

# **San Leandro High School Writing Handbook**

**2012-2013**



## Introduction

Welcome to San Leandro High School! This handbook was created because the teachers of SLHS want you to be a successful writer in all of your classes and in all parts of your life. Use this handbook as a resource to become a stronger writer for all of your assignments in any class you take. It is not intended to be a substitute for classroom instruction or for developing writing with the help of a teacher; rather, it is meant to supplement and support what you learn in the classroom. Always consult your English teacher if you have questions or concerns regarding a particular assignment.

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## Essay Essentials

### ESSAY STRUCTURE

#### Introduction

**Hook\***: Should grab the reader's attention and focus the reader on the general topic of the essay in one or two sentences. A hook is commonly done in a number of ways:

- Relating a quotation on the essay's topic
- Sharing a personal anecdote
- Sharing a strong statement of opinion
- Appealing to a universal experience

**Title/Author**: Provides essential background and context for the reader. When writing about literature, include the title and author, and optionally, touch upon a work's conflict or theme - as long as it relates to the thesis.

**Thesis**: Convey your opinion or argument that you'll prove in the essay. It should be written in a single sentence and should answer the question or address the prompt given for the essay.

\*Note: For advanced writers and AP Essays, the appropriateness of the hook style will vary from essay to essay.

#### Body:

Your body paragraphs should explain and prove your thesis statement. Each body paragraph should include evidence and analysis. You can follow the generally accepted format below for a body paragraph:

**Topic Sentence**: The main idea of the paragraph. Usually, it makes a claim that you will prove or explain.

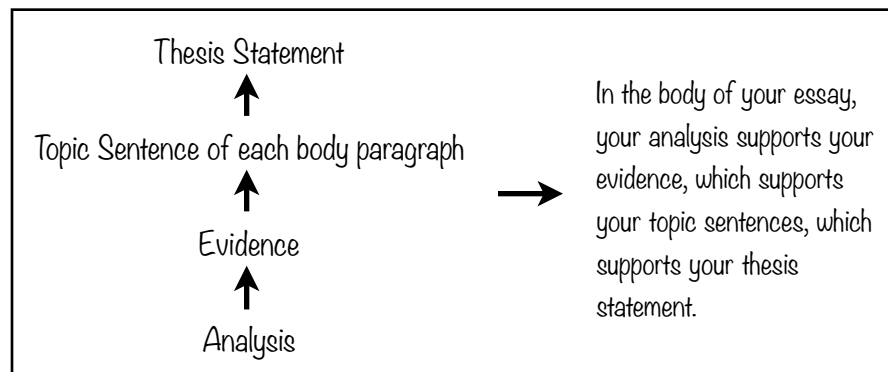
**Evidence**: Quotations from a piece of literature, examples, statistics, or other information that proves the topic sentence.

**Introduce the evidence**: Give the context for the evidence

**Provide the evidence**: Provide information about where you found the evidence.

**Explain the evidence**: Ensure you clearly explain what the evidence shows.

**Analysis**: Explain why the evidence is significant, and how it proves the topic sentence and therefore your thesis.



### Sample Paragraph

In the novel Of Mice and Men, Lennie and George stick together because they won't survive without one another. For example, without Lennie, George could "get a gallon of whisky, or set in a pool room and play cards or shoot pool" (11). He knows, however, that if he were to do that, he wouldn't be able to earn enough money in order to buy land, which is his dream. Lennie is strong, and keeping him with George will allow them to earn enough money on each ranch to buy land and raise animals. George knows that his personality will become an obstacle if he does not have Lennie with him to keep him balanced.

**Conclusion:** The conclusion is the final opportunity to make your most important opinions clear. It can be all commentary, which means it is all of your thoughts. Go beyond the text to show the universal nature of your topic.

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## RHETORICAL STRATEGIES FOR ESSAY WRITING

Once you take a stand and decide how you feel about an issue, choose the type of strategies you want to use to convince your audience:

**Logical Appeal:** Use facts or statistics to prove your point OR build a series of ideas that naturally lead to a conclusion.

Example: A strong education consists of only P.E. class. All youth deserve a fair education. Therefore, all youth should take P.E. class.

**Emotional Appeal:** Use powerful language to tell a story or paint a picture for the audience so that you get them emotionally charged. You can do this for any emotion, and create an argument that plays to that emotion. For example, if you want to play off the emotion of anger, think about this:

The state of mind of angry people

Who the people are that this audience usually gets angry at

On what grounds this audience gets angry at those people.

**Ethical Appeal:** The Greek word ethos is related to our word ethics or ethical, but a more accurate modern translation might be image. We use ethos to refer to the speaker's character as it appears to the audience. If we believe that a speaker has good sense, good moral character, and goodwill, we are inclined to believe what that speaker says to us. Today we might add that a speaker should also appear to have the appropriate authority to speak knowledgeably about the subject matter.

You can use the words of an expert: "According to Howard Zinn, famed history professor,...."

You can use one of your own experiences or a role you play (student, sister, friend) to show expertise and credibility.

## Essay Frame

<b>Introduction:</b> Hook:  Title/Author Statement:  Thesis Statement:
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Body

<b>Topic Sentence:</b>	<b>Evidence:</b>	<b>Analysis:</b>
	<b>Citation:</b>	

Body

<b>Topic Sentence:</b>	<b>Evidence:</b>	<b>Analysis:</b>
	<b>Citation:</b>	

Body

<b>Topic Sentence:</b>	<b>Evidence:</b>	<b>Analysis:</b>
	<b>Citation:</b>	

<b>Conclusion:</b>

## Essay Formatting

All essays you turn in should follow the style and formatting guidelines below, which is based on the standard Modern Language Association (MLA) format. MLA format is often the required format for papers in college English classes.

1. **Font:** Use a standard, professional looking font such as Times New Roman in 12-point size.
2. **Margins:** Use 1-inch margins all around
3. **Heading:** Your Name, Teacher's Name, the Class, and the Date in the upper left hand corner
4. **Indented Paragraphs:** Touch the "Tab" key once to indent a paragraph
5. **Double Spacing:** Double space the entire essay.
6. **Title:** Center your title. Leave one line break between your heading and title, and title and essay.
7. **Header:** Create a header in the upper right hand corner consisting of your last name and page number.

Nathan Hernandez

Hernandez 1

Mr. Lucero

⑦

③ English 4

23 September 2012

⑥  
Metamorphosis

④ The nature of humans is to adapt to their environment. Unfortunately, some ① societies have produced unhealthy environments in which to live. In Ray Bradbury's science fiction novel

② Fahrenheit 451, Guy Montag's society is one such as these. Ray Bradbury makes it clear that this futuristic world is indeed toxic by allowing the reader to witness his protagonist's awakening. Montag's transformation takes him from a programmed follower of his society's expectations to an independent thinker shaping the world. ⑤

## Plagiarism

Plagiarism is the representation of another's ideas, arguments, thinking or writing as his/her own.

From the Modern Language Association (MLA) Handbook:

- “To use another person’s ideas or expressions in your writing [deliberately or accidentally] without acknowledging the source is to plagiarize” (Gibaldi 30).
- “Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another’s wording or particularly apt phrase, when paraphrasing another’s argument, or when presenting another’s line of thinking” (Gibaldi 30).

### How to Avoid Plagiarizing

If the ideas and information did not come from you, then you must cite the source.

What to Cite	What Not to Cite
Another person’s ideas, arguments thinking or writing	Common knowledge Familiar Proverbs well-known quotations

### Plagiarism Policy at San Leandro High School

1. All ideas you present in written works that you turn in must be yours or cited properly.
2. You may not copy work or turn in work that someone else has done for you.
3. Do not let other students “borrow” your work.
4. **Any dishonest work will receive no credit**, even if someone copied from you.
5. Your teacher will determine whether your work is honest or not.
6. Further school disciplinary actions may be taken in serious situations.

## How to Use and Cite Work From Other Writers

When you want to use another's ideas, arguments, thinking or writing in *YOUR* writing, use the three following techniques:

1. **Direct Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
2. **Paraphrasing** involves putting a passage from source material into your own words. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.
3. **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Summaries are significantly shorter than the original and take a broad overview of the source material.

### Direct Quotations

Definition: Using an author's language word for word (verbatim)

Ways to avoid plagiarism:

- Use quotation marks around the author's words. If you need to alter or replace text from the original, enclose the added text within square brackets.
- Use a signal or identifying phrase that tells who and what you are quoting.
- Add an in-text (parenthetical) reference at the end of the passage.
- Include a citation at the end of your paper (Works Cited).

MLA Example: Rodriguez and Bellanca observe, "In some urban classrooms, children arrive without any notion of sharing behavior" (135). **OR** "In some urban classrooms, children arrive without any notion of sharing behavior" (Rodriguez and Bellanca 135).

Include on your Works Cited page:

Rodriguez, Eleanor Renee, and James Bellanca. *What Is It About Me You Can't Teach?: An Instructional Guide for the Urban Educator*. 2nd ed. Thousand Oaks, CA: Corwin, 2007.

### Paraphrasing:

Definition: Putting an author's ideas in your own words

Ways to avoid plagiarism:

- Use a signal or identifying phrase that tells who and what you are paraphrasing
- Use the same ideas as in the original text
- Use your own words when phrasing. In most cases, avoid using any of the same wording that the author used unless you put a key term in quotation marks.
- Add an in-text (parenthetical) reference at the end of the paraphrase.
- Include a citation at the end of your paper (Works Cited).



MLA Example:Original passage:

Annie Oakley's life spanned years of tremendous change for American women. By the time of her death in 1926, Americans were celebrating the liberated, urban-focused, modern times of the Jazz Age. Women had won the right to vote, wore less restrictive clothes, and followed a changing ideal that was loosening some of the restrictions on women's roles and behavior that had reigned through the nineteenth century.

Incorrect paraphrasing:

Annie Oakley's life spanned years of significant changes for American women. By the time she died in 1926, women had the vote, wore looser clothing, and embraced the freedom from restrictive 19th century roles and behaviors. (Sounds too much like the original passage. Also the sentence structure is too similar to the original text.)

Correct paraphrasing:

As discussed in the biography on PBS's American Experience web page, sharpshooter Annie Oakley lived through a period of many liberating changes for women, from the Victorian era through the first quarter of the 20th century. Examples include voting rights for women as well as the freedom to wear comfortable and practical clothing (Annie Oakley).

Include on your Works Cited page:

"Annie Oakley: In a Man's World." American Experience. 2006. PBS Online. 19 May 2008. <[http://www.pbs.org/wgbh/amex/oakley/sfeature/sf\\_excerpts.html](http://www.pbs.org/wgbh/amex/oakley/sfeature/sf_excerpts.html)>.

**Summarizing:**

Definition: Condensing an author's ideas to a more succinct statement

Ways to avoid plagiarism:

- Use a signal or identifying phrase that tells who and what you are summarizing.
- Use a quick description of the main points of the passage.
- Use your own words and phrasing. In most cases, avoid using any of the same wording.
- Add an in-text (parenthetical) reference at the end of the summary and include a citation at the end of your paper (Works Cited).

MLA Example:Original passage:

By 1964, there were an estimated 33,500 restaurants in the United States calling themselves "drive-ins," but only 24,500 offered hot food, the remainder being ice cream and soft-drink stands primarily. Layout varied from drive-in to drive-in, but three principal spaces could always be found: a canopy-covered driveway adjacent to the building, a kitchen, and a carhop station linking kitchen and parking lot. The smallest drive-ins offered carhop service only, but many also featured indoor lunch counters and booths, sometimes on the scale of the coffee shop.

Summary:

In the chapter “Quick-Service Restaurants in the Age of Automobile Convenience,” The authors note that by the mid-1960s, nearly 35,000 self-proclaimed “drive-in” restaurants in the United States existed. Most served hot meals while others served just ice cream and soft drinks. No specific blueprint defined the typical drive-in; however, three characteristics describe this new type of casual eating establishment: a covered driveway, a kitchen, and a carhop station (Jackle and Sculle 55).

Include on your Works Cited page:

Jackle, John A., and Keith A. Sculle. *Fast Food: Roadside Restaurants in the Automobile Age*. Baltimore: Johns Hopkins UP, 1999.

## Citing Sources

When you use any of these three techniques, you must give credit to the folks who originally said it by doing the following:

1. Mention the source’s name, the title of the work, and the page number somewhere in the sentence with the information.

**Example:** According to David Hanes, a noted adolescent psychologist, “Teens eat more when they feel less about themselves” (72).

2. Mention the source’s last name and page number(s) in parentheses at the end of the sentence. Pay attention to the formatting!

**Example:** Some experts feel that “teens eat more when they feel less about themselves” (Hanes 72).

Sometimes you won’t have all the information you need, so follow this guide to help out!

### No Author for the Source

Use a shortened title of the work instead of an author’s name.

Example: An anonymous Steinbeck critic argues that Steinbeck’s novels are too unrealistic (“Steinbeck Is a Dreamer” 205).

### Cite More than One Work at a Time

Separate multiple citations in the same parenthetical reference using a semi-colon. Place either the first source referenced first or, if neither is directly quoted, in alphabetical order.

Example: Loneliness is portrayed among migrants of all kinds (Cisneros 3; Steinbeck 21).

### Multiple Sources by the Same Author

Include a shortened title for the particular work from which you are quoting to distinguish it from the others.

Example: Steinbeck shows Depression-era hardships both of single men (*Mice and Men* 51), as well as of migrant families (*Grapes of Wrath* 28). Lenny hopes to live off “the fat of the land” (Steinbeck, *Mice and Men* 63).

### Multiple Authors for One Source

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation. For a source with more than three authors, use the Works Cited entry as a guide for your citation. Use the first author's last name followed by et al.

#### Example of Three or Fewer Authors:

Roberts, Porter, and Curtis believe that Steinbeck supported migrant rights because of his family background (107).

Some experts believe that Steinbeck supported migrant rights because of his family background (Roberts, Porter, and Curtis 107).

#### Example of More Than Three Authors:

On the other hand, Cardona et al. believe that Steinbeck supported migrant rights because of his wife's family background (4). On the other hand, Steinbeck may have supported migrant rights because of his wife's family background (Cardona et al. 4).

### Internet Sources

Cite the author's name whenever possible, or use the first information listed in Works Cited entry. If no page number is provided, leave that part of the citation blank. Keep in mind that the main purpose of a parenthetical citation is to point readers to the correct entry on the Works Cited page.

Example: Steinbeck was born in Salinas, California in 1927 ("John Steinbeck's Biography").

Steinbeck's mother was a teacher; she taught him to love reading (Liukkonen).

### Block Quotations

You use a block quotation when your quote will take up more than four lines of your writing or when quoting more than three lines of poetry. When using a block quote with poetry, the three or more lines appear exactly as it is in the original text.

Block quotes should be used very rarely and when you do there is a special way to format it:

- End your sentence with a colon.
- Set off each line of the quotation by indenting one inch (typically, use the Tab button twice).
- Do not surround the quotation with quotation marks.
- Place the parenthetical citation outside of the punctuation, unlike normal quotation format. Keep it double-spaced like the rest of your essay.

#### **Example:**

In *The Great Gatsby*, by F. Scott Fitzgerald, Nick eventually moves away from Gatsby's house, saddened by the end of the summer:

I spent my Saturday nights in New York because those gleaming, dazzling parties of his were with me so vividly that I could still hear the music and laughter, faint and incessant, from his garden, and the cars going up and down his drive. One night I did hear a material car there, and saw its lights stop at his front steps. But I didn't investigate. Probably it was some final guest who had been away at the ends of the earth and didn't know that the party was over. (181)

## Works Cited List

### How to Format:

1. Double space all entries
2. Begin the first line of an entry flush with the left margin, and indent lines that follow by 1/2 inch.
3. List entries in alphabetical order by the author's last name. If you are listing multiple works by the same author, alphabetize the works according to title.
4. Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals and films are all published independently.
5. If the title of a book you are citing includes the title of another book, italicize the main title, but not the other title.
6. Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
7. Separate the author, title and publication information with a period followed by two spaces. Single space after a colon.

Lucero 10

### Works Cited

Gerston, Jan, and Lynn Mosely. "Shorter Irrigation Cycles Boost Crop Yields." *Texas Water Savers*. Spring 1997. Texas Water Resources Institute. 9 Nov. 2000. <<http://twri.tamu.edu/twripubs/WtrSavrs/v3n2/article-6.html>>.

Lewis, Jack. "The Ogallala Aquifer: An Underground Sea." *EPA Journal* 16.6 (Nov./Dec. 1990): 42. MasterFILE Premier. EBSCOhost. Lynchburg Library. 5 Nov. 2000 <http://www.ebscohost.com>.

Nebel, Bernard J., and Richard T. Wright. *Environmental Science*. 6th ed. Upper Saddle River, NJ: Prentice Hall 1998.

Opie, John. *Ogallala: Water for a Dry Land*. Lincoln, NE: University of Nebraska Press, 1993.

Sheaffer, John R. and Leonard A. Stevens. *Future Water*. New York: William Morrow and Company, 1983.

Thorpe, Helen. "Waterworld." *Texas Monthly* 23.9 (Sept. 1995): 44. MasterFILE Premier. EBSCOhost. Lynchburg Library. 5 Nov. 2000 <http://www.ebscohost.com>.

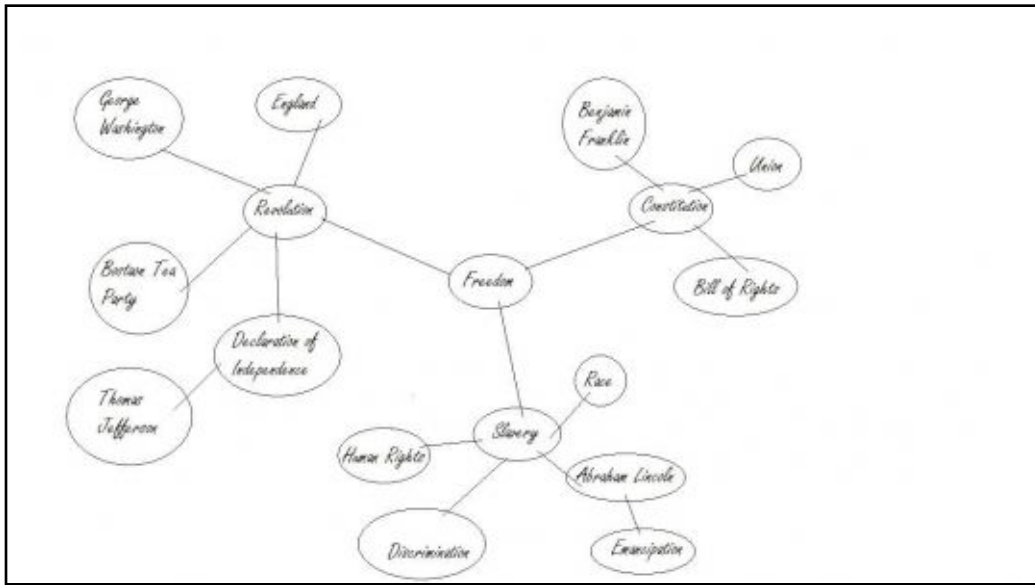
"Water-Level Changes in the High Plains Aquifer, 1980-1995." U.S. Geological Survey. Fact Sheet FS-068-97 (1997). 9 Nov. 2000 [http://www-ne.cr.usgs.gov/highplains/hpfs95\\_txt.html](http://www-ne.cr.usgs.gov/highplains/hpfs95_txt.html).

Zwingle, Erla. "Wellspring of the High Plains." *National Geographic* Mar. 1993: 80-109.

## The Writing Process: Prewriting Strategies

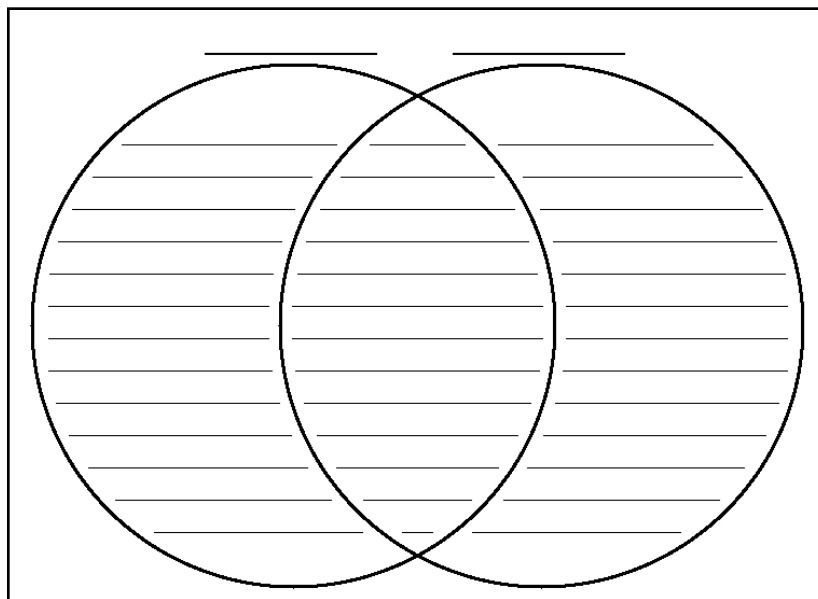
### Bubble Brainstorming:

Place your topic in the middle of the page, and draw lines to subtopics around the main topic. This pre-writing strategy works well with narratives, analyzing social or historical issues, or classification essays in science.



### Venn Diagram:

Place one subject on the line above each circle. Identify ways that the two subjects are similar by writing traits in each circle, or ways that they're similar, by writing traits in the center circle. This strategy works well for compare/contrast essays or paragraphs.



## T-Charts:

Divide your piece of paper in half and draw a line across the top. Title each column. T-charts can be used to classify ideas, list characteristics, identify pros/cons, or problems/solutions.

Name: _____		Date: _____	
T Chart			
Topic: _____			
Subject		Subject	

## Free-Writing

A form of brainstorming in which you write any ideas about the topic that come to you, without editing yourself. Free-writing is great for developing or exploring an idea for a narrative of any type. Here's an example of free-writing on the subject of dentists.

I hate going to the dentist. I'm always afraid that they're going to hurt me, and I'm not very good at pain, at tolerating pain, I mean. I remember the first time, when I was a kid, going to the dentists, it seemed I never went to the dentist when I was a kid until I had a toothache, that's my parents fault, isn't it, I guess. They should have taken better care of my teeth when I was little, and then I wouldn't have so much grief now with my teeth. But back then I would go to the dentists and he would have this godawful drill that would make this awful noise and it seemed like it always hurt. I remember there was this sign in his office that said PAINLESS DENTIST, UPSTAIRS, but there was no upstairs in his building. Some joke, huh? I can't think of anything to say, and I can't think of anything more to say. Oh, I wonder how come anyone in his right might mind would ever want to become a dentist, putting his fingers into other people's mouths all day, all that spit and blood and what not. They have to wear those rubber gloves and I hate the feel of those things in my mouth, too, and the sound of that thing that draws the spit out of your mouth. I wonder why my folks didn't take me to the dentist BEFORE I had trouble.

## Transition Words

When to Use Different Transition Words and Phrases	Examples				
Show Location	above	below	behind	down	by
	near	into	over	outside	against
	across	beneath	in back of	off	throughout
	along	beside	in front of	onto	among
	between	inside	on top of	under	
Show Time	about	second	first	today	meanwhile
	later	soon	next	then	at
	after	third	tomorrow	afterward	as soon as
	before	till	next week	immediately	when
	during	until	yesterday	finally	
Compare Two Things	In the same way	likewise	as		
	Similarly	like	also		
Contrast Two Things	But	otherwise	although	on the other hand	
	However	yet	still	even though	
Emphasize a Point	Again		for this reason	truly	
	To repeat		to emphasize	in fact	
Conclude or Summarize	As a result	finally	in conclusion	to sum up	
	Therefore	last	in summary	all in all	
Add Information	Again	another	for instance	finally	
	Also	and	moreover	as well	
	Additionally	besides	next	along with	
	In addition	for example	likewise	equally important	
Clarify	In other words	for instance	that is	put another way	

## Dead Words

Dead Words	Synonyms
also	too, moreover, besides, as well as, in addition to
awesome, cool	fine, wonderful, marvelous, fantastic
awful, bad	dreadful, alarming, frightful, terrible, horrid, shocking
but	however, yet, still, nevertheless, though, although, on the other hand
fun	pleasant, pleasurable, amusing, entertaining, funny, amusing, comical, laughable, jovial
good	excellent, exceptional, fine, marvelous, splendid, superb, wonderful
got, get	received, obtained, attained, succeed in
great	wonderful, marvelous, fantastic
guy	man, person, fellow, boy
have to	need to, must
kid	child, boy, girl, youngster, youth
like	such as, similar to, similarly
a lot, lots	numerous, many, scores, innumerable
mad	angry, frustrated, furious, incensed, enraged
nice	pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing
said	added, admitted, agreed, answered, argued, began, called, claimed, cried, decided, denied, exclaimed, explained, expressed, faltered, fumed, giggled, grunted, implied, indicated, lied, mentioned, moaned, mumbled, nagged, noted, objected, observed, ordered, pleaded, proclaimed, professed, repeated, replied, responded, roared, scoffed, scolded, screamed, spoke, stated, told, urged, vowed, wailed, warned, whimpered, whined, whispered, wondered, yawned, yelled.
so	thus, accordingly, therefore
then	first, second, next, later, finally, afterward, meanwhile, soon
thing	replace with any specific word!
very	extremely, exceedingly, incredibly, intensely, truly, infinitely, surely, especially, shockingly, immeasurably, severely, powerfully, chiefly, bitterly, mightily



## Homonyms and Easily Confused Words

In English, some words sound and look very much like other words. They can be easily confused and misused. Here are some of the trickiest of these words.

**allowed**, adj. permitted

**aloud**, adv. out loud; with noise

**accept**, v. to take what is offered or given

**except**, prep. leaving out; other than

They will accept everyone into the club except him.

**affect**, v. to influence, to change

**effect**, n. a result, a consequence

The student government hopes this meeting will affect (change) school rules. We think our suggestions will have a positive effect (result) on student life.

**all ready**, everyone or everything is prepared

**already**, adv. previously; before this time; by this time

We were all ready for the class trip, but the bus has already left.

**altogether**, adv. completely; in all

**all together**, at the same time; in the same place

The conductor was altogether disgusted when the orchestra couldn't play the notes all together.

**anecdote**, n. a short account of an incident or event

**antidote**, n. a remedy that counteracts the effects of poison

She told me an anecdote about the time she used her grandmother's antidote when she was bitten by a poisonous snake.

**are**, v. state of being

**our**, pron. belongs to us hour, n. sixty minutes

Noisy kids: Our mother told us to be quiet for an hour, and since we are generally well behaved, we followed her direction.

**break**, v. to make come apart

**brake**, n. a device for stopping a vehicle

Driving Teacher: Don't press too hard or you'll break the brake.

**breath**, n. air that is taken into the lungs and let out again

**breathe**, v. to take air into the lungs and let it out again

With each breath you take in the country, you breathe fresh air.

**capital**, adj. main, principal, chief

**capitol**, n. the building in which legislature meets

Tour guide: In the capital city, you'll visit the Capitol building.

**close**, v. to shut; to block an entrance or opening **clothes**, n. articles of clothing

Mother: Close the door to the clothes closet.

**course**, n. a subject in school

**coarse**, adj. rough to the touch

In our physics course, we learned coarse materials cause more friction.

**conscience**, n. the awareness of right and wrong

**conscious**, adj. awake and able to feel and think

Listen to your conscience, and you'll be more conscious of right and wrong.

**costume**, n. clothing worn in a play, circus, etc.

**custom**, n. a habit; usual practice

Wearing this colorful costume on holidays is a custom in his country.

**desert**, n. a hot, dry, sandy region with little plant or animal life.

**dessert**, n. the last course, usually a sweet food  
In the desert, you can't get frozen dessert or it will melt immediately.

**heard**, v. past tense of the verb "to hear"

**herd**, n. a group of large animals like cattle or sheep  
Angry cowboy: I heard what you said about my herd.

**here**, adv. at or in this place

**hear**, v. to receive sounds in the ear  
Telephone repairer: Here, see if you can hear with this phone.

**its**, pron. belongs to it

**it's**, pron. contraction for "it is"  
It's fun to watch a dog chase its tail.

**latter**, adj. being the second of two things referred to **later**,  
adj. coming after the expected time  
I won't say who was later to school but, of Eric and Adam,  
the latter didn't even make lunch time!

**lay**, v. to put something down (always followed by a direct  
object)

**lie**, v. to place oneself in a resting position (never followed by a  
direct object)  
Do not lay your head on the ground when you lie on the grass.

**lose**, v. to misplace; to fail to win

**loose**, adj. not firmly attached  
You will probably lose your loose tooth any minute.

**moral**, adj. good in behavior or character

**morale**, n. the attitude or spirit of a person or group  
It is moral to keep the morale of your employees high.

**no**, adv. certainly not; not so

**know**, v. to be certain of the facts; to understand clearly  
Student who didn't study: No, I don't know the answer.

**passed**, v. went by

**past**, adj. or n. a time gone by  
In the museum, time passed quickly since we were fascinated  
with the objects from the past.

**piece**, n. a part of something

**peace**, n. freedom from war or fighting; calmness  
History museum guide: This piece of paper is the peace treaty.

**principal**, n. head of a school

**principle**, n. rule of personal behavior  
Proud pupil: Our principal is a person of very high principles.

**quite**, adv. completely; entirely

**quiet**, adj. making no sound; with little noise; peaceful; still  
**quit**, v. to stop; to leave one's job  
It has become quite noisy at work, and if things don't quiet, I'll  
quit.

**roll**, n. a list of names

**role**, n. a part in a play or movie  
Movie director: Call the roll of people who want to play this  
role.

**seen**, v. past participle of "to see"

**scene**, n. an episode, especially in a play, movie, or television  
show  
One movie fan to another: You should have seen that scene.

**stationary**, adj. not moving

**stationery**, n. writing paper, envelopes, etc.  
Mother to restless child: Stay stationary in the stationery  
store.

**then**, adv. at that time

**than**, conj. in comparison with

She stuck her tongue out at him, and then he said that he was smarter than she was. What a fight!

**there**, adv. at or in that place their, pron. belonging to them

**they're**, contraction for "they are"

Eyewitness to police: They're over there in their secret hideout.

**threw**, v. past tense of "throw"

**through**, prep. in one side of something and out the other

Sportscaster: He threw the ball through the scoreboard.

**thorough**, adj. all that is needed; complete; perfect **through**,

prep. from one end to the other

Sherlock Homes conducted a thorough investigation of the crime by searching through every desk in the place.

**to**, prep. toward

**two**, n. and adj. the number between one and three

**too**, adv. also; in addition, more than enough

I went to the movies and saw two films, too.

**were**, v. state of being

**where**, adv. in that place

**wear**, v. to have clothes on the body

Shopper: Where would I ever wear a dress like that?

**whether**, conj. if; either

**weather**, n. the condition of the atmosphere

Meteorologist: I don't know whether tomorrow's weather will be good or bad.

**which**, pron. a word that asks questions about people and things

**witch**, n. a woman with supernatural powers

Halloween judge: Which of the witch costumes is the ugliest?

**whole**, adj. complete, entire

**hole**, n. an opening in the ground

Boss to ditchdigger: Dig this hole for the whole day.

**whose**, pron. belongs to whom

**who's**, pron. contraction for "who is"

Who's going to figure out whose jacket was left behind?

**won**, v. past tense of "to win"

**one**, n. and adj. the first and lowest whole number

Sportscaster: The team won only one game the whole season.

**your**, pron. belongs to you

**you're**, pron. contraction for "you are"

You're the next one to get a chance to tell your story.

## Resources

For further information on any of the topics in this handbook, see your teacher for a copy of the following books, or go online to the following websites:

### **Books**

1. Writer's Inc.
2. Holt Literature and Language Arts

### **Websites:**

1. Purdue University Online Writing Lab (OWL): <http://owl.english.purdue.edu>