembered all of the items in the correct order.
- C. Sasha asked him if she had remembered all of the items, in the correct order, before sending the sporting equipment to the coach.

#38

magnanimous:



adjective. *forgiving; honorable;
noble in spirit; generous*



Julianna was magnanimous in her response to questions about the election, admitting that because her opponent was better qualified, she would make a strong class president.

Quick Write: Oftentimes, heroes are magnanimous individuals. Write about someone you consider magnanimous, describing the qualities you most admire in this person.

Writing Skill: Include at least one metaphor in your description of your hero. Underline it.

Conventions: Read the following sentence:

The protest brought a mass of people together to march.

On your paper, write the sentence below in which the word "mass" has the same meaning as in the above sentence.

- A. At the end of the party, Fred gathered the trash into one large mass.
- B. The mass of the pea measured more than that of the corn kernel.
- C. When the hurricane passed through, it brought mass destruction.
- D. The thickness and mass of the suit of armor was too much for Joseph.

ostensible:



adjective. *pretended; deceptive; fictitious*

The baseball star's ostensible mission was to help the new players improve their skills, but his ulterior motive was to improve his own position on the team.

Quick Write: People often say they are joining a club for one reason while they really have an ulterior motive in mind. Describe a friend who wants to join your fitness club for the ostensible reason of getting in shape. In your writing hint at the real reason he is joining the club.

Writing Skill: Combine two short sentences from your writing into one well-worded, concise statement.

Conventions: On your paper, rewrite the following sentences, replacing the underlined phrases with the possessive form of a noun.

- A. The trumpet owned by Harold was made of brass.
- B. The barking of the dog disturbed the neighbors.
- C. The size of the computer makes it difficult to move easily.
- D. The names of my sisters were chosen from a book.
- E. The shelter for women is located downtown near the library.

#40

perfunctory:

adjective. *unenthusiastic; careless;
nonchalant; routine*



Caitlyn made a few perfunctory attempts to clean her room before she went to the movies with her friends.

Quick Write: Make a list of activities you do in school or at home which you perform in a perfunctory manner. Choose one, and in a paragraph, explain why you should take this activity more seriously.

Writing Skill: Choose one of the simple sentences below to expand. Follow the chart to develop your sentence more fully.

*A visitor arrived.
The crowd stared.*

*No one spoke.
A bell rang.*

Example: The boy ran.

| | |
|----------------------------|--|
| Add an adjective | The foolish boy ran. |
| Add an adverb | Finally, the foolish boy ran. |
| Add a prepositional phrase | Finally, the foolish boy ran across the broken bridge. |
| Add a participial phrase | Showing off for his friends, the foolish boy ran across the broken bridge. |

Conventions: On your paper, combine the sentence and fragment below by making them one correctly punctuated sentence.

Carol decided to see the movie. After hearing us talk about it.

#41

resolute:



adjective. *determined; firm;*
unwavering

The team players were resolute in their desire to win the tournament.

Quick Write: Abraham Lincoln once said, "Always bear in mind that your own resolution to success is more important than any other one thing." Agree or disagree with this statement. Will being resolute make you successful in your career? Provide adequate support.

Writing Skill: Use three of the following transitions to add support or evidence to your position:

additionally, again, also, besides, equally important, further, in addition, moreover, then

Conventions: Complete the sentence starters below, developing them into complex sentences. Using the subordinate conjunction in parentheses.

- A. (although) I wanted to win
- B. (because) I never expected
- C. (when) I finished my homework

#42

scintillate:



verb. *to sparkle and glow, either literally or figuratively*



Amir's commentary scintillated as he delivered his speech.

Quick Write: The following items might be said to scintillate:

jewels
stars
conversation
fireflies
ideas

Write a personal narrative about an experience, idea, item, or conversation you find particularly scintillating.

Writing Skill: Include scintillating adjectives in your narrative.

Conventions: On your paper, rewrite the following sentences correcting the errors in adjectives or adverbs:

- A. Americans happily eat about 100 million pounds of grits annual.
- B. Today, delicious grits are firm entrenched in Southern culture.
- C. Locals have real good seafood at the festival.
- D. Retailers do good in making a big profit from sales.

#43

truncate:

verb. *to shorten as if by cutting off*



The teacher had to truncate his instructions for the project so they would be easier to follow.

Quick Write: Write two short letters to someone explaining a problem. Make the first letter reasonable and controlled; then write the second with arrogance and anger.

Example:

Dear Frieda,

I know you've been busy with work, and I know breaking up with Jason has upset you. That's why I'm sure you haven't picked up after yourself. The apartment, however, is getting to be a mess. Please pick up.

Dear Frieda,

The last thing I want to see when I come home from work is your leotard in the vegetable crisper. Did you leave your brain at the gym, you moron? I can't believe that you think it's ok to trash the apartment. Shape up!

Writing Skill: Truncate your final sentence to make a strong point.

Conventions: On your paper, write the verb form that agrees in number with its subject.

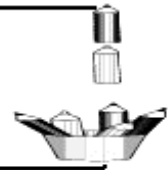
- A. Cryogenics (is, are) the study of the behavior of matter at extremely cold temperatures.
- B. Inside her locker (is, are) a pear and some old gym shoes.
- C. Everyone in the tour buses (is, are) eager to get started.

#44

ubiquitous:



adjective. *being everywhere at the same time*



Cell phones, once used only by the very rich, have become ubiquitous.

Quick Write: Because many parents consider video games ubiquitous and time-consuming, write a paragraph to your parents to convince them that your positive views about video or board games are valid. Start with a general sentence about these games, and then use detail to capture the aspects of the game you like. Don't explain why you like the game. Instead, bring them into the experience of the game through carefully chosen detail.

Writing Skill: Acknowledge at least one negative point about the game, but prove with a specific detail that this idea is not valid to help strengthen your own position.

Conventions: Read the following paragraph. On your paper, write the sentence that is off-topic and should be removed from the paragraph.

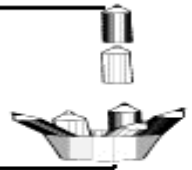
(1) Some people actually believe that they can tell the age of most rattlesnakes by counting the number of segments in their tails. (2) But the facts prove otherwise. (3) Although it is true that rattlesnakes usually grow one or two new rattle segments on their tails each year, the oldest segments fall off after only a few years. (4) A rattlesnake rarely, if ever, carries more than ten rattle segments on its tail at one time. (5) Rattlesnakes are most numerous in the southwestern United States.

#45

vacuous:



adjective. *lacking intelligence; stupid; devoid of substance or meaning; inane; empty*



The interview with the actress produced a series of vacuous comments.

Quick Write:

Read the following passage from Charles Dickens' *David Copperfield*, and complete #1 and #2 below. *How well I recollect the kind of day it was! I smell the fog that hung about the place; I see the hoar frost, ghostly, through it. I feel my rimy hair fall clammy on my cheek; I look along the dim perspective of the schoolroom, with a sputtering candle here and there to light up the foggy morning, and the breath of the boys wreathing and smoking in the raw cold as they blow upon their fingers and tap their feet upon the floor.*

1. List the words that help you understand that the room was cold.
2. List the words that help you understand that the room was dark.

Writing Skill: Describe a room that is either terribly cluttered or one that is completely vacuous. In your description, use words that are clear, concrete, and exact, as Dickens does. Use a vivid adjective to describe an object in the room (like sputtering candle). The adjective and object should help your readers understand the feeling of the room. Show, don't tell. Capture how the clutter or lack of objects affects the surroundings.

Conventions: On your paper, write the word that makes the sentence correct.

- A. The (principal, principle) reason why I chose to study guitar rather than piano is that the instrument is more portable.
- B. Learning the (principals, principles) of algebra will help you in your study of science.
- C. The high school (principal, principle) was known for his high energy and fairness.

#46

winnow:

verb. *to examine closely in order to separate the good from the bad; to sift; to separate to get rid of (an undesirable part); to eliminate; to extract*



The judges winnowed through two hundred essays to determine three finalists.

Quick Write: Think about a pet you or a friend has had. Winnow through the pet's behaviors and list as many of the pet's irritating habits as you can remember. Write a sentence that describes the irritating habits in a loving and accepting way.

Writing Skill: Include one comparative and one superlative adjective in your description, and underline them.

Conventions: Participles are a form of action verbs used as adjectives.

Example: The sinking ship capsized beneath the waves.

On your paper, combine the following simple sentences into one expanded sentence by placing participles near the nouns they describe.

The goose chased the boys.

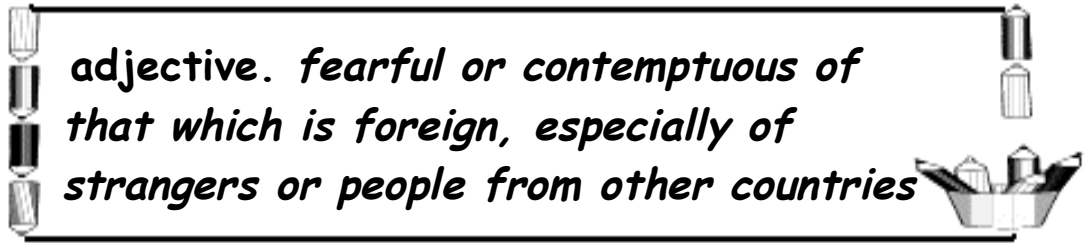
The goose was hissing.

The boys were yelling.

#47

xenophobic:

adjective. *fearful or contemptuous of that which is foreign, especially of strangers or people from other countries*



Although Serita had many friends in her hometown, she became xenophobic when she traveled overseas.

Quick Write: Some cultures foster xenophobic attitudes. Madame Curie (1867-1934), once said, "Nothing in life is to be feared. It is only to be understood." Do you agree with Madame Curie? Explain why or why not.

Writing Skill: Include a personal anecdote in your explanation.

Conventions: On your paper, rewrite the following sentences, capitalizing words where needed.

- A. The country immediately to the south of the united states is mexico, which shares borders with california, arizona, new mexico, and texas.
- B. I believe that english muffins are better than french toast.

#48

abscond:



verb. *to run away and hide; to leave
hastily and secretively*

The treasurer of the club absconded with the money we earned from the car wash.

Quick Write: Think about someone who might abscond with something that does not belong to him or her. Write an internal monologue as this character justifies taking the item.

Writing Skill: Include chronological detail.

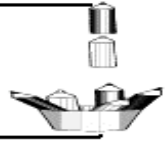
Conventions: The following group of sentences can be used to make a paragraph. Arrange these sentences into the order that will produce the most logical paragraph. Write this paragraph on your paper.

- _____ A. The diminishing winds and rain made the sailboat more manageable.
- _____ B. First, the wind, which had been blowing with gale force, began to die down.
- _____ C. As the sailboat struggled to remain afloat, two things happened.
- _____ D. We knew then that we would make it back to port safely.
- _____ E. We had nearly finished bailing out the boat when the sun peeked out from behind one of the storm clouds.
- _____ F. Secondly, the relentless downpour that had threatened to swamp the boat changed to a slight drizzle.

#49

beguile:

verb. *to charm; to delight*



The attractive resort beguiled its visitors tempting them to stay and enjoy its amenities.

Quick Write: At times, even beguiling individuals would like to change or improve something about themselves. If you could change anything about yourself, what would you change? Write a paragraph to explain.

Writing Skill: Be sure to include the effect this change would have on you or on those around you.

Conventions: On your paper, rewrite the following sentence with a plural subject and a plural verb in the present tense. Then rewrite the sentence using a plural subject and a plural verb in the past tense.

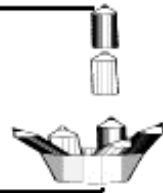
My uncle drinks lemonade on the porch.

#50

churlish:



adjective. *having a bad disposition;
surly; boorish or vulgar*



Tony's churlish behavior at school caused his fellow students to avoid his company.

Quick Write: Write a note to a friend whose behavior has grown quite churlish. Explain the effect this behavior is having on you and convince your friend to become the pleasant, courteous individual he or she once was.

Writing Skill: Use a thoughtful, considerate tone in your note.

Conventions: On your paper, rewrite the following sentences, correcting the double negatives.

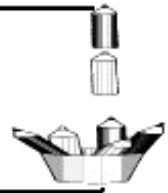
- A. I can't hardly believe it.
- B. I couldn't never have done it without help.
- C. Without scarcely any money, the family spent very little on frivolities.

#51

deleterious:



adjective. *having a harmful effect; injurious; ruinous*



Playing video games instead of doing her homework was having a deleterious effect on Maria's grades.

Quick Write: A certain menu item in your school cafeteria includes one meal that you feel might have a deleterious effect on your health. Write a note to a friend describing the meal.

Writing Skill: Use one of the following tones to describe the meal. Choose diction, detail, imagery, and syntax to match the tone of your note.

mocking disdainful fearful lighthearted frightening

Conventions: Read the partial paragraph below and the sentences that follow it. Then on your paper, write the sentence that would make the best topic sentence for the paragraph.

Now scientists have confirmed this belief. They have discovered that rainy days tend to make people moody. Sunshine, according to the scientists, lifts the spirits.

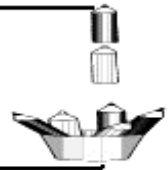
- A. Few people believe they can do anything about the weather.
- B. Nearly everyone believes that the weather has an effect on the way a person feels.
- C. No one believes that the weather affects how a person feels.
- D. Many people are superstitious about the weather.

#52

expunge:



verb. *to erase; to obliterate;*
to wipe out



The defendant wanted his confession expunged from the court record.

Quick Write: Since we all have embarrassing moments, write a persuasive speech in which you petition for your most-embarrassing moment to be expunged from your best-friend's memory.

Writing Skill: Include at least three of the following:

a rhetorical question

an exclamation

a forceful or memorable phrase

a metaphor

a cluster of 3 statistics (made up, if necessary)

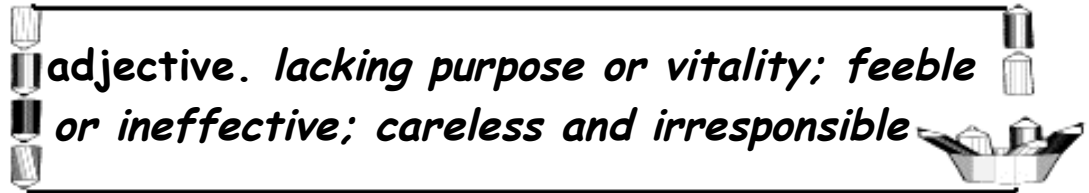
a simile

Conventions: On your paper, rewrite each of the following sentences to eliminate all misplaced or dangling modifiers. Be sure each sentence is punctuated correctly.

- A. Passing over the city, the child saw jets in formation.
- B. Ivan donated his motorcycle to shop class which no longer ran well.
- C. Alone in the house late at night, the lightning scared her.

#53

feckless:



adjective. *lacking purpose or vitality; feeble or ineffective; careless and irresponsible*

The feckless boy caused a serious accident by weaving in and out of traffic.

Quick Write: Write a paragraph that uses a disdainful tone to describe a person you know or a character from literature who behaves in a feckless manner.

Writing Skill: Include at least one humorous example to illustrate your description.

Conventions: On your paper, rewrite the following sentences to eliminate any faulty modifiers.

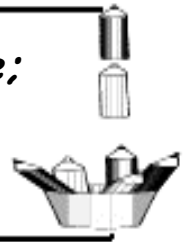
- A. The funnest part of the entire experience was watching the festive parade.
- B. Alex prepares for the competition more harder than any of the other competitors do.
- C. Who is most generous with her personal things, Inez or Karen?

#54

harangue:

verb. *to berate; to lecture; to criticize;
to rant;*

noun. *a tirade; a verbal attack*



Jay's parents harangued him at length for breaking his curfew. (v.)

Quick Write: Write a list, poem, personal response, diary entry, or paragraph based on the word "harangue".

Writing Skill: Give your writing a creative title.

Conventions: Read the sentence below that contains faulty parallelism.

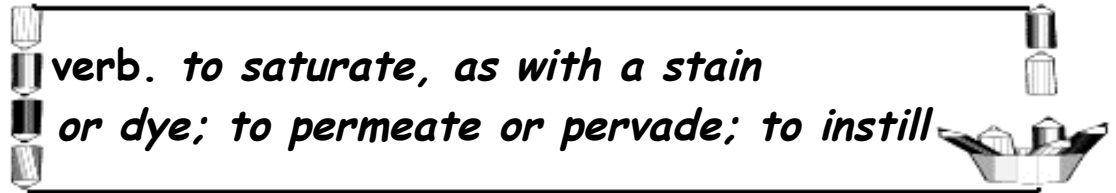
Frederick Douglass escaped from slavery, learned how to read and write, and was speaking out eloquently on behalf of freedom.

On your paper, write the sentence that corrects the faulty parallelism in the above sentence.

- A. Frederick Douglass escaped from slavery and learned how to read and write, and was speaking out eloquently on behalf of freedom.
- B. Because Frederick Douglass escaped from slavery, and learned how to read a write, he spoke out eloquently on behalf of freedom.
- C. Frederick Douglass escaped from slavery, learned how to read and write, and was speaking out on behalf of freedom.
- D. Frederick Douglass escaped from slavery, learned how to read and write, and spoke out eloquently on behalf of freedom.

#55

imbue:



verb. *to saturate, as with a stain*

or dye; to permeate or pervade; to instill

The children's grandmother worked hard to imbue a sense of honor in the family.

Quick Write: Parents work hard to imbue values and ideals in their children's upbringing. Choose one specific value or ideal with which you would imbue your children, and explain why you consider this a priority.

Writing Skill: Include one sentence that begins with an adjective series. For example, *Brave, thoughtful, and patriotic, Paul Revere saved many lives.*

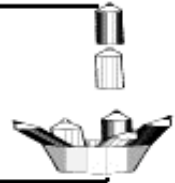
Conventions: On your paper, rewrite the following sentences correcting any errors in pronoun usage.

- A. Each of the members of the voyage reached for their camera when the boat sailed past the volcano.
- B. Have you seen the paste and masking tape? I can't find it.
- C. Neither Tamara nor her sister remembered their house key.

#56

obsequious:

adjective. *menial; exhibiting servile compliance; fawning*



A large group of obsequious fans surrounded the rock star.

Quick Write: Famous people often tire of obsequious people surrounding them, watching their every move. Pretend you are a famous person. Generate a list of ways you could escape from those obsequious individuals. Include at least two preposterous or outlandish methods of escape.

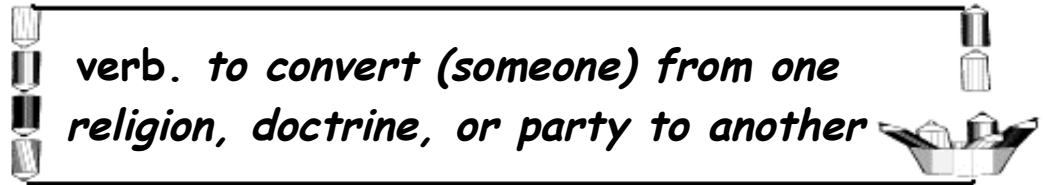
Writing Skill: Organize your list from most reasonable to most bizarre.

Conventions: On your paper, write the pronoun that correctly completes the following sentences.

- A. Mathilda is a better soloist than (I, me).
- B. Jacques writes better letters than (she, her).
- C. The basketball players win more spelling contests than (they, them).
- D. The Wilsons have a larger house than (we, us).

#57

proselytize:



verb. *to convert (someone) from one religion, doctrine, or party to another*

The new political party developed a program to proselytize the citizens to its radical dogma.

Quick Write: "Babies of all nations are alike until adults teach them." -Maureen Applegate

"Good fences make good neighbors."
-Robert Frost

"No man is an Island, entire of itself; every man is a piece of the Continent, a part of the main" -John Donne

Select one of these three quotations with which you agree. Write a paragraph to proselytize or convince your friend to agree with your views.

Writing Skill: Include a rhetorical question in your paragraph.

Conventions: Choose the transition below that best combines sentences 1 and 2. Write your correctly punctuated sentence on your paper.

1. My parents always wanted me to go to college.
2. They gave me the freedom to make my own choices.

A. similarly
C. however

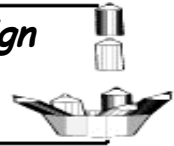
B. therefore
D. for example

#58

relegate:



verb. *to consign to a lower position; to assign to a given class or category; to banish*



After many errors in balancing the night's receipts, the assistant manager was relegated to the position of waitress.

Quick Write: Imagine you are being relegated to a shelter because of an approaching hurricane. Create a list of cherished possessions to take to the shelter.

Writing Skill: From your list, select one item and write a paragraph explaining why this item **MUST** come with you. Include at least one compound and one complex sentence in your explanation.

Conventions: Francisco's Notes

1. Edgar Allan Poe was born on January 19, 1809, in Boston, Massachusetts
2. His father abandoned the family in 1810, and his mother died a few years later from consumption.
3. Poe was then taken into the home of John Allan and his wife Frances, although the couple never formally adopted him.
4. Although Poe attended the University of Virginia in 1826, he only stayed for a year.
5. On September 22, 1835, Poe secretly married his 13-year-old cousin, Virginia.
6. In 1839, Poe published a collection of works which included "The Fall of the House of Usher."
7. One of Poe's most famous poems, "The Raven," was published on January 29, 1845, and became a popular sensation.
8. Poe was found delirious and in great distress on the streets of Baltimore on October 3, 1849; he died 4 days later.

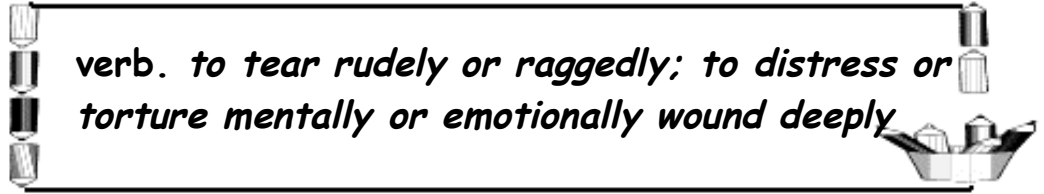
Based on the organization of the notes, which sentence should Francisco add to the list? Write this sentence on your paper.

- A. Poe created a situation for which he was court marshaled at West Point.
- B. Virginia Poe died of consumption on January 30, 1847.
- C. On February 20, 1895, Frederick Douglass died in Baltimore.
- D. Many schools today require students to read Poe's work.

#59

lacerate:

verb. *to tear rudely or raggedly; to distress or torture mentally or emotionally wound deeply*



Maurice lacerated his arm when he reached through the broken window.

Quick Write: Finish the introductory paragraph to a story that begins with the following starter:

Dr Kutter, the emergency room physician, whipped back the curtain and gasped when she saw that the patient had lacerated his arm down to the bone. "How did this happen?" she cried. "Well, you see, doctor, it's like this"

Writing Skill: Underline your verbs, and replace three of them with stronger, specific verbs.

Conventions: Revise the following paragraphs to correct errors in sentence construction, spelling, and word usage. On your paper, rewrite the paragraphs using varied sentence styles and improved diction.

LIZARDS

Lizards are reptiles that live in many places around the world. They like the warm parts of the world better, many lizards live in dessert regions, they come out in the son when the tempature is cool. Seek shade. When the son becomes to hot.

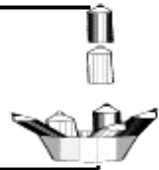
Many people are afraid of lizards. Most lizards are harmless. Only to lizards are poisonous. The bearded lizard. The gila monster.

pp. 116-121, 158-159, 651-661, 612, 613, 618

vociferous:



adjective. *loud; noisy; making an outcry*



The calm discussion between the two candidates quickly became a vociferous argument.

Quick Write: Some teachers believe that for learning to take place, quiet and order must prevail in the classroom. Others have no problem with maintaining a vociferous environment in their rooms. Think about how you learn best. Write to give reasons about the classroom setting you prefer.

Writing Skill: Use one simile and one metaphor with the word vociferous in your description of the classroom. Underline both.

Conventions: Read the following sentence:
Rasha's teacher told her that she had a bent for fractions.

In which sentence below does the word "bent" have the same meaning as in the above sentence? Write this sentence on your paper.

- A. Kyle tried to remove the handle, but it must have been bent inside the car.
- B. She increased her speed, and everyone could see she was bent on winning.
- C. After seeing one of her paintings, Jacob could understand Lily's artistic bent.
- D. After the storm, the fence was twisted and bent.