

# Instructor's Manual and Test Bank

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## 11 Essentials of Effective Writing

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Western Piedmont Community College

Prepared by

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Western Piedmont Community College



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# Sample Syllabus

This sample syllabus, which is based on a 16-week semester, offers some suggestions about how to organize and pace your course. You may need to limit the number of exercises and writing assignments you assign, especially if you schedule class time for students to confer with their peers about various stages of the writing process.

- Week 1      *Topic:* Course Introduction; The Writing Process  
*Reading Assignment:* Introduction  
*Exercises:* A-L
- Week 2      *Topic:* Subject, Audience, and Purpose; Sentence Fragments  
*Reading Assignment:* Chapter 1; “Error #1: Sentence Fragments” in Appendix 2  
*Exercises:* 1.1 – 1.7; Grammar Exercises 1.1 – 1.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 1.
- Week 3      *Topic:* Conventional Form and Features; Run-on Sentences and Comma Splices  
*Reading Assignment:* Chapter 2; “Error #2: Run-on Sentences and Comma Splices” in Appendix 2  
*Exercises:* 2.1 – 2.22  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 2.
- Week 4      *Topic:* Clear Sentences; Run-on Sentences and Comma Splices  
*Reading Assignment:* Chapter 3; “Error #2: Run-on Sentences and Comma Splices” in Appendix 2  
*Exercises:* 3.1 – 3.14; Grammar Exercises 2.1 – 2.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 3.
- Week 5      *Topic:* Vivid Language; Noun Errors  
*Reading Assignment:* Chapter 4; “Error #3: Noun Errors” in Appendix 2  
*Exercises:* 4.1 – 4.12; Grammar Exercises 3.1 – 3.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 4.
- Week 6      *Topic:* Complete Paragraphs; Pronoun Errors  
*Reading Assignment:* Chapter 5; “Error #4: Pronoun Errors” in Appendix 2  
*Exercises:* 5.1 – 5.16; Grammar Exercises 4.1 – 4.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 5.
- Week 7      *Topic:* Coherent Paragraphs; Relative-Pronoun Errors  
*Reading Assignment:* Chapter 6; “Error #5: Relative-Pronoun Errors” in Appendix 2  
*Exercises:* 6.1 – 6.22; Grammar Exercises 5.1 – 5.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 6.

- Week 8      *Topic:* Cohesive Paragraphs; Verb Errors  
*Reading Assignment:* Chapter 7; “Error #6: Verb Errors” in Appendix 2  
*Exercises:* 7.1 – 7.6; Grammar Exercises 6.1 – 6.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 7.
- Week 9      Review and Mid-term Exam
- Weeks 10-11      *Topic:* Clear Organization; Adjective and Adverb Errors  
*Reading Assignment:* Chapter 8; “Error #7: Adjective and Adverb Errors” in Appendix 2  
*Exercises:* 8.1 – 8.14; Grammar Exercises 7.1 – 7.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 8.
- Week 12      *Topic:* Interesting Openings; Parallelism Errors  
*Reading Assignment:* Chapter 9; “Error #8: Parallelism Errors” in Appendix 2  
*Exercises:* 9.1 – 9.14; Grammar Exercises 8.1 – 8.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 9.
- Week 13      *Topic:* Effective Closings; Comma Errors  
*Reading Assignment:* Chapter 10; “Error #9: Comma Errors” in Appendix 2  
*Exercises:* 10.1 – 10.5; Grammar Exercises 9.1 – 9.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 10.
- Week 14-15      *Topic:* Sensitivity and Tact; Semicolon Errors; Usage and Word-Form Errors  
*Reading Assignment:* Chapter 11; “Error #10: Semicolon Errors” and “Error #11: Usage and Word-Form Errors” in Appendix 2  
*Exercises:* 11.1 – 11.11; Grammar Exercises 10.1 – 10.2 and 11.1 – 11.2  
*Writing Assignment:* Choose one of the Suggested Writing Activities at the end of Chapter 11.
- Week 16      Review and Final Exam

# Using the Text's Features

*11 Essentials of Effective Writing* includes seven useful features to facilitate student learning.

## Exercises

Each chapter includes many varied, high-quality exercises that give students ample opportunities to practice a particular concept or skill. Many of these exercises contain several different activities, so you will want to limit or guide your students' choices. Many of these exercises work well as collaborative activities for pairs or small groups of students. When the assignment requires individual work or generates more than one correct answer, you may want to ask students to share their answers with the class so that you can lead class discussions about the different possibilities.

## Tips

Inserted throughout each chapter are brief tips about writing. These tips provide helpful advice about the writing process, present specific do's and don'ts, refer students to additional examples or resources, and provide analogies that help students connect new information to what they already know. You may want to elaborate on some of these tips during class discussions.

## Checklists

A checklist at the end of every chapter provides students with a tool for self-evaluation or peer-evaluation. As students practice incorporating a particular characteristic of effective expository prose into their own writing, they can use these checklists as helpful guides. You may want to remind students about these checklists when they are completing chapter exercises that ask them to compose. Downloadable versions of the checklists are available on the Instructor Companion Site at [login.cengage.com](http://login.cengage.com), and students may access the checklists on the Student Companion Site at [cengagebrain.com](http://cengagebrain.com).

## Revision Checklist

A Revision Checklist that appears on the inside front cover of the textbook can be used for evaluating all eleven of the essentials of effective writing. Students can use this checklist as a tool for self-evaluation or peer-evaluation.

## Suggested Writing Activities

Each chapter ends with a list of writing prompts called Suggested Writing Activities. To reinforce the idea that the essential characteristics discussed in this book apply to *all* writing, each list contains suggested topics for academic writing, professional writing, and personal writing. Most of these topics are designed to have students handle different rhetorical situations so that they can practice writing well for any purpose or any audience. Many of these prompts require multiparagraph compositions, so, when focusing on paragraph writing, you may need to show students how to narrow a topic somewhat to make its scope (size) appropriate for a paragraph-length composition.

## Model Compositions (Appendix 1)

Appendix 1 includes eleven multiparagraph compositions that effectively incorporate the 11 essential characteristics discussed in this book. They represent a variety of types of writing (academic, professional, and personal) and a variety of rhetorical modes (narration, illustration, comparison, cause and effect, and so on).

Here are two suggestions for using these compositions as instructional tools:

- **Ask students to read one or more of these compositions to provide them with models of a particular concept.** For example, when students read Chapter 9, which discusses interesting opening paragraphs, ask them to read a few of the compositions that begin with good opening paragraphs. When they learn about concessions in Chapter 11, show them the concessions in the argumentative essays.
- **Use these compositions as additional exercises to supplement those in the chapters.** Ask the students themselves, either individually or in small groups, to identify how and where a particular essential trait is incorporated into one or more of these compositions. For example, ask them to highlight all of the action verbs in the narratives. Note that some of the chapters in the book include exercises that ask students to refer to specific compositions in Appendix 1.

## 11 Common Errors in English (Appendix 2)

Appendix 2 helps students understand 11 common errors, including sentence fragments, run-on sentences, comma splices, pronoun errors, and comma errors. Exercises give students practice with learning to recognize these errors and eliminating them from their writing. The sample syllabus on pages 2-3 of this manual suggests integrating practice with these errors throughout the course.

# Sample Activities for Class Meetings, Lab, and Independent Study (Homework)

## General Activities for All Topics

### Activities for Class Meetings

- Lead class discussions about concepts, skills, model compositions, or students' practice activities.
- Put students in pairs or groups to complete one or more of the exercises in the textbook.
- Have students perform peer evaluations of each other's compositions.
- Give students collaborative writing assignments to work on.

### Activities for Lab Settings

- Assign students supplemental online exercises.
- Have students work on grammar.
- Have students work on drafts of their compositions.
- Give online tests.
- Give students assistance and feedback while they draft a composition.
- Give students individualized help on particular concepts and skills.

### Activities for Independent Study (Homework)

- Assign textbook chapters for students to read.
- Have students listen to audio podcasts or videotaped lectures about the concepts or skills to be covered in class.
- Assign exercises in the textbook.
- Give online tests or exercises.
- Have students write drafts of their compositions.
- Have students participate in virtual peer evaluation sessions.

## Chapter-Specific Activities

### Chapter 1: Essential #1: Clear Subject, Audience, and Purpose

1. Bring in sample passages and lead a class discussion about the interrelationship of subject, audience, and purpose in each one.
2. Have students share and discuss the subject, audience, and purpose triangles they create.

### Chapter 2: Essential #2: Conventional Form and Features

1. Provide students with well-written paragraphs that include an opening sentence, a topic sentence, a body, and a closing sentence. Have them use different highlighter markers to color each part.



2. Provide students with well-written essays and have them use different highlighter markers to color the opening paragraph, the thesis statement, the body, and the closing paragraph.

### **Chapter 3: Essential #3: Four Rules for Clear Sentences**

1. Cull poorly worded sentences from your students' own writing and retype them in a list. Demonstrate how to revise them so that they adhere to all of the rules for clear sentences.
2. Award students with extra points for every grammatical error they discover in a published piece of writing or on a billboard or sign.
3. Provide error-filled compositions to give your students practice with editing.
4. Have your students access grammar websites on the Internet and complete the computer-graded quizzes in those sites.

### **Chapter 4: Essential #4: Vivid Language**

1. Provide students with writing samples that include a lot of vivid language. Passages from stories or descriptions work well for this activity. Have students underline all sensory details, put brackets around figurative language, circle all adjectives, and draw boxes around all strong action verbs.
2. Give students magazine pictures of interesting people, places, or objects. Ask them to describe each picture using all four types of vivid language.
3. Pair students and ask them to interview each other. Have each student use vivid language to write a description of his or her partner.
4. Supply students with photocopies of individual profiles that you've gleaned from social networking or online dating sites. Discuss which ones best describe the writer. Ask each student to compose a profile for an online dating site and use vivid language to describe his or her appearance, personality traits, interests, and goals.

### **Chapter 5: Essential #5: Complete Paragraphs**

1. Provide students with photocopied paragraphs along with highlighter markers in four or five different colors. Ask students to use a color-coding system and highlight the paragraphs to reveal the layers of development.
2. Provide students with copies of well-developed paragraphs. Discuss the type of details (facts, examples, data, anecdotes, and so on) present in each one.

### **Chapter 6: Essential #6: Coherent Paragraphs**

1. Scramble the sentences of a paragraph and ask students to rearrange them so that the paragraph adheres to a clear method of development.
2. Demonstrate each step of the writing process as you compose a paragraph from start to finish. Explain aloud to the class what you're doing and why.
3. Bring in sample paragraphs and have students highlight all transition words and phrases in those paragraphs.

### **Chapter 7: Essential #7: Cohesive Paragraphs**

1. Project drafts of your students' paragraphs on a screen. Conduct a class discussion about each paragraph's strengths and needed revisions.

2. Photocopy typed drafts of paragraphs your students have written. Distribute these copies to the whole class to read. Have students choose winners in categories such as “Best Developed,” “Most Creative Figurative Language,” and “Best Verbs.” Award prizes to the winner of each category.

### **Chapter 8: Essential #8: Clear Organization in Essays and Other Multiparagraph Compositions**

1. Provide students with poor thesis statements, and ask them to revise those statements to improve them according to the guidelines discussed in the chapter.
2. Ask students to create informal or formal outlines for several of the topics in the lists of Suggested Writing Activities at the end of the chapter.
3. Cut up well-written essays into separate paragraphs and scramble the pieces. Have pairs or groups of students put the “puzzle” back together to create a coherent essay.

### **Chapter 9: Essential #9: Interesting Openings**

1. Ask students to photocopy articles or essays that demonstrate the techniques for interesting readers that are discussed in the chapter. Have them lead a class discussion about about the examples they found.
2. Ask students to come up with additional techniques for interesting readers in opening paragraphs. Provide a list of varied thesis statements and ask students to think of creative beginnings.

### **Chapter 10: Essential #10: Effective Closings**

1. Ask students to locate and photocopy articles or essays that end by using one of the techniques discussed in the chapter.
2. To reinforce instruction from Chapters 8 – 10, have groups of students collaborate to write an entire composition from start to finish.

### **Chapter 11: Essential #11: Sensitivity and Tact**

1. Ask students to identify insensitive language in your local newspaper’s letters to the editor.
2. Pair students, and ask each pair to designate one person to list the “pro” arguments for a controversial issue and one person to list “con” arguments. Ask the pair to decide whether they wish to argue the “pro” or “con” side, and then have them create an outline of supporting reasons that includes concessions to the opposing viewpoint for each of those reasons.
3. Provide students with sample student compositions, and ask them to complete a Revision Checklist (see the inside front cover of the textbook) for each one.
4. Bring in different objects, and have groups of students create a commercial or advertisement to sell the product to a specific audience.

# Map to Aplia Content

<i>11 Essentials</i> Chapter or Section and Topic	Aplia Problem Sets for Basic Writing Level I	Aplia Problem Sets for Basic Writing Level II
<b>Introduction: The Writing Process</b>	<p><b>Introduction to the Writing Process</b></p> <ul style="list-style-type: none"> <li>• The Writing Process</li> </ul> <p><b>Prewriting to Generate Ideas</b></p> <ul style="list-style-type: none"> <li>• Prewriting – Freewriting</li> <li>• Brainstorming</li> <li>• Clustering</li> </ul> <p><b>Developing Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Choosing a Specific Topic</li> <li>• Writing Limited and Complete Topic Sentences</li> <li>• Revising Topic Sentences after Generating Ideas for the Body</li> <li>• Selecting and Dropping Ideas</li> <li>• Arranging Ideas in a Plan or Outline</li> <li>• Writing and Revising the Paragraph – Part 1</li> <li>• Writing and Revising the Paragraph – Part 2</li> <li>• Proofreading and Writing the Final Draft</li> </ul> <p><b>Moving from Paragraph to Essay</b></p> <ul style="list-style-type: none"> <li>• The Process of Writing an Essay – Narrowing the Subject and Writing the Thesis Statement</li> <li>• Generating and Selecting Ideas for the Body of an Essay</li> <li>• Writing and Revising Your Essay</li> </ul>	<p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• The Writing Process</li> <li>• The Writing Process – Part 2</li> <li>• Prewriting – Freewriting</li> <li>• Clustering</li> <li>• Brainstorming</li> <li>• Asking Questions</li> <li>• The Writing Process – Part 3</li> <li>• Review</li> </ul> <p><b>Writing the Paragraph</b></p> <ul style="list-style-type: none"> <li>• Writing the Topic Sentence – Topics and Controlling Ideas</li> <li>• Generating, Selecting, and Dropping Ideas</li> <li>• Revising Topic Sentences after Generating Ideas for the Body</li> <li>• Arranging Paragraph Body Ideas</li> </ul> <p><b>From Paragraph to Essay – The Body of the Essay</b></p> <ul style="list-style-type: none"> <li>• Generating Ideas for the Body</li> <li>• Organizing Essay Ideas into an Outline</li> </ul> <p><b>From Paragraph to Essay – The End of the Essay</b></p> <ul style="list-style-type: none"> <li>• Revising Essays – Part 1</li> <li>• Revising Essays – Part 2</li> </ul>
<b>Chapter 1: Clear, Subject, Audience, and Purpose</b>	<p><b>Introduction to the Writing Process</b></p> <ul style="list-style-type: none"> <li>• Subject, Audience, and Purpose – Part 1</li> <li>• Subject, Audience, and Purpose – Part 2</li> </ul>	<p><b>The Writing Process</b></p> <ul style="list-style-type: none"> <li>• Subject, Audience, and Purpose – Part 1</li> <li>• Subject, Audience, and Purpose – Part 2</li> </ul>

<p><b>Chapter 2: Conventional Form and Features</b></p>	<p><b>Developing Effective Paragraphs</b></p> <ul style="list-style-type: none"> <li>Defining the Paragraph</li> <li>Topic Sentence and Body</li> </ul> <p><b>Moving from Paragraph to Essay</b></p> <ul style="list-style-type: none"> <li>Defining the Essay and the Thesis Statement</li> </ul> <p><b>Consistent Person</b></p> <ul style="list-style-type: none"> <li>Consistent Person – Part 1</li> <li>Consistent Person – Part 2</li> <li>Consistent Person – Part 3</li> <li>Consistent Person Review</li> </ul>	<p><b>Writing the Paragraph</b></p> <ul style="list-style-type: none"> <li>Defining the Paragraph</li> <li>Identifying the Topic Sentence</li> <li>Topic Sentence and Body</li> <li>Writing the Topic Sentence – Topics and Controlling Ideas</li> </ul> <p><b>From Paragraph to Essay – The Beginning of an Essay</b></p> <ul style="list-style-type: none"> <li>Looking at the Essay</li> <li>The Title</li> <li>The Introduction – Part 1</li> <li>The Introduction – Part 2</li> <li>Writing the Thesis Statement</li> </ul> <p><b>Revising for Consistency</b></p> <ul style="list-style-type: none"> <li>Consistency of Person</li> </ul>
<p><b>Chapter 3: Four Rules for Clear Sentences</b></p>	<p><b>Improving Your Paragraphs</b></p> <ul style="list-style-type: none"> <li>More Work on Revising: Concise Language</li> </ul> <p><b>Proofreading to Correct Your Personal Errors</b></p> <ul style="list-style-type: none"> <li>Identifying and Tracking Personal Error Patterns</li> <li>Proofreading Strategies</li> </ul> <p><b>The Past Participle in Action</b></p> <ul style="list-style-type: none"> <li>Using the Passive Voice</li> </ul> <p><b>Coordination</b></p> <ul style="list-style-type: none"> <li>Coordination Engagement</li> <li>Coordination – Part 1</li> <li>Coordination – Part 2</li> <li>Review of Coordination</li> </ul> <p><b>Subordination</b></p> <ul style="list-style-type: none"> <li>Defining and Using Subordinating Conjunctions – Part 1</li> <li>Defining and Using Subordinating Conjunctions – Part 2</li> <li>Punctuating Subordinating Conjunctions – Part 1</li> <li>Punctuating Subordinating Conjunctions - Part 2</li> <li>Subordination Review</li> </ul>	<p><b>The Past Participle</b></p> <ul style="list-style-type: none"> <li>Using the Passive Voice (To Be and the Past Participle)</li> </ul> <p><b>Joining Ideas – Coordination and Subordination</b></p> <ul style="list-style-type: none"> <li>Coordination – Part 1</li> <li>Coordination – Part 2</li> <li>Semicolons</li> <li>Subordination – Part 1</li> <li>Subordination – Part 2</li> <li>Review</li> <li>Coordination and Subordination Review</li> </ul> <p><b>Proofreading for Errors in Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>Review One</li> <li>Review Two</li> <li>Review Three</li> <li>Review Four</li> <li>Review Five</li> <li>Review Six</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Doubling the Final Consonant in Words of One Syllable – Part 1</li> </ul>

<p><b>Chapter 3</b> <i>(continued)</i></p>	<p><b>Semicolons and Conjunctive Adverbs</b></p> <ul style="list-style-type: none"> <li>• Defining and Using Conjunctive Adverbs</li> <li>• Punctuating Conjunctive Adverbs</li> <li>• Semicolon and Conjunctive Adverb Review</li> </ul> <p><b>Putting Your Proofreading Skills to Work</b></p> <ul style="list-style-type: none"> <li>• Putting Your Proofreading Skills to Work 1</li> <li>• Putting Your Proofreading Skills to Work 2</li> <li>• Putting Your Proofreading Skills to Work 3</li> <li>• Putting Your Proofreading Skills to Work 4</li> <li>• Putting Your Proofreading Skills to Work 5</li> <li>• Putting Your Proofreading Skills to Work Review</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Doubling the Final Consonant in Words of One Syllable – Part 1</li> <li>• Doubling the Final Consonant in Words on One Syllable – Part 2</li> <li>• Doubling the Final Consonant in Words of More Than One Syllable – Part 1</li> <li>• Doubling the Final Consonant in Words of More Than One Syllable – Part 2</li> <li>• Dropping or Keeping the Final “E”</li> <li>• Dropping or Keeping the Final “Y” – Part 1</li> <li>• Dropping or Keeping the Final “Y” – Part 2</li> <li>• Choosing “IE” or “EI”</li> <li>• Spelling Review</li> </ul>	<ul style="list-style-type: none"> <li>• Doubling the Final Consonant in Words of One Syllable – Part 2</li> <li>• Doubling the Final Consonant in Words of More Than One Syllable – Part 1</li> <li>• Doubling the Final Consonant in Words of More Than One Syllable – Part 2</li> <li>• Dropping or Keeping the Final “E” – Part 1</li> <li>• Dropping or Keeping the Final “E” – Part 2</li> <li>• Dropping or Keeping the Final “Y”</li> <li>• Adding –s or –es</li> <li>• Choosing “ie” or “ei”</li> <li>• Proofreading for Spelling Errors</li> </ul> <p><b>Revising for Sentence Variety</b></p> <ul style="list-style-type: none"> <li>• Revising for Sentence Variety – Introduction</li> <li>• Revising for Sentence Variety – Sentence Length</li> <li>• Revising for Sentence Variety – Sentence Type</li> <li>• Revising for Sentence Variety – Beginnings of Sentences</li> <li>• Revising for Sentence Variety – Joining Ideas</li> <li>• Sentence Variety – Review</li> </ul> <p><b>Revising for Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Introduction to Revising for Language Awareness</li> <li>• Exact Language</li> <li>• Concise Language: Avoiding Wordiness</li> <li>• Using Active Verbs</li> <li>• Review of Revising for Language Awareness</li> </ul>
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<p><b>Chapter 4: Vivid Language</b></p>	<p><b>Improving Your Paragraphs</b></p> <ul style="list-style-type: none"> <li>• More Work on Revising: Exact Language</li> </ul>	<p><b>Revising for Language Awareness</b></p> <ul style="list-style-type: none"> <li>• Introduction to Revising for Language Awareness</li> <li>• Exact Language</li> <li>• Concise Language: Avoiding Wordiness</li> <li>• Avoiding Trite Language</li> <li>• Using Figurative Language – Similes and Metaphors</li> <li>• Using Active Verbs</li> <li>• Review of Revising for Language Awareness</li> </ul>
<p><b>Chapter 5: Complete Paragraphs</b></p>	<p><b>Improving Your Paragraphs</b></p> <ul style="list-style-type: none"> <li>• More Work on Support: Examples Part 1</li> <li>• More Work on Support: Examples Part 2</li> </ul>	<p><b>Strengthening Paragraphs with Research</b></p> <ul style="list-style-type: none"> <li>• Improving an Essay with Research</li> <li>• Finding and Evaluating Outside Sources –Library</li> <li>• Finding and Evaluating Outside Sources – The Internet</li> <li>• Adding Sources to Your Essay and Documenting Them Correctly</li> </ul> <p><b>Revising Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Supporting Topic Sentences</li> </ul>
<p><b>Chapter 6: Coherent Paragraphs</b></p>	<p><b>Improving Your Paragraphs</b></p> <ul style="list-style-type: none"> <li>• More Work on Arranging Ideas: Coherence Using Time Order</li> <li>• More Work on Arranging Ideas: Coherence Using Space Order</li> <li>• More Work on Arranging Ideas: Coherence Using Order of Importance</li> </ul>	<p><b>Achieving Coherence</b></p> <ul style="list-style-type: none"> <li>• Achieving Paragraph Coherence Through Order</li> <li>• Achieving Coherence, Part 1 – Related Sentences</li> <li>• Achieving Coherence, Part 2 – Transitional Expressions</li> </ul> <p><b>Illustration</b></p> <ul style="list-style-type: none"> <li>• Illustration Paragraph – Topic Sentence</li> <li>• Illustration Paragraph and Plan</li> <li>• Illustration Paragraph – Examples and Transitional Expressions</li> </ul>

<p><b>Chapter 6</b> <i>(continued)</i></p>		<p><b>Narration</b></p> <ul style="list-style-type: none"> <li>• Narrative Paragraph – Topic Sentence</li> <li>• Narrative Paragraph and Plan</li> <li>• Narrative Paragraph – Transitional Expressions</li> </ul> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Descriptive Paragraph – Topic Sentence</li> <li>• Descriptive Paragraph – Paragraph and Plan</li> <li>• Descriptive Paragraph – Transitional Expressions</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>• Process Paragraph – Topic Sentence</li> <li>• Process Paragraph and Plan</li> <li>• Transitional Expressions in the Process Paragraph</li> </ul> <p><b>Comparison and Contrast</b></p> <ul style="list-style-type: none"> <li>• Comparison Paragraph and Contrast Paragraph – Topic Sentence</li> <li>• Comparison and Contrast – Paragraph and Plan</li> <li>• Comparison Paragraph and Contrast Paragraph – Transitional Expressions</li> <li>• The Comparison and Contrast Paragraph</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>• Persuasive Paragraph – Topic Sentence</li> <li>• Persuasion – Paragraph and Plan</li> <li>• Persuasion – Transitional Expressions</li> </ul>
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<p><b>Chapter 7: Cohesive Paragraphs</b></p>		<p><b>Revising Paragraphs</b></p> <ul style="list-style-type: none"> <li>• Revising Paragraphs for Unity</li> <li>• Paragraph Revision</li> </ul>
<p><b>Chapter 8: Clear Organization in Essays and Other Multiparagraph Compositions</b></p>		<p><b>Achieving Coherence</b></p> <ul style="list-style-type: none"> <li>• Achieving Coherence, Part 1 – Related Sentences</li> <li>• Achieving Coherence, Part 2 – Transitional Expressions</li> </ul> <p><b>From Paragraph to Essay – The Body of the Essay</b></p> <ul style="list-style-type: none"> <li>• Generating Ideas for the Body</li> <li>• Organizing Essay Ideas into an Outline</li> <li>• Organizing Paragraphs in the Essay: Time Order, Space Order, Order of Importance</li> <li>• Linking Paragraphs in the Essay</li> </ul> <p><b>Illustration</b></p> <ul style="list-style-type: none"> <li>• The Illustration Essay</li> </ul> <p><b>Narration</b></p> <ul style="list-style-type: none"> <li>• Writing the First Draft of the Narrative Essay</li> </ul> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• The Descriptive Essay</li> </ul> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>• The Process Essay</li> </ul> <p><b>Comparison and Contrast</b></p> <ul style="list-style-type: none"> <li>• The Comparison and the Contrast Essay</li> </ul>
<p><b>Chapter 9: Interesting Openings</b></p>		<p><b>From Paragraph to Essay – The Beginning of an Essay</b></p> <ul style="list-style-type: none"> <li>• The Introduction – Part 1</li> <li>• The Introduction – Part 2</li> </ul>
<p><b>Chapter 10: Effective Closings</b></p>		<p><b>From Paragraph to Essay – The End of the Essay</b></p> <ul style="list-style-type: none"> <li>• The Conclusion</li> </ul>



<p><b>Chapter 11: Sensitivity and Tact</b></p>		<p><b>Revising for Audience Awareness</b></p> <ul style="list-style-type: none"> <li>• Revising for Audience Awareness – Intro</li> <li>• Revising for Audience Awareness – Keeping Audience in Mind</li> <li>• Revising for Audience Awareness – Tone</li> <li>• Revising for Audience Awareness – Formal and Informal Language</li> <li>• Revising for Audience Awareness - Review</li> </ul>
<p><b>Appendix 2: Sentence Fragments</b></p>	<p><b>Subjects and Verbs</b></p> <ul style="list-style-type: none"> <li>• Defining and Spotting Subjects – Part 1</li> <li>• Defining and Spotting Subjects – Part 2</li> <li>• Defining and Spotting Action Verbs</li> <li>• Defining and Spotting Linking Verbs</li> <li>• Spotting Verbs of More Than One Word</li> <li>• Review of Subjects and Verbs</li> </ul> <p><b>Avoiding Sentence Fragments</b></p> <ul style="list-style-type: none"> <li>• Writing Sentences with Subjects and Verbs – Part 1</li> <li>• Writing Sentences with Subjects and Verbs – Part 2</li> <li>• Writing Sentences with Complete Verbs</li> <li>• Completing the Thought – Part 1</li> <li>• Completing the Thought – Part 2</li> <li>• Avoiding Sentence Fragments – Review</li> </ul>	<p><b>A Review of the Simple Sentence</b></p> <ul style="list-style-type: none"> <li>• Defining and Spotting Subjects</li> <li>• Spotting Prepositional Phrases</li> <li>• Defining and Spotting Verbs</li> </ul> <p><b>Avoiding Sentence Errors</b></p> <ul style="list-style-type: none"> <li>• Dependent Clause and Relative Clause Fragments</li> <li>• Prepositional, Appositive, and Infinitive Phrase Fragments</li> <li>• Sentence Fragments - Review</li> </ul>
<p><b>Appendix 2: Run-on Sentences and Comma Splices</b></p>	<p><b>Avoiding Run-ons and Comma Splices</b></p> <ul style="list-style-type: none"> <li>• Introduction to Avoiding Run-ons and Comma Splices</li> <li>• Identifying Run-ons and Comma Splices</li> <li>• Correcting Run-ons and Comma Splices</li> <li>• Review of Run-ons and Comma Splices</li> </ul>	<p><b>Avoiding Sentence Errors</b></p> <ul style="list-style-type: none"> <li>• Avoiding Run-ons and Comma Splices</li> <li>• Run-ons/Fused Sentences and Comma Splices</li> </ul>

<p><b>Appendix 2: Noun Errors</b></p>	<p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• Defining Singular and Plural Nouns – Part 1</li> <li>• Defining Singular and Plural Nouns – Part 2</li> <li>• Signal Words for Singular and Plural Nouns – Part 1</li> <li>• Signal Words for Singular and Plural Nouns – Part 2</li> <li>• Signal Words with “Of”</li> </ul> <p><b>Apostrophes</b></p> <ul style="list-style-type: none"> <li>• Defining the Possessive</li> <li>• Using the Apostrophe to Show Possession (in Words That Do Not Already End in s)</li> <li>• Using the Apostrophe to Show Possession (in Words That Already End in s)</li> <li>• Apostrophe for Possession Review 1</li> </ul>	<p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• Defining Singular and Plural Nouns</li> <li>• Signal Words – Singular and Plural</li> <li>• Signal Words with Of</li> <li>• Noun Review</li> </ul> <p><b>The Apostrophe</b></p> <ul style="list-style-type: none"> <li>• The Apostrophe for Ownership – Part 1</li> <li>• The Apostrophe for Ownership – Part 2</li> </ul>
<p><b>Appendix 2: Pronoun Errors</b></p>	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Introduction to Pronouns and Antecedents</li> <li>• Defining Pronouns and Antecedents</li> <li>• Making Indefinite Pronouns and Their Antecedents Agree</li> <li>• Making Pronouns and Their Antecedents Agree – Common Collective Nouns</li> <li>• Referring to Special Singular Constructions</li> <li>• Avoiding Vague and Repetitious Pronouns</li> <li>• Using Pronouns as Subjects, Objects, and Possessives</li> <li>• Choose the Correct Case after AND or OR</li> <li>• Choosing the Correct Case in Comparisons</li> <li>• Choosing the Correct Case after AND or OR and in Comparisons</li> <li>• Using Pronouns with –self and –selves – Part 1</li> <li>• Using Pronouns with –self and –selves – Part 2</li> </ul>	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Defining Pronouns and Singular and Plural Antecedents</li> <li>• Making Indefinite Pronouns and Their Antecedents Agree</li> <li>• Making Pronouns and Their Antecedents Agree – Common Collective Nouns</li> <li>• Referring to Antecedents Clearly</li> <li>• Special Problems of Pronoun Case – Case in Compound Constructions and in Comparisons</li> <li>• Special Problems of Case – Use of Who (or Whoever) and Whom (or Whomever)</li> <li>• Using Pronouns with –self and –selves</li> <li>• Pronoun Review</li> </ul>

<b>Appendix 2: Relative-Pronoun Errors</b>	<b>Relative Pronouns</b> <ul style="list-style-type: none"> <li>• Defining and Using Relative Pronouns – Part 1</li> <li>• Defining and Using Relative Pronouns – Part 2</li> <li>• Punctuating Ideas Introduced by Who, Which or That</li> <li>• Review of Using and Punctuating Restrictive and Nonrestrictive Clauses</li> </ul>	
<b>Appendix 2: Verb Errors</b>	<b>Subjects and Verbs</b> <ul style="list-style-type: none"> <li>• Defining and Spotting Subjects – Part 1</li> <li>• Defining and Spotting Subjects – Part 2</li> <li>• Defining and Spotting Action Verbs</li> <li>• Defining and Spotting Linking Verbs</li> <li>• Spotting Verbs of More Than One Word</li> <li>• Review of Subjects and Verbs</li> </ul> <b>Present Tense (Agreement)</b> <ul style="list-style-type: none"> <li>• Defining Agreement – Part 1</li> <li>• Defining Agreement – Part 2</li> <li>• Troublesome Verb in the Present Tense – To Be</li> <li>• Troublesome Verb in the Present Tense – To Do (Not)</li> <li>• Changing Subjects to Pronouns – Part 1</li> <li>• Changing Subjects to Pronouns – Part 2</li> <li>• Special Problems in Agreement – Focusing on the Subject</li> <li>• Special Problems in Agreement – Spotting Special Singular Subjects</li> <li>• Special Problems in Agreement – Using “There” to Begin a Sentence</li> <li>• Special Problems in Agreement – Choosing the Correct Verb in Questions</li> <li>• Special Problems in Agreement – Using “Who,” “Which,” and “That” as Relative Pronouns</li> <li>• Present Tense Agreement Review</li> </ul>	<b>A Review of the Simple Sentence</b> <ul style="list-style-type: none"> <li>• Defining and Spotting Subjects</li> <li>• Spotting Prepositional Phrases</li> <li>• Defining and Spotting Verbs</li> </ul> <b>Subject-Verb Agreement – Present Tense Verbs</b> <ul style="list-style-type: none"> <li>• Introduction to Present Tense Agreement</li> <li>• Using Present Tense Subject-Verb Agreement</li> <li>• Three Troublesome Verbs in the Present Tense e- To Be, To Have, To Do</li> <li>• Separation of Subject and Verb</li> <li>• Subject-Verb Agreement in Sentences Beginning with “There”</li> <li>• Subject-Verb Agreement in Questions</li> <li>• Subject-Verb Agreement in Relative Clauses</li> <li>• Review of Present Tense Subject-Verb Agreement</li> </ul> <b>Past Tense Verbs</b> <ul style="list-style-type: none"> <li>• Regular Verbs in the Past Tense</li> <li>• Irregular Verbs in the Past Tense</li> <li>• A Troublesome Verb in the Past Tense – To Be</li> <li>• Troublesome Pairs in the Past Tense – Can or Could, Will or Would</li> </ul>

<p><b>Appendix 2: Verb Errors (continued)</b></p>	<p><b>Past Tense</b></p> <ul style="list-style-type: none"> <li>• Introduction to Verbs in the Past Tense</li> <li>• Regular Verbs in the Past Tense – Part 1</li> <li>• Regular Verbs in the Past Tense – Part 2</li> <li>• Irregular Verbs in the Past Tense – Part 1</li> <li>• Irregular Verbs in the Past Tense – Part 2</li> <li>• Troublesome Verb in the Past Tense – To Be</li> <li>• Review of Verbs in the Past Tense</li> </ul> <p><b>The Past Participle in Action</b></p> <ul style="list-style-type: none"> <li>• Defining the Past Participle</li> <li>• Past Participles of Regular Verbs</li> <li>• Past Participles of Irregular Verbs</li> <li>• Using the Present Perfect Tense</li> <li>• Using the Past Perfect Tense</li> <li>• Using the Passive Voice</li> <li>• Using Past Participles as Adjectives – Part 1</li> <li>• Using Past Participles as Adjectives – Part 2</li> <li>• Past Participle Review</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Verbs in the Past Tense</li> </ul> <p><b>The Past Participle</b></p> <ul style="list-style-type: none"> <li>• Past Participle of Regular Verbs in the Present Perfect Tense</li> <li>• Past Participle of Irregular Verbs in the Present Perfect Tense</li> <li>• Using the Present Perfect or Past Tense</li> <li>• Introduction to the Past Perfect Tense</li> <li>• Using the Past Perfect or Past Tense</li> <li>• Using the Passive Voice (To Be and the Past Participle)</li> <li>• Using the Past Participle as an Adjective</li> <li>• Review of Past, Present Perfect, and Past Perfect Tenses</li> </ul>
<p><b>Appendix 2: Adjective and Adverb Errors</b></p>	<p><b>The Past Participle in Action</b></p> <ul style="list-style-type: none"> <li>• Using Past Participles as Adjectives – Part 1</li> <li>• Using Past Participles as Adjectives – Part 2</li> </ul> <p><b>-ING Modifiers</b></p> <ul style="list-style-type: none"> <li>• Introduction to –ING Modifiers</li> <li>• Using –ING Modifiers</li> <li>• Avoiding Confusing Modifiers</li> <li>• Review of –ING Modifiers</li> </ul> <p><b>Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>• Defining and Writing Adjectives and Adverbs – Part 1</li> <li>• Defining and Writing Adjectives and Adverbs – Part 2</li> <li>• A Troublesome Pair – Good/Well</li> <li>• Writing Comparatives – Part 1</li> <li>• Writing Comparatives – Part 2</li> <li>• Writing Superlatives – Part 1</li> <li>• Writing Superlatives – Part 2</li> </ul>	<p><b>The Past Participle</b></p> <ul style="list-style-type: none"> <li>• Using the Past Participle as an Adjective</li> </ul> <p><b>Adjectives and Adverbs</b></p> <ul style="list-style-type: none"> <li>• Defining and Using Adjectives and Adverbs</li> <li>• The Comparative and the Superlative</li> <li>• A Troublesome Pair – Good and Well</li> <li>• Introduction to –ING Modifiers</li> <li>• Avoiding Confusing Modifiers</li> <li>• Review of Adjectives and Adverbs</li> <li>• Review</li> </ul>

<b>Appendix 2: Adjective and Adverb Errors (continued)</b>	<ul style="list-style-type: none"> <li>• Troublesome Comparatives and Superlatives</li> <li>• Demonstrative Adjectives – This/That and These/Those</li> <li>• Adjective and Adverb Review</li> </ul>	
<b>Appendix 2: Parallelism Errors</b>	<b>Parallelism</b> <ul style="list-style-type: none"> <li>• Writing Parallel Constructions – Part 1</li> <li>• Writing Parallel Constructions – Part 2</li> <li>• Writing Parallel Constructions – Part 3</li> <li>• Using Parallelism for Special Effect</li> <li>• Parallelism Review 1 – Proofreading</li> <li>• Parallelism Review 2</li> </ul>	<b>Revising for Parallelism</b> <ul style="list-style-type: none"> <li>• Introduction to Parallelism</li> <li>• Parallelism with Verbs, Nouns, and Adjectives</li> <li>• Parallel Prepositional Phrases</li> <li>• Parallelism with Clauses and Signal Words</li> <li>• Review of Parallelism</li> </ul>
<b>Appendix 2: Comma Errors</b>	<b>Coordination</b> <ul style="list-style-type: none"> <li>• Coordination – Part 2</li> </ul> <b>Subordination</b> <ul style="list-style-type: none"> <li>• Punctuating Subordinating Conjunctions – Part 1</li> <li>• Punctuating Subordinating Conjunctions - Part 2</li> </ul> <b>Relative Pronouns</b> <ul style="list-style-type: none"> <li>• Punctuating Ideas Introduced by Who, Which or That</li> <li>• Review of Using and Punctuating Restrictive and Nonrestrictive Clauses</li> </ul> <b>Commas</b> <ul style="list-style-type: none"> <li>• Commas after Items in a Series</li> <li>• Commas after Introductory Phrases</li> <li>• Commas for Direct Address</li> <li>• Commas for Parenthetical Expressions</li> <li>• Commas for Dates</li> <li>• Commas for Addresses</li> <li>• Commas for Coordination and Subordination</li> <li>• Comma Review</li> </ul>	<b>The Comma</b> <ul style="list-style-type: none"> <li>• Commas for Items in a Series</li> <li>• Commas with Introductory Phrases, Transitional Expressions, and Parentheticals</li> <li>• Commas for Appositives</li> <li>• Commas with Nonrestrictive and Restrictive Clauses</li> <li>• Commas for Dates and Addresses</li> <li>• Minor Uses of the Comma</li> <li>• Comma Review</li> </ul>
<b>Appendix 2: Semicolon Errors</b>	<b>Semicolons and Conjunctive Adverbs</b> <ul style="list-style-type: none"> <li>• Defining and Using Semicolons – Part 1</li> <li>• Defining and Using Semicolons – Part 2</li> </ul>	<b>Mechanics</b> <ul style="list-style-type: none"> <li>• The Semicolon</li> </ul>

<b>Appendix 2: Semicolon Errors (continued)</b>	<ul style="list-style-type: none"> <li>• Defining and Using Conjunctive Adverbs</li> <li>• Punctuating Conjunctive Adverbs</li> <li>• Semicolon and Conjunctive Adverb Review</li> </ul>	
<b>Appendix 2: Usage and Word- Form Errors</b>	<b>Homonyms</b> <ul style="list-style-type: none"> <li>• A/An/And</li> <li>• Accept/Except</li> <li>• Been/Being</li> <li>• Buy/By</li> <li>• Fine/Find</li> <li>• It's/Its</li> <li>• Know/Knew/No/New</li> <li>• Lose/Loose</li> <li>• Mine/Mind</li> <li>• Past/Passed</li> <li>• Quiet/Quit/Quite</li> <li>• Raise/Rise</li> <li>• Sit/Set</li> <li>• Suppose/Supposed</li> <li>• Their/There/They're</li> <li>• Than/Then</li> <li>• Threw/Through</li> <li>• To/Too/Two</li> <li>• Use/Used</li> <li>• Weather/Whether</li> <li>• Where/Were/We're</li> <li>• Who's/Whose</li> <li>• You're/Your</li> </ul>	<b>Homonyms</b> <ul style="list-style-type: none"> <li>• A/An/And – Part 1</li> <li>• A/An/And – Part 2</li> <li>• Accept/Except</li> <li>• Affect/Effect</li> <li>• Been/Being</li> <li>• Buy/By</li> <li>• It's/Its – Part 1</li> <li>• It's/Its – Part 2</li> <li>• Know/Knew/No/New</li> <li>• Lose/Loose</li> <li>• Past/Passed</li> <li>• Quiet/Quit/Quite</li> <li>• Raise/Rise – Part 1</li> <li>• Raise/Rise – Part 2</li> <li>• Sit/Set</li> <li>• Suppose/Supposed</li> <li>• Their/There/They're</li> <li>• Than/Then</li> <li>• Through/Though</li> <li>• To/Too/Two</li> <li>• Use/Used</li> <li>• Weather/Whether</li> <li>• Where/Were/We're</li> <li>• Who's/Whose</li> <li>• Your/You're</li> <li>• Review of Homonyms</li> </ul>

# Answer Keys for Exercises in the Text

## Introduction

Answers will vary for all exercises.

## Chapter 1

### Exercise 1.1

Answers will vary.

### Exercise 1.2

1. to inform
2. people who don't work as volunteers
3. how to operate an iPod
4. to persuade
5. college students
6. reasons to exercise

### Exercise 1.3

Answers will vary.

### Exercise 1.4

1. The language is too informal for the audience and situation.
2. The language is too formal for the audience.
3. This reason does not match the audience's needs or goals.
4. This statement is not relevant to the subject.
5. This statement is insulting to the audience.
6. The language is too formal for the audience.
7. The reason does not address the audience's needs or goals.
8. The language is too informal for the audience and situation.
9. This reason does not match the audience's needs or goals.
10. This information is not relevant to the subject.

### Exercise 1.5

Answers will vary.

### Exercise 1.6

Answers will vary.

### Exercise 1.7

Answers will vary.