

GRAMMAR & Composition III

WORK-TEXT

Sixth Edition

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Grammar & Composition III is correlated with the *English 9 Curriculum*, which features a complete course of study in grammar, composition, literature, vocabulary, spelling, and poetry.

Grammar and Composition III

Sixth Edition

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HOW TO USE THIS TEXT

Grammar & Composition III has many features designed to make your study of grammar and composition interesting and beneficial.

Communication is key! Whether you are trying to communicate the answer to an essay question, articulate your qualifications on a résumé, or plan an activity with a committee, you will need clear communication. *Grammar & Composition III* will give you the opportunity to enhance your communication skills for inside and outside the classroom.

Language is a gift from God. Because language is from God, it is intended to be orderly, rational, and beautiful. This biblical worldview permeates all aspects of the text from the grammar exercise sentences to the composition and communication skills in the hope that each student will be drawn to a closer relationship with the Creator of language as he studies grammar, composition, and communication and will be equipped to use the gift of language to communicate God's love and forgiveness to others.

Topics

The Table of Contents will give you an overview of what you will be studying this year. Along with mechanics and grammar, you will find each unit has composition exercises in academic, creative, and business writing.

Writer's Corners are included to hone your writing skills. In *Grammar & Composition III*, special attention is given to rhetoric (persuasive / argumentative) writing. You will also have opportunities to sharpen your creative writing skills. Each composition includes samples to model proper techniques and to guide you through the writing process.

Improving Communication sections are included to develop your interpersonal and business communication. Real-world scenarios will allow you to develop skills including writing memos, sending business letters, correcting gobbledegook, proofreading, giving presentations, and other practical exercises.

Writer's Corner
Crafting a Thesis Sentence

A thesis is a sentence that provides the basis of your paper, but it does more than that. A good thesis sentence accomplishes two things: (1) it gives your paper focus, and (2) it heightens your reader's interest in the information to come.

There are two types of thesis sentences. The type of thesis statement that you use reflects the purpose of your paper.

- 1 The purpose or explanatory thesis** states the purpose or main points of the paper. This type of thesis is used for an informative paper. This is the type of thesis that you have written for most of your compositions thus far.
Sample of a purpose thesis sentence: *The purpose of this paper is to tell a brief history of the atomic bomb, the events leading to the bombing of Hiroshima, and the results of the bombing of Hiroshima.*
Sample of an explanatory thesis sentence: *The atomic bomb in American history is important because of what it was, what it did, and what it influenced.*
- 2 The argumentative or persuasive thesis** is used to present a viewpoint. (In this use, the word argumentative does not mean antagonistic or belligerent, it just means presenting a viewpoint, thought, or idea that has an opposing viewpoint, thought, or idea.) **Persuasive writing** will use an argumentative thesis statement, but it goes beyond merely stating a viewpoint by attempting to persuade the reader to agree with a viewpoint.
Sample of an argumentative statement: *The use of the atomic bomb did much more than end the hostilities between the United States and the Empire of Japan.*

Crafting the thesis sentence will be in the planning stage of the writing process. Follow these steps for crafting the argumentative thesis sentence:

PLAN

- Select and limit the topic.**
 - Select a topic that is argumentative (has an opposing viewpoint) or persuasive.
 - Select a topic that is interesting to you and your audience.
Sample topics: art, hybrid cars, genetically modified foods, space exploration, technology, metric system, nuclear power, education, photography, mandatory military service, volunteering, apprenticeship, remote at school, energy (solar, nuclear, renewable)

Improving Communication
Business Memos (cont.)

Tips of good netiquette (etiquette for the Internet)

- Do not use *Reply All* unless it is necessary for everyone to see your reply.
- Start a new thread if the topic changes or if everyone on the original thread does not need the new information.
- Do not attach an entire document when only a portion will do.
- Be brief but accurate.
- Be business-like in your wording, not using "text" abbreviations or emojis.
- Do not use all caps.
- Be cordial.
- Make your email easy to read. Use black or blue font color and a business-like font. Do not use a distracting background.
- Pause and consider before sending. Once you have released an email or memo into the digital world, it can never be permanently or completely deleted.

Sample Digital Memo:

To: Davita
Cc: memo writers
Subject: Items needed before assembly

BlankAttendanceCertificates.doc 11.9 KB
BlankHonorRollCertificates.doc 15.2 KB

The following items need to be turned in to the school office before your class goes to the assembly on the last day of school.

- All teacher books
- Current grade book
- Attendance and Honor Roll Certificates (You may print as many as are needed.)

Thank you all for your hard work this year!

Ms. Russ Richardson | Blue Hills Christian School
Principal | Ext. 3281

The **Composition Sections** in the second half of the book provide an overview of the writing process and an in-depth look at individual aspects of the process. Special attention is given to the **Essay Answer** in Section 3 (pp. 314–318), the **Critical Book Review** in Section 5 (pp. 324–332), and the persuasive **Research Paper** in Section 6 (pp. 333–351). All writing instruction includes step-by-step samples through the steps of the writing process. They give practical guidance for your own writing by making the concepts being taught accessible to all students.

Sample Short Written Review

Elizabeth Gaskell's moral theme gives North and South universal appeal. Four people make decisions that drastically change Margaret Hale's life. Illustrating Gaskell's moral theme that one man's decision affects others. With their self-centered actions, Margaret's father and brother burden her with their decisions. In chapter 4, Mr. Hale demonstrates the truth when he moves his family from their comfortable home in southern England (17–38). This move and the harsher northern climate combine to weaken Mrs. Hale's health and lead to her eventual death, leaving Mr. Hale's daughter, Margaret, motherless and bearing the burden of taking care of the family. Mr. Hale's son, Frederick, holding in Spain as an outlaw, also demonstrates the lesson when he recently returns to England at his dying mother's request. Frederick seeks employment to visit his

Continues with
Charlotte Brontë's
Jane Eyre.

Thought Provokers are found throughout the book. These real-world applications are designed to help you develop thinking skills and make connections. Be ready to explain your answer and give the reasoning that went into the answer.

Thought Provoker

Read the information in the box and answer the questions.

Mary is planning her short story. She has decided to write an anecdote about her family. Her theme is "nothing is too hard when family works together."

Which event is the story that Mary will most likely use to illustrate her theme?

- The family beach vacation
- Thanksgiving dinner at Grandma's
- Sitting together in church
- Planting a garden in the backyard

Which items would Mary most likely include in her anecdote?

- The names of people in her family
- Her favorite birthday party
- Where she lives
- Her favorite subject in school

The **Handbook and Appendix** follow the Composition Sections. The **Handbook** is an abbreviated listing of all mechanics and grammar rules with new examples. It is designed for reviewing rules, studying easily for tests, and finding new examples. **Diagramming** helps can be found on pp. 412–417. In the **Appendix** you will find an easy to use overview of how to cite different sources for your research and rhetorical writing. You will also find detailed steps for writing a **summary** (pp. 424–425).

Reviews are included in each unit for the **unit concepts** and the **cumulative concepts**. Quarter and master reviews are included for quarter and semester examinations. The reviews are designed to help make your study time more efficient and productive by giving you valuable insight into what you already understand and what you may need to study more.

Studying for English Grammar

Even though English grammar is a skills subject, you can still study for quizzes or tests. Use the steps below to take your English study habits to the next level.

- Learn the rules and lists.** There is no substitute for knowing the basics of grammar.
 - Use these strategies for internalizing the grammar rules.**
 - Read the rules aloud.
 - Put the rules into your own words.
 - Explain the rules to someone else.
 - Tell how two rules are alike or different.
 - Write an original example illustrating the rule.
 - Learn the lists indicated in the book.** Learning these lists will help you have foundational tools that you will need to work more complex problems.
- Use your practice exercises as study tools.** As you go over exercises in class, mark any incorrect answers in a different color. Always mark to the side how many you have gotten wrong and the correct answers. Doing this will allow you to see at a glance concepts you have mastered and concepts you need to study more.
- Ask your teacher for extra practice sections for areas you still need to master.** The *Grammar & Composition III Supplementary Exercises* has extra practice exercises for every concept taught in *Grammar & Composition III*.

Recognizing Parts of Speech

In the English language, there are eight kinds of words called parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. We will study these one at a time throughout the units. Determine now to master these basic tools of the language.

The first step in mastering the parts of speech is to understand their definitions. The definitions are listed below. Learn these now and review them often throughout the year.

- 1 A **verb** is a word that **shows action**, **links** a word to the subject, **helps** another verb, or merely **indicates existence**.
- 2 A **noun** is a word that **names** a person, place, thing, or idea.
- 3 A **pronoun** is a word that **takes the place of a noun**.
- 4 An **adjective** is a word that **modifies a noun or pronoun**. It answers the questions *what kind, which one, how many, how much, or whose*.
- 5 An **adverb** is a word that **modifies a verb, an adjective, or another adverb**. It answers the questions *where, when, how, how often, or to what extent*.
- 6 A **preposition** is a word that shows how a noun or pronoun is **related** to some other word in the sentence. (Refer to p. 241 for a list of prepositions.)
- 7 A **conjunction** is a word that **joins** words or groups of words. (Refer to p. 246 for a list of conjunctions.)
- 8 An **interjection** is an **exclamatory word** that is not grammatically related to the other words in a sentence.

Diagnostic Test

Identify each italicized word as *v.* (verb), *n.* (noun), *pro.* (pronoun), *adj.* (adjective), *adv.* (adverb), *prep.* (preposition), *conj.* (conjunction), or *interj.* (interjection).

Oh! But ¹ *he* ² was a tight-fisted hand ³ *at* the grindstone, Scrooge! A squeezing, wrenching, ⁴ *grasping*, scraping, clutching, covetous, old sinner! The cold ⁵ *within* him froze his old features, ⁶ *nipped* his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, his thin lips blue; ⁷ *and* spoke out ⁸ *shrewdly* in his grating ⁹ *voice*. External ¹⁰ *heat* and cold had little influence on Scrooge. No warmth could ¹¹ *warm*, no wintry weather ¹² *chill* him. No wind that blew was bitterer than ¹³ *he*.

"A merry Christmas, Uncle! God save ¹⁴ *you!*" cried a ¹⁵ *cheerful* voice. It was the ¹⁶ *voice* of ¹⁷ *Scrooge's* nephew, who came ¹⁸ *upon* him so ¹⁹ *quickly* that this was the first intimation he had of his approach.





"Bah!" said Scrooge, "²⁰ *Humbug!*"


—Adapted from *A Christmas Carol* by Charles Dickens

- | | | | | |
|----------|----------|-----------|-----------|-----------|
| 1. _____ | 5. _____ | 9. _____ | 13. _____ | 17. _____ |
| 2. _____ | 6. _____ | 10. _____ | 14. _____ | 18. _____ |
| 3. _____ | 7. _____ | 11. _____ | 15. _____ | 19. _____ |
| 4. _____ | 8. _____ | 12. _____ | 16. _____ | 20. _____ |


Recognizing Kinds of Sentences

A sentence is a group of words that expresses a complete thought. There are four kinds of sentences classified according to their purposes.

- 
1 A declarative sentence makes a statement. It ends with a period.
 In 2005, a beluga whale was seen swimming in the Delaware River.
- 
2 An imperative sentence gives a command or makes a request. It ends with a period or an exclamation point. The subject of an imperative sentence is the word *you*, understood but not expressed.
 Please put away your laundry. Help me!
- 
3 An interrogative sentence asks a question. It ends with a question mark.
 What time are we leaving?
- 
4 An exclamatory sentence shows sudden or strong feeling. It ends with an exclamation point.
 How excellent is Thy lovingkindness, O God! —*Psalm 36:7*

 **Exercise A** (1) In the blank before each number, identify the type of sentence. (2) Place the appropriate punctuation at the end of each sentence.

- _____ 1. Leonardo da Vinci finished painting the *Mona Lisa* in 1506
- _____ 2. Are you planning to see that famous painting when you are in Paris
- _____ 3. *The Starry Night* is Vincent Van Gogh’s most famous painting
- _____ 4. Look at this picture of Johannes Vermeer’s *Girl with a Pearl Earring*
- _____ 5. What a beautiful expression she has
- _____ 6. The young girl could be Vermeer’s oldest daughter
- _____ 7. Did you recognize Michelangelo’s *Creation of Adam* from the ceiling of the Sistine Chapel
- _____ 8. One of the most recognizable paintings in the world is *The Last Supper* by Leonardo da Vinci
- _____ 9. Not many people realize that it is a huge painting that is fifteen feet tall and almost thirty feet long
- _____ 10. Take an art class someday and discover your talents

 **Exercise B** Write four sentences illustrating the four kinds of sentences.

1. (declarative) _____
2. (imperative) _____
3. (interrogative) _____
4. (exclamatory) _____

Crafting a Thesis Sentence

A thesis is a sentence that provides the basis of your paper, but it does more than that. A good thesis sentence accomplishes two things: (1) it gives your paper focus, and (2) it heightens your reader's interest in the information to come.

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Sample of an explanatory thesis sentence: *The atomic bomb in American history is important because of what it was, what it did, and what it influenced.*

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Crafting the thesis sentence will be in the planning stage of the writing process. Follow these steps for crafting the argumentative thesis sentence:

➤ PLAN

1 Select and limit the topic.

- a. Select a topic that is argumentative (has an opposing viewpoint) or persuasive.**
- b. Select a topic that is interesting to you and your audience.**

Sample topics: art, hybrid cars, genetically modified foods, space exploration, technology, metric system, nuclear power, education, photography, mandatory military service, volunteering, apprenticeship, exercise at school, energy (solar, nuclear, renewable)

2 Use parentheses to show alphabetical or numerical values in a list that is in the text.

This year we will be studying (a) capitalization, (b) punctuation, and (c) grammar.
 This year we will be studying (1) capitalization, (2) punctuation, and (3) grammar.

Ellipsis Points

1 Use ellipsis points to indicate that a word, phrase, or whole portion of text has been omitted without changing the meaning of the text. (Notice the space before and after each ellipsis point.)

Amazing grace . . . that saved a wretch like me. —*John Newton*

2 Use ellipsis points to indicate an unfinished thought, pause, or silence in informal writing.

The cowboy jumped into his saddle and rode off into the sunset . . . never to return.



Exercise A

Add dashes, parentheses, and ellipsis points where needed.

1. Could you or rather, would you show me again how to fold the fitted sheet?
2. "O little town of Bethlehem" the choir began but trailed off when the lights did not come up.
3. Coffee, tea, and chocolate these are three important Ecuadorian exports.
4. The *Anschluss* German annexation of Austria in 1938 marked the beginning of the Holocaust for the Jews outside Germany.
5. Jason, Lee, and Hope these three will be giving their testimonies in chapel today.
6. He took a great deal of time to explain his plan a plan that was supposed to be foolproof.
7. The class quoted from the first stanza of John Masefield's "Sea Fever": "I must go down to the seas again and a grey dawn breaking."
8. My dad he is a doctor stopped to help at the scene of the accident.
9. The students quoted the Declaration of Independence: "We hold these truths to be self-evident life, liberty, and the pursuit of happiness."
10. David Livingstone began his exploration of Africa at the southern end of the continent see map, p. 61.
11. Theodore Roosevelt 1858–1919 was a soldier, president, and explorer.
12. The house was still there the same tiny house that seemed so large when I was a child.



Exercise B

Write original sentences illustrating the use of dashes, parentheses, and ellipsis points.

1. (dash) _____
2. (parentheses) _____
3. (ellipsis points) _____

Using Personal Pronouns II

- 2 After identifying the function of the pronoun, decide the case of the pronoun and select the correct pronoun.

	Nominative (subject, predicate nominative)	Objective (direct object, indirect object, object of preposition)	Possessive (ownership, relationship)
Singular			
First Person	I	me	my, mine
Second Person	you	you	your, yours
Third Person	he, she, it	him, her, it	his, her, hers, its
Plural			
First Person	we	us	our, ours
Second Person	you	you	your, yours
Third Person	they	them	their, theirs
	who whoever	whom whomever	

Exercise A

(1) In the first blank, identify the function (use in the sentence) of each pronoun as *s.* (subject), *p.n.* (predicate nominative), *d.o.* (direct object), *i.o.* (indirect object), *o.p.* (object of preposition), or *poss.* (possessive). (2) In the second blank, identify the case of the pronoun as *nom.* (nominative), *obj.* (objective), or *poss.* (possessive). (3) Cross out the incorrect pronoun.

- _____ (She, Her) is late.
- _____ This book is (his, him).
- _____ Jasper sent (he, him) a Christmas card.
- _____ (My, I) book is overdue.
- _____ The dog bit (she, her).
- _____ The old man gave (he, him) the envelope.
- _____ The instructor taught the fundamentals to (me, I).
- _____ The spelling quiz on foreign words was a challenge to (us, we).
- _____ (Her, She) was the pitcher for the team.
- _____ The lemonade pitcher was filled for (she, her).
- _____ The manager gave (they, them) a tour of the grounds.

Professional writers have learned through experience that good writing does not come easily for anyone. A well-written piece is the result of careful planning and hard work. Consider an architect; one does not naturally know how to build buildings that are functional and efficient. If one desires to be an architect, he must learn the process of putting a building together piece by piece. He must know the purpose and use of the building. The best architects are distinguished from others because they carefully follow the basic principles that make a building functional while adding their own artistic elements.

Similar principles apply to becoming an effective writer. Very few people know how to write well naturally, but everyone can and should learn how to communicate both clearly and effectively. All writers should follow the **writing process**, regardless of the length of the composition. An effective writer will always (1) plan, (2) write, (3) rewrite, and (4) edit.

1 Plan. The first part of the writing process may be the most important of all. An effective writer does not usually write a first draft until he has a good idea of what he wants to write. He spends time **focusing** on a subject and **planning** what to say. Effective writing results from gathering, evaluating, selecting, and organizing information.

The planning process may include the following steps:

- a. **Choose a topic.** This step may be the most difficult and will depend on the type of composition that you are writing. You can begin with a broad topic and allow the next steps to help you narrow your focus.
- b. **Make a list of ideas.** This step is a quick list of everything that comes to mind about your subject. It does not have to be organized, and you may find later that you do not even need some of the ideas you listed. Include questions that you have regarding your topic. Depending on your knowledge or composition type, you may need to research your topic to find more details before you can adequately list your ideas.
- c. **Write your thesis.** This will give your paper direction and will help you avoid including unrelated ideas. The thesis gives your paper focus and heightens the reader's interest in the information to come. As you research and write your paper, you may need to change and adjust the thesis to the information you find. (See Unit 2, *Crafting a Thesis Sentence*, pp. 21–23.)
- d. **Make an outline.** This step organizes your list of ideas. Organizing your thoughts in outline form will help guide your writing. Anyone who reads your writing should be able to tell that your writing is organized. Even though some types of compositions do not need a formal outline, all compositions need to follow a logical, organized list of ideas. (A detailed explanation may be found in Composition Section 4, *Making an Outline*, pp. 319–323.) As you research your topic, you may need to adjust your outline.
- e. **Gather sources.** For some compositions, you may be required to use outside support. Use your list of ideas to help you gather the sources you may need in order to write knowledgeably about your topic.

The critical book review is a scholarly evaluation of a fiction or nonfiction book. The purpose of the critical book review is to identify and evaluate the strengths and weaknesses of the text and to support your opinions with examples, details, and quotations from the work itself. The purpose is not to point out lessons learned or to merely summarize but rather to analyze the content (subject) and style (literary worth) and offer an assessment of the significance (the value) of the work. A critical book review does not solely give evidence that the text was read, but it offers evaluation and judgment.

In previous book reports, you have discussed the merits of the works by the lessons one could learn from the work. In the critical book review you will not focus on lessons learned from the reading but rather on *how* the lessons, characters, style, or applications can be determined (analyzed). In other words, the critical book review focuses much more on *how* the book is written rather than on *what* the book is written about.

Remember that a critical book review does not mean you are *criticizing* the book (although you may point out its flaws), but it means you are *evaluating* the book and offering evidence of your evaluation.

PLAN

1

Choose a book that meets the requirements in subject and length. Choose a book that has substance (significance, quality, or importance) and merits a critical review (an evaluation of the book).

2

Read, evaluate, and take notes of the work. To assist in your review, ask yourself the following questions as you read. (You will be commenting on two aspects of the book.)

a. Consider the content. What is said in the book? How is the message conveyed?

1. Identify the purpose. Did he fulfill his purpose?

(a) If the purpose was to inform or persuade, did the author use facts? Did you note the primary topics and examples? Did the author use reasons and verifiable knowledge?

(1) For biographies, note the primary changes, crises, and accomplishments in the person's life.

(2) For nonfiction, note the main points, supports, and examples.

(b) If the purpose was to entertain, did the author affect the emotions?

(1) For fiction, note the primary plot elements, crises, and characters.

(2) For nonfiction (such as a book of poetry), note any literary techniques or devices.

2. Identify evidence of planning.

(a) For fiction, is the plot clear and well-organized? Is the book cluttered with unnecessary events and details? Are the characters distinct from each other?

(b) For nonfiction, how is the book organized? Does the author back up his message? Are there sufficient examples and reasons?