

Describing a Place



Chapter Preview

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Chapter Preview

In this chapter, you will write paragraphs in which you describe places. You will also study and practice:

- space order
- descriptive details
- the order of adjectives
- prepositional phrases
- varying sentence openings

Prewriting Activity: Listing Descriptive Details

Descriptions are “word pictures.” You tell how something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can write a good word picture.

1. Discuss each picture on the next pages with your partner or group. What kind of person do you think lives or works in each place?
2. What clues in each picture led you to your choice? Make a list of the clues next to each picture. Use the word list on page 96 for picture 1.

1. Picture 1 Clues

Name of room: _____

Kind of person: _____



(continued on next page)

Word List for Picture 1

Nouns

bed	dresser	headset	poster
bedspread	electric guitar	lamp	sheet
closet	electronic equipment	mattress	speaker
dresser drawer	electronics	pillow	sports shoes

Adjectives

cluttered	disorganized	messy	open
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2. Picture 2 Clues

Name of room: _____

Kind of person: _____



Word List for Picture 2

Nouns

bookshelves	framed award	leather chair	rug
drapes	framed certificate	oil painting	swivel chair
executive desk	guest chair	picture window	

Adjectives

expensive	formal	impressive	luxurious
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3. Picture 3 Clues

Name of room: _____

Kind of person: _____

**Word List for Picture 3***Nouns*

chrome	helmet	motorcycle	screwdriver
engine part	jacket	pliers	tool
engine	leather	rag	wrench
exhaust pipes			

Adjectives

chrome	greasy	messy	oily
disorganized	leather	neat	organized

Keep your lists. You will use one of them later to write a paragraph.

PART 1 | Organization**Description**

In this chapter, you will learn to write a good description. When you write a description, you tell what something—a person, an object, or a place—looks like.

There are two keys to writing good descriptions:

1. Use space order to organize your description.
2. Use lots of descriptive details.

3. Picture 3 Clues

Name of room: _____

Kind of person: _____

**Word List for Picture 3***Nouns*

chrome	helmet	motorcycle	screwdriver
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Adjectives

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Keep your lists. You will use one of them later to write a paragraph.

PART 1 | Organization**Description**

In this chapter, you will learn to write a good description. When you write a description, you tell what something—a person, an object, or a place—looks like.

There are two keys to writing good descriptions:

1. Use space order to organize your description.
2. Use lots of descriptive details.

Space Order

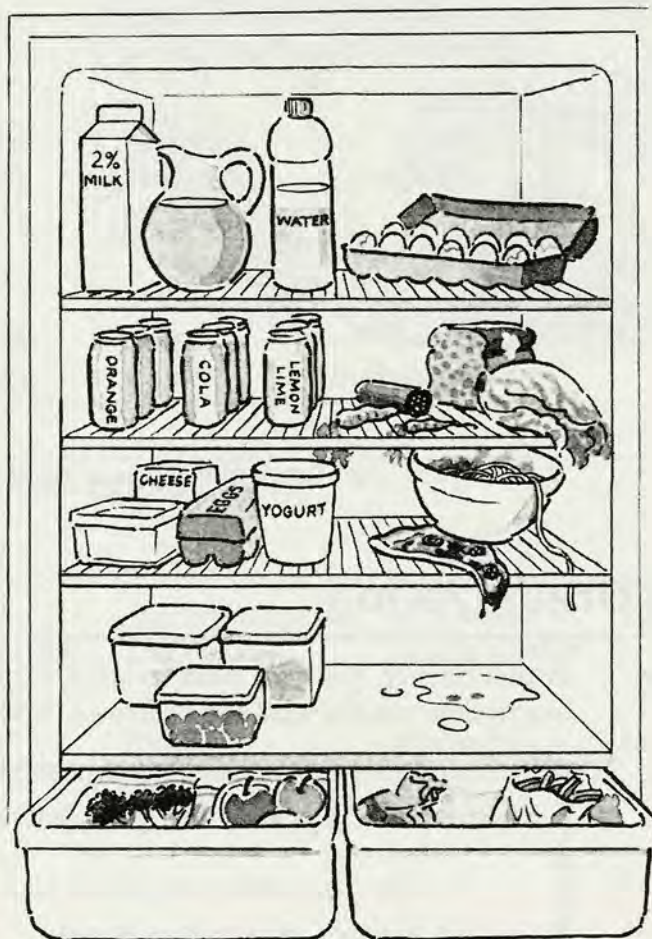
Imagine that you are standing in the doorway of your classroom. How would you describe the room to someone who has never seen it? Here are some possibilities:

- You might start at the left side of the doorway and work your way around the room in a clockwise direction to the right side, ending at the doorway again.
- You might start at the front of the room and go from front to back, first describing the chalkboard, the teacher's desk, and the area around the teacher's desk. Then you might describe the students' desks in the center of the room, and finally the walls and/or windows at the back and sides of the room.

This kind of organization is called **space order**. Here are other kinds of space order that you can use to write a description:

- | | | | |
|---------------|---------------|-------------------|-------------------|
| top to bottom | bottom to top | right to left | left to right |
| far to near | near to far | outside to inside | inside to outside |

The refrigerator in the picture is described in the model paragraph on the next page. As you read the model, look for phrases that tell you the location of things.



MODEL**Space Order****The Shared Refrigerator**

¹My roommate and I share a refrigerator. ²My roommate's half of our refrigerator is very neat. ³On the top shelf is a carton of milk, a pitcher of orange juice, and a bottle of mineral water. ⁴These are arranged in a straight line on the shelf. ⁵On the next shelf are cans of soda. ⁶These are carefully lined up in rows. ⁷Orange soda is in the first row, cola in the second, and lemon lime in the third. ⁸On the third shelf, he keeps dairy foods, such as butter, cheese, eggs, and yogurt. ⁹On the bottom shelf sit plastic containers of leftovers.¹ ¹⁰These are neatly arranged by size. ¹¹The large ones are in the back, and the small ones are in the front. ¹²There are two drawers in the bottom of the refrigerator. ¹³In his drawer, my roommate keeps vegetables and fruit. ¹⁴Each item is in a separate plastic bag in the drawer. ¹⁵In conclusion, my roommate is an organized person, and his half of our refrigerator really reflects his personality.

Questions on the Model

1. Which sentence is the topic sentence? (*Hint: It is not in its usual location.*)
2. Which space order did the writer use? Choose from the list on the preceding page.

Topic and Concluding Sentences for Descriptive Paragraphs

The topic part of a topic sentence for a paragraph of description usually names the person, place, or thing to be described. The controlling idea part usually gives a general impression (*beautiful, neat, messy, interesting, unusual, crowded, busy, noisy*, and so on). Here are some examples of topic sentences for paragraphs of description.

TOPIC
CONTROLLING IDEA
 The old house looked ready to fall down.

TOPIC
CONTROLLING IDEA
 The cave was a dangerous place to enter.

TOPIC
CONTROLLING IDEA
 The club was full of young people having fun.

¹**leftovers:** food that was not eaten at an earlier meal

The concluding sentence of a description may repeat the idea stated in the topic sentence. In the model paragraph, the writer used different words to repeat the idea that the roommate's side of the refrigerator is neat. It may also give the writer's opinion or feeling about the topic. Here are other examples of concluding sentences for paragraphs of description.

In short, I doubt the old house will survive one more winter.

My friend and I were very happy when we got out of the cave.

To sum up, music, dancing, and flashing lights make clubs exciting and fun.

PRACTICE 1
Space Order

Read the following description of a person. Then answer the questions about the organization of the paragraph that follow.

My Tall Nephew

¹The first thing you notice about my nephew is that he is extremely tall—six feet, six inches tall, to be exact. ²His head sticks up almost a foot above everyone else's. ³His hair is short, light brown, and curly, and his eyes are blue. ⁴His nose is straight, and his mouth curls into a smile easily and often. ⁵His casual clothes are typical of young people everywhere: a T-shirt and jeans. ⁶On the front of his shirt, you can read the name of his school in red and blue letters. ⁷As your eyes move down his long legs, you notice that his jeans are a little too short. ⁸Perhaps he can't buy pants to fit his long legs and narrow waist, or perhaps he doesn't care much about clothes. ⁹On his feet, he wears sneakers. ¹⁰Maybe his sneakers were white when they were new, but now they are gray with age and wear. ¹¹Despite his casual clothes,¹ my nephew is not a casual person. ¹²He stands as tall and straight as a redwood² tree, and you think to yourself, "This is a strong and confident young man."

1. Analyze the topic sentence. Circle the topic and underline the controlling idea.
2. What is the nephew's most noticeable physical feature?

3. Which sentence is the concluding sentence? What word in the topic sentence is repeated in the concluding sentence?

4. What kind of space order does the writer of this paragraph use? Choose from the list on page 98.

¹**despite his casual clothes:** The meaning is, "He wears casual clothes, but he is not a casual person."

²**redwood:** a kind of tree that grows very tall and straight

Specific Details

The second key to writing a good description is to use specific details. When you describe something, you paint a picture with words. Your goal is to make your reader “see” what you have described. The way to do this is to use a lot of specific details. Specific means exact or precise. The opposite of specific is too general, or vague. The more specific you can be, the better your reader can see what you are describing.

Here are some examples:

Vague	Specific
a lot of money	\$500,000
a large house	a six-bedroom, four-bathroom house
a nice car	a Lexus
jogs a lot	jogs three miles in the park every day
a pretty face	warm brown eyes, shining black hair, and sparkling white teeth

PRACTICE 2 Being Specific

Work with a partner. Add as many specific details as you can to these vague descriptions. Use present tense verbs in your sentences. Then compare your details with those of other students.

- My uncle is large.
 - He is six feet, three inches tall and weighs 250 pounds.
 - He wears size fifteen shoes.
 - His shirts are XXX Large.
 - He can hold a basketball upside-down in one hand.
- My boss has a nice house.
 - _____
 - _____
 - _____
 - _____
- Carl is a bad driver.
 - _____
 - _____
 - _____
 - _____

(continued on next page)

4. The inside of the taxicab was dirty.

- a. _____
- b. _____
- c. _____
- d. _____

5. The student cafeteria was noisy and crowded.

- a. _____
- b. _____
- c. _____
- d. _____

PRACTICE 3

***Adding Specific
Details***

Work with a group.

Step 1 Choose one person to be the secretary.

Step 2 Rewrite the paragraph to make the details more specific. Don't change the first sentence. Rewrite the other sentences, and write at least ten new sentences to add specific details.

Step 3 Compare your paragraph with other groups' paragraphs. Which space order did each group use?



The Limousine

The limousine was quite luxurious. It was big. The outside was nice. The inside was nice. It had nice seats. It had an entertainment center. It also had food and beverages. Our ride was fun.

The Limousine

The limousine was quite luxurious. It was at least fifteen feet long. It had six doors and could carry ten passengers comfortably. The outside of the limousine . . .

Planning a Space-Order Paragraph

You plan a space-order paragraph the same way you plan a time-order paragraph. First, decide which space order to use—right to left, left to right, front to back, and so on. Then list your details in that order. Finally, make an outline by adding a topic sentence, capital letters to each detail, and a concluding sentence.

PRACTICE 4 Space-Order Outline

Here is a partly completed outline of the model paragraph on page 99, “The Shared Refrigerator.” Complete the outline by filling in the missing main details. Use the top-to-bottom organization of the paragraph to help you select them.

The Shared Refrigerator

My roommate’s half of our refrigerator is very neat.

- A. On the top shelf is a carton of milk, a pitcher of orange juice, and a bottle of mineral water.
- B. On the next shelf _____
- C. _____
- D. _____
- E. _____

My roommate is an organized person, and his half of our refrigerator really reflects his personality.

Try It Out! Make an outline for a paragraph describing one of the pictures in the Prewriting Activity at the beginning of the chapter. Your outline should look like the one in Practice 4 on page 103. Do not write the paragraph yet. You will do that later.

Step 1 Write a topic sentence that names the place and tells what kind of person lives or works there. For example, your first sentence for the picture of the office might be one of these:

This is the office of a very important person.

An important business executive works in this office.

Step 2 List the main details that describe the room. List them in space order, and give each detail a capital letter (A, B, C, and so on).

Step 3 Write a concluding sentence that tells your feeling or opinion about the place. For example, you could write:

I hope to work in an office like this one some day.

Step 4 Remember to give your outline a title.

PART 2 | Grammar

In this section, you will learn how to use adjectives to make a description vivid and interesting.

Adjectives

Adjectives describe nouns and pronouns. Adjectives tell what things (or people) look like, what kind they are, or how many of them there are. Adjectives answer the questions: *What kind?* *Which one?* and *How many?*

what kind? the **old** car with the **broken** window

which one? the **fourth** chapter of the book, **his** car

how many? **twelve** students, a **few** students

Here are some things to know about adjectives.

1. Adjectives always come in front of nouns, not after them.

twelve talented young musicians

2. Adjectives can also follow linking verbs.

be	The children are happy .
seem	You seem sad .
look	Brides always look beautiful .
smell	The cookies smell delicious .
taste	Candy tastes sweet .
feel	Silk feels smooth .

3. English has a kind of adjective called a compound adjective. A compound adjective is two or more words that function together as one word. A compound adjective often has a hyphen or hyphens between its parts.

ten-week semester **part-time** job **two-year-old** child

4. Adjectives are always singular. Never add *s* to an adjective, and never use a plural word as an adjective.

big feet	(not bigs feet)
terrible memories	(not terribles memories)

Be especially careful when a compound adjective containing a number comes before a noun.

a six-foot wall	(not a six-feet wall)
a five-dollar bill	(not a five-dollars bill)
a two-year-old child	(not a two-years-old child)

Of course, when words such as *foot*, *dollar*, and *year* are nouns, they can be plural.

The wall is six feet high.
The book costs five dollars .
The child is two years old.

5. Nouns can be adjectives.

the English book	a shoe store
some tennis balls	the Japanese students

6. Proper adjectives (adjectives referring to nationalities, languages, geographic places, and so on) are capitalized.

Egyptian custom	Cuban government
Spanish class	Asian languages

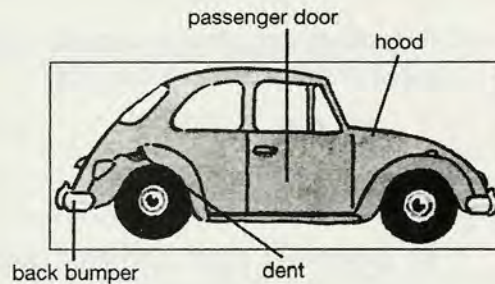
7. *-ing* and *-ed* words can be adjectives.

- | | |
|---------------|----------------|
| swimming pool | bored students |
| cooking class | used car |
| sleeping baby | broken heart |
| boring class | stolen money |

PRACTICE 5

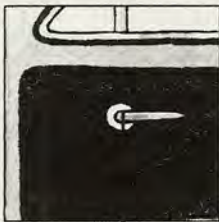
Identifying Adjectives

1. Circle all the adjectives in the following paragraph. (Some sentences may not have any.)
2. Which space order did the writer of this paragraph use?

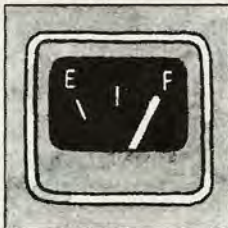


My First Car

¹My (first) car was (old) and (ugly), but I loved it anyway. ²Its main paint color was black, but it also had blue, green, yellow, and white paint in different places. ³The body was in terrible condition. ⁴It had several big dents. ⁵The lock on the hood was broken, so I had to tie it down with a strong rope. ⁶Also, the back bumper was rusty, and the front window was cracked. ⁷The inside of the car was also in terrible condition. ⁸The passenger door handle was missing, so you couldn't open the passenger door from the inside. ⁹The seats had at least ten large holes in them. ¹⁰Also, the gas gauge was broken. ¹¹It always showed "full," so I often ran out of gas. ¹²The speedometer was broken too, so I never knew how fast I was driving. ¹³Like a first love, my old VW had a few faults,¹ but in my mind it was perfect.



door handle



gas gauge



speedometer

¹faults: flaws; problems; bad or nonworking parts

Order of Adjectives

When you write several adjectives in a row, sometimes you must put them in a particular order, and sometimes you can choose your own order depending on the kind of adjective. One kind is called **cumulative adjectives**, and the other kind is called **coordinate adjectives**.

Cumulative Adjectives

The **poor little black** dog

Coordinate Adjectives

The **wet, cold, (and) hungry** dog

The **cold, wet, (and) hungry** dog

The **hungry, wet, (and) cold** dog

Cumulative Adjectives

Cumulative adjectives always go before a noun. They must be in a particular order. For example, you cannot write *the little black poor dog*; you **must** write *the poor little black dog*. Do not put commas between cumulative adjectives.

The following list shows you the order of cumulative adjectives.

Order of Cumulative Adjectives ²							
Kind of Adjective	Examples						
1. Articles, demonstrative pronouns, possessives	an, an, the, this, that, these, those, her, their, Mary's						
2. Quantity	two, fifty, some, many, (a) few						
3. Opinion	poor, beautiful, interesting, cheerful, expensive						
4. Appearance	<table border="0"> <tr> <td><i>Size</i></td> <td>big, little</td> </tr> <tr> <td><i>Shape/Length</i></td> <td>round, square, short, long</td> </tr> <tr> <td><i>Condition</i></td> <td>rusty, broken, hungry, wet, cold</td> </tr> </table>	<i>Size</i>	big, little	<i>Shape/Length</i>	round, square, short, long	<i>Condition</i>	rusty, broken, hungry, wet, cold
<i>Size</i>	big, little						
<i>Shape/Length</i>	round, square, short, long						
<i>Condition</i>	rusty, broken, hungry, wet, cold						
5. Age, color	old, new, young black, red, blond						
6. Nationality, religion	Guatemalan, European, Congolese, Asian Catholic, Muslim, Buddhist, Jewish, Protestant						
7. Material, purpose	silk, wood, cotton, gold, metal swimming, reading, hiking						
8. Noun used as an adjective	shoe (as in <i>shoe store</i>), wedding (as in <i>wedding dress</i>)						

²Students may encounter exceptions to the order of adjectives presented here.

Writer's Tip

It is possible to use several cumulative adjectives in a row, but using too many adjectives confuses your reader and weakens your description. In general, do not use more than three cumulative adjectives in a row.

The bride wore **her mother's beautiful satin wedding** dress.

PRACTICE 6
Cumulative Adjectives

Add the cumulative adjectives in parentheses to describe the underlined noun in each sentence. Add them in the correct order and write the sentences on the lines provided.

1. There were toys in the middle of the floor. (broken, several, plastic)
There were several broken plastic toys in the middle of the floor.

2. Clouds announced an approaching rainstorm. (black, big)

3. Flags hung from every window. (colorful, rectangular)

4. Children played on the grass. (green, thick)

5. I dream about relaxing on a beach. (sand, white, beautiful)

6. They got married in a church. (stone, small, Italian)

7. The parents left children with the grandparents while they worked.
(young, their, two)

8. Class has thirty students. (advanced, Mr. Thompson's, English)

9. The real estate agent pointed out problems with the house.
(minor, several)

10. Windows were broken. (large, bedroom, four)

Coordinate Adjectives

Coordinate adjectives can go before a noun or after a linking verb. You can write coordinate adjectives in any order, and you separate them from each other with commas. Also,

- When coordinate adjectives come before a noun, you may put the word *and* before the last one (but you don't have to).
- When two or more coordinate adjectives come after a linking verb, you **must** put *and* before the last one.

Before a noun
(*and* optional)

A **hungry, cold, wet** dog sat outside our front door.

A **wet, cold, and hungry** dog sat outside our front door.

After a linking verb
(*and* required)

The dog was **hungry, wet, and cold**.

PRACTICE 7**Coordinate
Adjectives**

Add commas to the coordinate adjectives in the following sentences.

1. The people want a smart, experienced, honest leader.
2. Most students like friendly enthusiastic imaginative teachers.
3. I am tired of the cold rainy weather.
4. I am looking forward to the warm sunny relaxing days of summer.
5. The prince in a fairy tale is either tall dark and handsome or tall blond and handsome.
6. A fairy-tale prince is never short bald and ugly.

PRACTICE 8**Cumulative and
Coordinate
Adjectives**

Step 1 Underline each adjective in the following sentences.

Step 2 Mark each one *cum.* for cumulative or *coord.* for coordinate.

Step 3 Add commas where they are necessary.

- | | | |
|-------------|---------------|---------------|
| <i>cum.</i> | <i>coord.</i> | <i>coord.</i> |
|-------------|---------------|---------------|
1. I found a small piece of smelly, moldy¹ cheese under my bed.
 2. Four shiny black limousines were parked outside the hotel.
 3. The small red apples looked sweet crisp juicy and delicious.
 4. Hundreds of happy cheering football fans ran onto the field.
 5. The pretty new French teacher is from Quebec.
 6. My father bought a beautiful antique Persian rug as a twentieth anniversary gift for my mother.

PRACTICE 9**Editing
Adjectives**

Find and correct the errors in the following sentences. In some sentences, commas are missing. In other sentences, adjectives are in the wrong order.

1. The hungry frightened dog waited for someone to feed him.
2. The black little dog waited for someone to feed him.
3. My mother always bakes a chocolate delicious cake for my little brother's birthday.
4. For his tenth birthday, he received a metal new baseball bat.
5. The coach's enthusiastic supportive manner gave the team confidence.

¹**moldy:** covered with a soft green or black substance, like old bread

PRACTICE 10**Writing
Sentences with
Adjectives**

Write sentences describing objects you might find under the bed of a “pack rat.”² Use at least two adjectives (either cumulative or coordinate) to describe each object. Use your imagination!

1. Under the bed, I saw several fuzzy dust balls.
2. I also saw a pair of _____.
3. Then I discovered a box of _____.
4. Next to it, I found a greasy paper bag with _____
_____ inside it.
5. The discovery of _____
_____ didn't surprise me.

Try It Out! Write a paragraph from the outline you made describing a room for the Try It Out! on page 104. Complete the steps in the writing process. (You have already completed Step 1, Prewriting.)

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Follow your outline, which is in space order.
- Make your description vivid and interesting by adding adjectives to the details. For example, instead of writing “There is a pen and pencil set on the desk,” add adjectives, such as *shiny, silver, expensive*, and so on.

There is a shiny silver pen and pencil set on the desk.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 4A and Writer's Self-Check 4A on pages 202 and 203.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.

²**pack rat:** a person who never throws anything away (slang)

PART 3 | Sentence Structure

Prepositions **Prepositions** are little words such as *of*, *to*, *from*, *in*, and *at*. Most prepositions are one word. A few prepositions are two words (*because of*) or three words (*in front of*). Here is a list of common prepositions.

about	besides	near	under
above	between	of	until
across	beyond	off	upon
after	by	on	with
against	down	out	without
along	during	outside	according to
around	except	over	because of
at	for	since	in addition to
before	from	through	in back of
behind	in	throughout	in front of
below	inside	till	in place of
beneath	into	to	next to
beside	like	toward	out of

Writer's Tip

Some words, such as *to*, are sometimes prepositions and sometimes another part of speech. Compare these two sentences.

1. We went to the supermarket.
2. We wanted to buy some fruit.

In sentence 1, *to* is a preposition because it is followed by a noun (*the supermarket*). In sentence 2, the word *to* is part of the infinitive verb phrase *to buy*.

Prepositional Phrases

A preposition is usually combined with a noun or noun phrase to make a **prepositional phrase**, such as *in the house* or *at six o'clock*.

Some prepositional phrases answer the question *where*. These are prepositional phrases of place. Prepositional phrases of place are useful in space-order paragraphs to show the location of objects in a description.

on the desk	opposite the door
next to the window	in the closet
under the bed	in the middle of the room
in front of the house	in the distance

Other prepositional phrases answer the question *when*. These are prepositional phrases of time. Prepositional phrases of time are useful in “how to” paragraphs to give the order of the steps.

at last	before the test
after that	upon arrival
after class	in the morning
on New Year's Day	at midnight

Other prepositional phrases show possession:

(the father) of the bride	(the colors) of the rainbow
(the name) of my boss	(the president) of the company

Others describe or identify someone or something:

(the woman) with red hair	(the man) in the blue shirt
(the student) from Ecuador	(the car) with the flat tire

As you read the model paragraph, look for prepositional phrases. Put parentheses around them.

MODEL***Prepositional
Phrases of
Place in a
Description*****My Desk**

¹The inside (of my desk) looks (like a second-hand store.) ²Each drawer is full of junk. ³In the center drawer, you can find paper clips, erasers, pencils, pens, rubber bands, and small bottles of glue. ⁴I have a small hardware store in my top drawer. ⁵If you want to repair something, you can find whatever you need there. ⁶In the second drawer, I keep snacks in case I get hungry at night. ⁷Small items of clothing are in the third drawer, and the bottom drawer holds my collection of wind-up toys. ⁸I play with them during study breaks. ⁹I have such a variety of things in my desk that I could start a small business, according to my friends.

Questions on the Model

1. Which space order did the writer of this paragraph use?
2. How many prepositional phrases are there in the model?
3. How many of them tell where something is?

Using Prepositional Phrases to Vary Sentence Openings

One way to improve your writing is to start sentences with prepositional phrases of time and place. A paragraph in which every sentence follows the same subject–verb–object pattern can be boring. Vary your sentence openings by sometimes starting a sentence with a prepositional phrase. Notice that you put a comma after a prepositional phrase at the beginning of a sentence.

USUAL PATTERN: Get eight hours of sleep before a big exam.

NEW PATTERN: Before a big exam, get eight hours of sleep.

USUAL PATTERN: I keep snacks in the second drawer.

NEW PATTERN: In the second drawer, I keep snacks.

Moving a prepositional phrase is also possible in sentences beginning with *there is/there are* and *there was/there were*.

USUAL PATTERN: There is a secret hiding place under the stairs.

NEW PATTERN: Under the stairs, there is a secret hiding place.

USUAL PATTERN: There are several kinds of trees in the park.

NEW PATTERN: In the park, there are several kinds of trees.

Sometimes the subject of a sentence can just exchange places with a prepositional phrase of place. This can happen when the sentence contains only a subject, an intransitive verb (a verb that has no object), and a prepositional phrase. In this case, don't use a comma.

USUAL PATTERN: $\overbrace{\text{A comfortable chair}}^{\text{S}}$ $\overbrace{\text{is in the corner.}}^{\text{V PP}}$

NEW PATTERN: In the corner is a comfortable chair.

USUAL PATTERN: $\overbrace{\text{A picture of Beethoven}}^{\text{S}}$ $\overbrace{\text{hangs above her piano.}}^{\text{V PP}}$

NEW PATTERN: Above her piano hangs a picture of Beethoven.

PRACTICE II

Prepositional Phrases

A. Identify and punctuate prepositional phrases of time and place.

Step 1 Put parentheses around all prepositional phrases.

Step 2 Add a comma after prepositional phrases of time and place that begin a sentence.

My Favorite Place

¹My favorite place (on the campus) (of our school) is the lawn (in front of the library.) ²(During my lunch break,) I go there to relax (with friends.) ³In the center of the lawn there is a fountain. ⁴Water splashes from the fountain onto some rocks around it. ⁵The sound of the splashing water reminds me of a place in the mountains where we go in the summer. ⁶Under a group of trees at the edge of the lawn are wooden benches and tables. ⁷On warm days students sit at the tables in the shade of the trees to eat their lunches. ⁸The chatter¹ of students makes studying impossible. ⁹After lunch it becomes quiet again.

B. Improve the paragraph on the next page by moving some of the prepositional phrases of time and place to the beginning of their sentences.

Step 1 Put parentheses around prepositional phrases of time and place.

Step 2 Then rewrite the paragraph on the lines provided. Move two or three prepositional phrases of time and place to the beginning of their sentences. Do not change every sentence.

¹chatter: noisy talking

Try It Out! Step 1 Combine the sentences in each group to make one sentence. There may be more than one possible correct way to combine each group.

Step 2 Write the sentences as a paragraph on page 118. Put prepositional phrases at the beginning of some sentences to show the space order.

The Shared Refrigerator (continued)

1. a. My half of our refrigerator is messy.
b. My half of our refrigerator is disorganized.
2. a. A box of eggs sits on the shelf.
b. The eggs are broken.
c. The shelf is the top one.
3. a. Carrots and salami share the shelf.
b. The shelf is the second one.
c. They share it with bread and lettuce.
d. The carrots are old.
e. The salami is brown.
f. The bread is hard.
g. The bread is green.
h. The lettuce is soft.
4. a. Pizza lies under a bowl of spaghetti.
b. The pizza is leftover.
c. The spaghetti is three weeks old.
d. These things lie on the third shelf.
5. a. The bottom drawer holds a combination.
b. The combination is interesting.
c. The combination is of paper bags of food.
d. The food is from McDonald's.
e. The food is from Taco Bell.
f. The food is from the Chinese Kitchen.
6. a. A puddle covers the bottom.
b. The puddle is smelly.
c. The puddle is disgusting.
7. a. My roommate and I are different.
b. We get along.
c. We do this very well.

(continued on next page)

PART 4 | Writing

Review Questions

Check your understanding of the important points in this chapter by answering the following questions.

Organization

1. What are the two keys to a good description?
2. What are some different kinds of space order?
3. How can you help your reader “see” what you have described?

Grammar

4. What does an adjective do?
5. Where are two places in a sentence that you can find adjectives?
6. What is special about cumulative adjectives? Do you put commas between cumulative adjectives?
7. How are coordinate adjectives different from cumulative ones? Do you put commas between coordinate adjectives?

Sentence Structure

8. What is a prepositional phrase?
9. What are two types of prepositional phrases and what do they do?
10. How can you use prepositional phrases to improve your writing?

Writing Assignment

Write a paragraph in which you describe a place that is special to you, or choose one of these topic suggestions.

Topic Suggestions

- | | |
|------------------------------------|---|
| Your classroom | Your bedroom or room where you study |
| The student cafeteria at lunchtime | Your favorite room in your house |
| Your grandmother’s kitchen | Your neighborhood |
| A crowded bus on a hot day | A hospital emergency room |
| The subway at rush hour | The town square on market day |
| A club on a weekend night | The apartment or home of a pack rat |
| A beach at sunset | Your dream house |
| A holiday parade | The clothes closet of a <i>fashionista</i> ¹ |

¹*fashionista*: person interested in clothing and fashion

Follow the steps in the writing process.

Step 1 Prewrite to get ideas.

- Use the prewriting technique that is most productive for you: freewriting, clustering, or listing.
- Make an outline.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Begin your paragraph with a topic sentence that names the place and gives a main idea about it. You can give its general size or condition or a general impression. Use an adjective, such as *big, small, luxurious, messy, beautiful, plain, wild, mysterious, or comfortable*.
- Use space order (right to left, top to bottom, far to near, and so on) to organize your sentences. Use prepositional phrases to show the order. Put some of the prepositional phrases at the beginning of their sentences.
- Write several sentences that give descriptive details. You can describe objects, and you can also tell what people are doing in the place. Use adjectives in your descriptive details.
- End your paragraph with a sentence that tells your feeling about the place.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 4B and Writer's Self-Check 4B on pages 204 and 205.

Step 4 Write the final copy.

- Write a neat final copy of your paragraph to hand in to your teacher. Your teacher may also ask you to hand in your prewriting, your outline, and your other drafts.