

# Using Complete Sentences and Correct Mechanics

## Section 7.2 Proofreading for Commonly Confused Words and Spelling



*During a cold spell in Feburary, Charles Dickens wrote, "It was the best of times, it was the worst of times." This quote rilly applies to our current economics problems. Wile I am not sure what could have been the best back than, I know the worst that can be now. These years should be the best of my life, but they are occurring during some of the worst years in our history.*

*What happened to the carefree years of childhood? For me, my princple worry is that their are no jobs in our neighborhood for teens, so I will be short of money for college. Sense times are bad, I can't by a car either. Instead of helping teenagers get into college or get a car to drive to work, our country is bailing out irresponsible bisness people. I cannot except this as a good use of money. They're bad decisions might effect me for the rest of my life.*

*History tries too tell us this has happened before and it'll come out allright. We learned in history that in 1837 our country had money problems like now. Abe Lincoln, as a young man, only wanted to live well, but he changed his plans because he sincerly wanted to help his young country. Lincoln had just gotten his law degree, so he was like me. The worst of times was happening in his best of times. Its good to recognise that we got out of such a mess before.*

*My plans change everyday. Maybe that is truly part of the best of times. I'm young enough to make changes to help my future. I still have the ability to make these worst of times my best of times.*

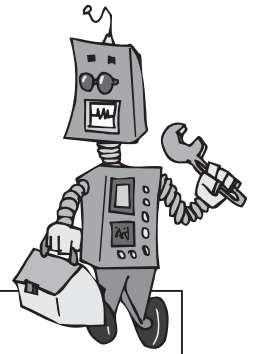
This is Ernest's writing with mistakes in spelling and commonly confused words. Can you pick out all the errors? Do you think you can revise this paragraph to correct the spelling and the commonly confused words? Count the mistakes that you find. Can you find all eighteen? If not, review commonly confused words and grade-level spelling words.

### Commonly Confused Words

accept	verb meaning <i>to receive</i>	<i>You <b>accept</b> an award.</i>
except	verb meaning <i>to leave out</i>	<i>I like all fruit <b>except</b> blackberries.</i>
affect	verb meaning <i>to influence</i>	<i>Interest rates <b>affect</b> the stock market.</i>
effect	most commonly used as a noun meaning <i>result</i>	<i>Interest rates have an <b>effect</b> on the stock market.</i>
buy	verb meaning <i>to purchase</i>	<i>He will <b>buy</b> you dinner.</i>
by	preposition	<i>It is sitting <b>by</b> the door.</i>
bye	noun, <i>to advance in a tournament without playing an opponent or to say farewell</i>	<i>Because we are ranked number one, our team has a <b>bye</b> in the state tournament. He said good-<b>bye</b>.</i>
cent	noun related to money	<i>It doesn't cost a <b>cent</b>.</i>
scent	noun meaning <i>smell</i> or <i>odor</i>	<i>The <b>scent</b> of lemons was strong.</i>
sent	verb	<i>We <b>sent</b> the card.</i>
cents	noun meaning <i>money</i>	<i>It costs fifty <b>cents</b>.</i>
sense	noun	<i>She has good <b>sense</b>.</i>
since	conjunction or prep.	<i><b>Since</b> he was late, he left. We had been talking <b>since</b> noon.</i>

# Understanding and Punctuating Clauses and Phrases

## Section 9.4 Using and Punctuating Direct and Indirect Quotes



Ralph Waldo Emerson wrote, “Foolish consistency is the hobgoblin of small minds”. Most people think, however, that being consistent is a positive thing. Emerson might have thought so, too, so he makes sure to say “foolish consistency” to make it different from common consistent work. When Emerson said, “foolish consistency is the hobgoblin of small minds.” he was sending a strong insult to people he felt were stuck on the wrong track. Emerson used these words to say that “reckless unchanging consistency is the mischievous demon of small minds to push people in new directions.” Emerson was consistent in his own search for new directions. Today, we have similar quotes. For example, I like the ad that says “Just do it”! My science teacher also says that “innovation or new ideas keep the world spinning,” and she gives the example of the Mars landings. As for me, there is a contest for new robot designs. To keep from being foolishly consistent, I would like to make a change in robot technology for that prize. I’ll just do it!

This is Zack’s paragraph that contains errors in capitalizing and punctuating direct quotes. Do you see the 8 errors? (Each quotation mark is counted separately, so beginning and end quote marks count as two marks.)

Since your English II Writing Assessment essays are written in the informative mode, you probably won’t have conversation. However, in your response to literature, you will be using a quote. You may also want to use quotes in your essays. Here is a review of how to properly punctuate quotes like the ones you might use in your essays.

### Speaker at the Beginning

When you tell someone’s exact words and use quotes, you need to punctuate the quote correctly using quotation marks, commas, and end marks in the right places.

When the speaker comes at the beginning, use a comma after who said the quote. If the quote is a declarative statement, put a period inside the last quotation mark. If it is a question or an exclamation, put a question mark or an exclamation point inside the last quotation mark. Always capitalize the first word of the quote when the quote is a complete sentence.

**Example 1:** Andy Warhol once said, “Everyone will be famous for fifteen minutes.”

Quotation marks around the direct quote

Comma after who said it

Capitalize the first word of the quote

Period inside the last quotation mark

**Example 2:** Richard Wagner once explained, “I write music with an exclamation point!”

**Example 3:** Abraham Lincoln once asked, “If I were two-faced, would I be wearing this one?”

Exclamation mark and question mark are inside the quotation mark.

# Writing Effective Sentences and Paragraphs

## Section 10.1 Choosing Effective Words



The writing conventions in your essay (the spelling, usage, punctuation, and capitalization) should now be corrected. Even though these items represent only one check mark in your writer’s checklist, they are critically important. If you have followed the steps outlined in this book so far, you should have essays that would receive passing scores on the English II Writing Assessment. The remaining skills further polish your essays.

One of these final skills is using precise, powerful, and appropriate words. You’ve already seen in Section 1.4 that you should not use slang or language that is too informal. That type of language is not appropriate for an essay written to an adult.

To write an effective essay, you need to use descriptive, powerful, and precise words. Read the student paragraph below.

*Rules are being set by our school to help save energy. The things we must do now seem to be hard. Things we used to do that did not seem so bad now put us in trouble by the school. It’s a very different way of looking at what we do. There are more things that can be used again than I would have thought about. We are being told to reuse a lot of school junk. We are being told to even bring stuff from home to use again or use in an interesting way. So now I and other students need to look again at what we use. I got a lot of paper stuff to reuse, and a friend got a lot of plastic to use in art class. One guy walks home but stays awhile to get pencils and pens and other stuff from the hall junk and gives them to teachers for classes. One guy wants to get stuff from the cafeteria to reuse. But, I don’t know if that’ll be good. Bringing stuff from home works as long as you have parents’ ok. This is a big deal to get used to, but we know it is a good thing we are trying to do.*

This is Halley’s writing. Halley’s paragraph doesn’t paint a very vivid picture because she uses vague descriptions, passive verbs, and overall boring language.

When writing your essays, choose your words carefully so that they are precise and vivid. Use action verbs when possible and be descriptive.

### Precise and Vivid Words

- Avoid vague, overused adjectives, such as *nice*, *good*, *bad*, *great*, and *interesting*. These words do not add much to a sentence.

**Example 1:** *It was a good story.*

All you know from this one sentence is that the writer had positive feelings toward the story, but you don’t get anything else. A better word choice might say the story was *entertaining* or *suspenseful* or *realistic* or *funny*.