

Teacher Key

# GRAMMAR & Composition

## WORK-TEXT

# III



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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.

1. All teacher books
2. Current grade book
3. 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).

Note: Use this exercise to assess students' knowledge of parts of speech.

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

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

"Bah!" said Scrooge, "<sup>20</sup> *Humbug!*"





—Adapted from *A Christmas Carol* by Charles Dickens

- |                   |                 |               |                 |                    |
|-------------------|-----------------|---------------|-----------------|--------------------|
| 1. <u>interj.</u> | 5. <u>prep.</u> | 9. <u>n.</u>  | 13. <u>pro.</u> | 17. <u>adj.</u>    |
| 2. <u>pro.</u>    | 6. <u>v.</u>    | 10. <u>n.</u> | 14. <u>pro.</u> | 18. <u>prep.</u>   |
| 3. <u>prep.</u>   | 7. <u>conj.</u> | 11. <u>v.</u> | 15. <u>adj.</u> | 19. <u>adv.</u>    |
| 4. <u>adj.</u>    | 8. <u>adv.</u>  | 12. <u>v.</u> | 16. <u>n.</u>   | 20. <u>interj.</u> |



## 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*
- Note:* This type of sentence will often start with a question word, but it will not ask a question.



### 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.

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



### Exercise B

Write four sentences illustrating the four kinds of sentences. *Answers will vary.*

1. (declarative) \_\_\_\_\_
2. (imperative) \_\_\_\_\_
3. (interrogative) \_\_\_\_\_
4. (exclamatory) \_\_\_\_\_

## 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: Faculty

Cc: Pastor Winters

Subject: Items needed before assembly



BlankAttendanceCertificates.doc  
11.3 KB

BlankHonorRollCertificates.doc  
15.1 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.

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

Thank you all for your hard work this year!

**Mr. Russ Richardson** | Blue Hills Christian School  
Principal | Ext. 3281

 Exercise

In the blank email below, write an original interoffice memo to be sent out by email. It is to all employees about the upcoming company picnic. Include the following information, putting the information in the best order with the best wording. *Answers will vary.*

- Send to all employees.
- Send a copy to the Human Resources Secretary.
- Subject is the company picnic.
- Families are invited.
- Food and recreation are provided.
- The event is Saturday, October 19.
- The location is Smith Creek Recreational Facilities in the neighboring town of Smallburg.
- There will be children's games with prizes.
- There will be door prizes.
- Employees planning to attend should sign up on the employee website (include an exact number of all attending).



To: All Employees

Cc: Human Resources Secretary

Subject: Company Picnic

✉:

Saturday, October 19, is the annual company picnic at Smith Creek Recreational Facilities in Smallburg. Please plan on attending with your family. Food and recreation will be provided.

There will be a selection of children's games and prizes. There will be door prizes for the adults. The entire event is free, but you do need to sign up yourself and your family on the employee website. We look forward to seeing you there!

**Mrs. Adriana Hickman**  
Human Resources

Lake Hills Textiles  
Ext. 2091