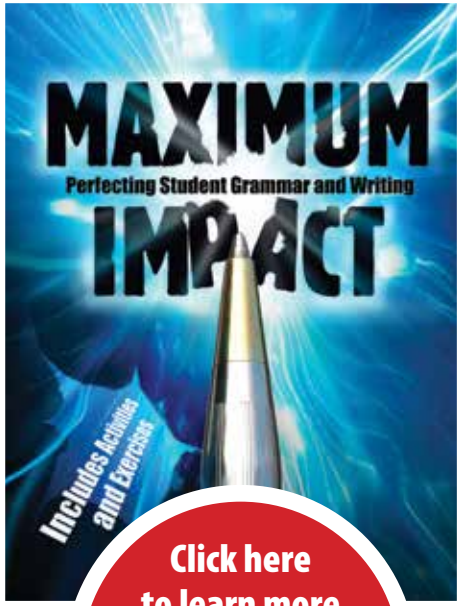




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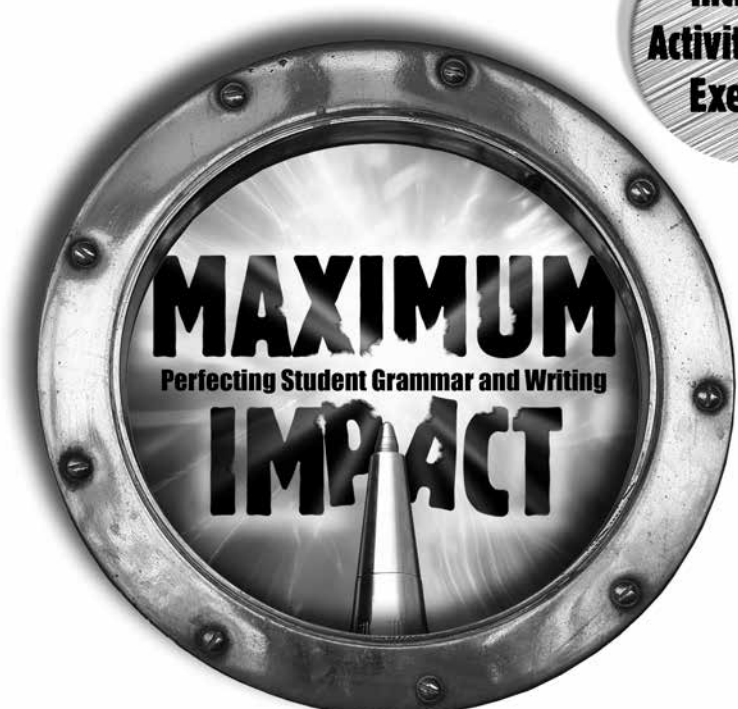
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Introduction

Maximum Impact gives you a way to pinpoint common errors that many people make when they write. However, just understanding the errors is not much unless you can practice correcting them.

The book contains many chances for you to do just that, and your writing will surely improve once you understand many of the techniques to use in order to avoid these mistakes. Many of the exercises ask you to explain why one way of doing things is preferable to another. In these cases, we have given you reasons that you'll be able to apply to explain your changes. In other cases, there may be more than one way to correct a mistake. That's what is exciting about writing. No one *best* way exists for you to say some things. However, that does not mean your writing can't be improved. Revising your work, eliminating confusing parts and errors, and saying what you want to say as clearly as possible are three of the best ways to improve your writing.

The goal of *Maximum Impact* is to lead you through the process of shaping your writing—figuring out what you want to say, and then maximizing the effect of your words. Some of this will involve the correction of small, but important, things like punctuation marks, commonly confused words, and spelling errors.

This book assumes you already know terms like *verb*, *noun*, *phrase*, *clause*, *fragment*, *prepositional phrase*, *subject*, and *predicate*. While the terms are used throughout the book, the definitions and explanations of each term are not emphasized.

We're sure that, with practice, you will become a more accomplished writer.

Part I: Sentence Sense

Chapter One: What makes a complete sentence?	7
Chapter Two: Sentence-Ending Punctuation Marks: Period, Question Mark, Exclamation Point.....	11
Chapter Three: Sentence Fragments.....	14
Chapter Four: Run-On Sentences	18

Part II: Avoiding Ambiguity

Chapter One: Modifiers	37
Chapter Two: Tenses	47
Chapter Three: Series.....	53

Part III: Show You Know

Chapter One: Using Periods in Abbreviations.....	67
Chapter Two: Apostrophes	70
Chapter Three: Objective and Nominative Pronouns	81
Chapter Four: Quotation Marks	86
Chapter Five: Commas.....	95
Chapter Six: Using the Right Verb Form	107
Chapter Seven: Subject-Verb Agreement	109

Part IV: Commonly Confused Words

<i>Your</i> and <i>You're</i>	117
<i>To</i> , <i>Too</i> , and <i>Two</i>	118

Table of Contents

<i>Their, They're, and There</i>	120
<i>Affect and Effect</i>	122
<i>Accept and Except</i>	122
<i>Advise and Advice</i>	123
<i>Already and All Ready</i>	123
<i>Allusion and Illusion</i>	123
<i>Altar and Alter</i>	124
<i>Capitol and Capital</i>	124
<i>Principle and Principal</i>	124
<i>Coarse and Course</i>	125
<i>Lose and Loose</i>	125
<i>Weather and Whether</i>	126
<i>Angel and Angle</i>	126
<i>Passed and Past</i>	127

Part V: Writing to Win

Chapter One: Active Voice	131
Chapter Two: Word Choice	137
Chapter Three: Incorporating Quotes	144
Chapter Four: Using Transitions Effectively	148
Chapter Five: Emphasis and Subordination	155

Cumulative Exercises	159
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Chapter Four

Run-On Sentences

Earlier, you learned that in order for a sentence to be complete, it must have at least one independent clause and express a complete thought. Then, in the last chapter, you learned about fragments and their variations. Some sentences you will write, however, have more than one independent clause. Using more than one independent clause in a sentence *without linking them properly* is a serious mistake. This error is called a **run-on sentence**.

Look at the following sentence:

Wilma's purse was stolen Fred ran after the thief.

independent clause + independent clause = run-on

There are two entirely different thoughts in this run-on: 1) Someone stole Wilma's purse, and 2) Fred chased the thief. These two ideas cannot be in the same sentence as they are. They need to be joined or changed. Otherwise, the sentence is a run-on.

How could you make this a correct sentence and connect the thoughts? One of the easiest ways is to add a comma and a conjunction. Here are two examples:

Wilma's purse was stolen, **so** Fred ran after the thief.

independent clause + , conjunction + independent clause = sentence

Wilma's purse was stolen, **and** Fred ran after the thief.

independent clause + , conjunction + independent clause = sentence

Now we are going to practice spotting run-on sentences and breaking them up into separate independent clauses.

EXERCISE II:

Look at the following run-on sentences, and draw a slanted line between the independent clauses. This will help you understand where the proper break between the thoughts and sentences should be. We have done one for you as an example:

Example:

My alarm didn't go off this morning I am furious because I will be late for school.

My alarm didn't go off this morning / I am furious because I will be late for school.

1. For breakfast, the elephants got more than 100 pounds of hay they ate it in a few minutes.
2. When you get to the intersection, turn left our house is on the left.
3. Make sure to buy Sal a notebook when you get to the store he needs one for school.
4. Have you seen that new movie it's hilarious.



Part III:

Show You Know

We hope that through the previous chapters, activities, and exercises, your words now say what you want them to, and your grammar and punctuation don't get in the way of your meaning. It's time to learn a few more punctuation rules that will improve your writing. Some common errors that many students make will hurt grades, applications, and writing in general. Even if the person reading your writing is able to figure out what you want to say, he or she may make a judgment about you if these errors are present.

Chapter One

Using Periods in Abbreviations

A period shows that a word has been abbreviated:

- They live at 29 Calvert Rd., Jackson, Mississippi.
- Mr. and Mrs. Hartford visited the U.N.
- Gen. Sun commanded the Korean military.

If a period that is used in an abbreviation comes at the end of a sentence, you do not need to add another period:

- Ray works for Sun Tan Products Unlimited, Inc.
- We traveled to Washington, D.C.
- The proper abbreviation for “teaspoon” is tsp.

If a period showing an abbreviation is *inside* the sentence, it is frequently, but not always, followed by a comma:

- Dr. Martin Luther King, Jr., began studying religion at an early age.
- My professor taught English, logic, Russian, etc., during her many years at the college.
- Henry will earn his M.D. next year.

Some abbreviations are so common, however, that no periods are used. Many words of this type, but not all, as you can see in the examples, are written in all capital letters:

- The FBI investigates crimes in the United States, but the CIA investigates international crimes.
- We received letters from CA, NY, and NM.
- The 25 mph speed limit lasted only two blocks.
- NASA recently launched three satellites.

That choice is obvious, and you instinctively know that the second sentence uses the wrong pronoun.

EXERCISE:

Circle the correct pronoun from each set inside the parentheses so that the sentences are correct.

1. You and (I, me) both know the number of council seats it will take for our party to win this election. Anyone who wants to take control of the government in this city is going to have to have the support of the firefighters' union. For instance, take the current Council President, Janice Watts. (She, Her) made sure she had the support of the firefighters early on. (She, Her) and the firefighters became friends; (they, them) went to many public events together. It may seem strange for (we, us) to be in the same political boat, but actually, (we, us) are a lot alike.
2. My brother was my best friend when I was growing up. Although times were tough for (he, him) and (me, I), (we, us) always stuck together. When my mom left (us, we), I could talk to (he, him). Later, though, when we were in high school, we started to drift apart. Lee went to college in New York, and I ended up in California. There were even a few years when I didn't speak to (him, he). Then, one day, suddenly, I got a call from Lee telling (me, I) that his first child had been born. It seems like things have come full circle; Lee and (me, I) seem like brothers again.
3. The doctor said (us, we) need to be on a low-fat diet. It had been a difficult decision for (she, her) and (me, I) to make, though. I made an appointment for (we, us) two to meet with a nutritionist. The next week, a date and time had been set for (we, us). Dr. Morrison, a certified expert in nutrition, told Sharon and (I, me) that there was nothing (she, her) could do to help (we, us) if we didn't change our eating habits. The doctor gave a list of allowable foods to (I, me) and a completely different list to (her, she). We both agreed to try to eat better; it would be good for (we, us) both to get our calories under control.

However, the English language also contains many irregular verbs; they take this name because they make their past tense without the *ed* on the end. Since irregular verbs are all different, their tenses are made in different ways. Here are a few irregular verbs:

<u>Present Tense</u>	<u>Past Tense</u>
I bring	I brought
I swim	I swam
I am	I was
I begin	I began
I steal	I stole
I catch	I caught
I bite	I bit
I think	I thought
I eat	I ate
I buy	I bought

EXERCISE:

Fill in the blanks in the following sentences by changing the form of the italicized verb or verbs supplied at the beginning of the sentence.

- | | |
|--------------------|---|
| <i>do</i> | 1. Last week, Tariq ____ his homework in only ten minutes. |
| <i>take, bring</i> | 2. We ____ our dog to the vet, then we ____ him home. |
| <i>know</i> | 3. When Viki ____ the club accepted her, she shouted for joy. |
| <i>write</i> | 4. Yesterday, I ____ an email to the White House. |
| <i>fall, stand</i> | 5. After she ____, the baby ____ right up again. |
| <i>go</i> | 6. Cameron ____ to last night's show at the music center. |
| <i>run</i> | 7. I ____ after the bus, but missed it and waited an extra hour. |
| <i>ride</i> | 8. The last horse I ____ was a beautiful brown color. |
| <i>begin</i> | 9. Last month ____ on a Thursday. |
| <i>grow, have</i> | 10. My tiny plant soon ____ six feet tall, and we <u>had</u> juicy tomatoes all summer. |

Coarse and Course

You may already know the differences between these two words, but if you don't, they're easy to remember.

Coarse means “rough, not smooth”; this word can refer to the feel of something, or it can be used to describe behavior:

- That dress was too *coarse* to be comfortable.
- Kendra used some *coarse* language to describe her ex-friend.

Course, of course, refers to:

an ordered path

a progression in school or a subject

a part of a meal

- The *course* they took was wrong, and they arrived late.
- What *courses* do you need to graduate?
- The last *course* was dessert.

Lose and Loose

These two words are mixed up all the time, but they certainly do not need to be, since they are very different.

Lose means the opposite of “to win” and the opposite of “to find” or “to gain.” It also means “to be defeated”:

- Jermain didn't *lose* his position on the baseball team.
- How could you *lose* your keys again?
- It was obvious that we were going to *lose* another day when the plane was delayed.
- I don't know how we could *lose* to that team!

But *loose* has only one major meaning—“not tight”:

- The pants were much too *loose* for him to wear.
- You need to stay *loose* and not freeze up when Mr. Patrick calls on you.

Chapter One

Active Voice

In this section, you will be working on making writing clear, direct, and powerful. Therefore, we need to discuss a technique called the **active voice**. Every English verb is in either the *active* or the **passive voice**. One of the best ways to understand what this means is through examples:

Active Voice

kicked

took

loves

Passive Voice

was kicked

was taken

is loved

You can see that the active voice is direct. It connects the subject with the verb directly:

- I kicked the ball.
- I took the money.
- He loves the puppy.

The passive voice puts the subject—the person or thing performing the action—after the verb. The subject is separated from the verb:

- The ball was kicked by me.
- The money was taken by me.
- The puppy is loved by him.

In some passive voice sentences, however, there is no subject mentioned:

- The ball was kicked.
- The money was taken.
- The puppy is loved.

