

Expressing Your Opinion



Chapter Preview

Prewriting Activity: Getting Ideas from Reading

Part 1: Organization

Opinion Paragraphs

Part 2: Sentence Structure

Adjective Clauses with *who*, *which*, and *that*
More About Fragments

Part 3: Punctuation

Quotation Marks

Part 4: Writing

Chapter Preview

In this chapter, you will write a paragraph in which you express an **opinion** and support it. You will also study and practice:

- distinguishing between opinions and facts
- adjective clauses with *who*, *which*, and *that*
- a different kind of fragment
- quotation marks

Prewriting Activity: Getting Ideas from Reading

Work with a partner or small group.

1. Read the newspaper story on page 147 several times. Make sure you understand all the words and sentences.
2. Then look at the chart on page 148 and discuss this question with your partner or group: Should the judge allow Gregory to divorce his parents?
 - Make a list of *yes* reasons if you agree.
 - Make a list of *no* reasons if you don't agree.
 - Support each reason. As support, use information from the newspaper story and/or use information from your own knowledge and experience.

Here are some points to discuss:

- What kind of parent is Rachel Kingsley?
- Does a biological parent have more rights to his or her child than an adoptive parent?

BOY DIVORCES PARENTS

Twelve-year-old Gregory Kingsley is in court asking a judge to give him a divorce from his natural mother and father. He wants his foster parents,¹ George and Lizabeth Russ, to adopt² him.

Gregory's lawyers say that Gregory's natural mother, Rachel Kingsley, has not taken good care of him. They say that she abandoned³ him because she sent him to live with relatives and foster parents.

Gregory has lived for many years as a foster child. Gregory tells the judge that his mother is cold and doesn't seem to care about him. He says that for many years, his mother sent him no cards, no letters, no Christmas gifts, and no birthday presents.

"I thought she forgot about me," he says.

Other people describe Rachel Kingsley as a person who abuses⁴ drugs and alcohol. They say that she spent more time partying with male



Gregory Kingsley

visitors than she spent with Gregory and his two younger brothers. They also say that she sometimes hit the children.

Gregory says that she kept marijuana in a brown box in the living room. He also says, "She stayed out all night and drank. We never had enough money, and sometimes we didn't have food."

Mrs. Kingsley says she tries to be a good mother. She says she had to send Gregory away for a while because she

didn't have enough money to take care of him. At the time, she didn't have a job. Now she has two jobs, and she is living near her parents, who can help her take care of the children.

She thought it would be better for Gregory to live with a foster family while she was having financial problems, but she never wanted him to be away from her and his brothers permanently. She says, "I thought that if I worked hard, he would be returned to me."

Her lawyer says that Rachel Kingsley's problems were temporary and that she is trying to become a responsible parent. He also says that the rights of a natural family to remain together are stronger than the rights of a foster family.

Her father believes that she has learned from her mistakes and should be given a second chance.

¹**foster parents:** parents who are paid by the government to take care of children when the children's own parents cannot do so

²**adopt:** become the legal parents of someone

³**abandoned:** left behind

⁴**abuses:** uses in a bad or wrong way

Should the judge allow Gregory to divorce his parents?

<p>YES, the judge should allow Gregory to divorce his mother.</p> <p>A. Reason: _____ _____</p> <p>Support: _____ _____ _____</p> <p>B. Reason: _____ _____</p> <p>Support: _____ _____ _____</p> <p>C. Reason: _____ _____</p> <p>Support: _____ _____ _____</p>	<p>NO, the judge should not allow Gregory to divorce his mother.</p> <p>A. Reason: _____ _____</p> <p>Support: _____ _____ _____</p> <p>B. Reason: _____ _____</p> <p>Support: _____ _____ _____</p> <p>C. Reason: _____ _____</p> <p>Support: _____ _____ _____</p>
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PART 1 | Organization

Opinion Paragraphs

In everyday life, people have opinions about issues and talk about them. Should smoking be allowed everywhere? Do you agree with restrictions on teenagers during their first year of driving? Should the government ban the sale of handguns?

People also write their opinions. If you look at the "Letters to the Editor" section of any newspaper, you will find letters from people discussing their points of view. In college classes, you often have to express and support your opinions.

There are four keys to writing a successful opinion paragraph.

1. State your opinion clearly in the topic sentence.
2. Explain each reason in logical order.
3. Use facts to support each reason.
4. End with a powerful concluding sentence that your reader will remember.

Facts and Opinions

Opinions are statements of someone's belief. When you say, "I believe . . ." or "I think that . . .," you are expressing your opinion. Opinions are different from facts. People can disagree with opinions. **Facts** are true statements that no one can disagree with.

Read these sentences. Which ones are facts, and which ones are opinions?

The sun rises in the east.

The sunrise was beautiful this morning.

The temperature of the lake is 55°F.

The lake is too cold for swimming.

According to highway accident reports, using a cell phone while driving is dangerous.

Using a cell phone while driving is dangerous.

Women could not vote in the United States until 1920.

Everyone should vote.

Mrs. Kingsley said, "I am a good mother."

Mrs. Kingsley is a good mother.

The sentences on the left side are facts. They are true. Even the last sentence, "Mrs. Kingsley said, 'I am a good mother,'" is a fact. It is a fact that she said this. What she said—"I am a good mother"—is an opinion, but the fact is that Mrs. Kingsley said something. No one can disagree with the fact that she said something.

The sentences in the right column are opinions. People can disagree with them. They may or may not be true.

Of course, you can use opinions as reasons, but your paragraph will be stronger if you support your opinion with facts.

Read the model paragraph that follows and study its organization.

MODEL

Opinion Paragraph

Video Games and Violence

¹In my opinion, violent video games are harmful to young people. ²First of all, playing these games can cause changes in the behavior of young people. ³According to studies by psychologists, frequent players have poorer grades in school. ⁴They are also more hostile and act more aggressively toward their teachers and classmates.¹ ⁵A second reason that violent video games are harmful to young people is that they make young people less sensitive to violence in the real world. ⁶The games make it fun to shoot and kill, and the line between play violence and real violence becomes very thin or disappears entirely. ⁷Thirteen-year-old Noah Wilson was stabbed to death by a friend who often played the violent game "Mortal Kombat™." ⁸Noah's mother said, "The boy who stabbed him was acting out the part of Cyrex," who is a character in the game.² ⁹A third reason that violent video games are harmful to young people is that they teach players to use violence to solve problems. ¹⁰If classmates tease you, don't try to work it out—bring a gun to school and shoot them. ¹¹An extreme example of this kind of thinking resulted in the Columbine High School massacre.³ ¹²Two students shot and killed twelve classmates, a teacher, and themselves at Columbine High School in Colorado. ¹³The two young killers were fans of the games "Doom™" and "Wolfenstein 3D™." ¹⁴For these three reasons, I feel that violent video games are harmful to young people and should be controlled—or, even better, banned.⁴

Questions on the Model

1. What is the writer's opinion about violent video games? What phrase does she use to introduce her opinion?
2. How many reasons does she give for her opinion?
3. What order does she use to discuss her reasons?
4. In your opinion, which reason is stronger—the first one or the last one? Why?

¹Craig Anderson and Karen Dill, "Video Games and Aggressive Thoughts, Feelings, and Behavior in the Laboratory and in Life," *Journal of Personality and Social Psychology* 78, no. 4 (2000): 772–790. <http://www.apa.org/journals/features/psp784772.pdf> (accessed November 3, 2006).

²Quotation from a transcript of the television program *Donahue*, July 22, 2002, http://www.lionlamb.org/news_articles/donahue_july_22.htm (accessed November 3, 2006).

³**massacre:** murder of many people

⁴**banned:** prohibited, not allowed

PRACTICE 1

Analyzing an Opinion Paragraph

Analyze the model paragraph and determine which supporting details are facts and which are opinions.

Step 1 First, complete the outline for the model paragraph on page 150.

Step 2 Then analyze each supporting sentence or detail and decide if it is a fact or an opinion. Write *fact* or *opinion* in the parentheses at the right of each entry in the outline. Remember that people can disagree with opinions but not with facts.

Video Games and Violence

TOPIC SENTENCE In my opinion, violent video games are harmful to young people. (Opinion)

FIRST REASON A. Playing these games can cause changes in the behavior of young people. (Opinion)

DETAIL 1. According to psychologists, frequent players have poorer grades in school. (Fact)

DETAIL 2. They are also more hostile and act more aggressively toward their teachers and classmates. (Fact)

SECOND REASON B. _____ ()

DETAIL 1. _____ ()

DETAIL 2. Noah Wilson was stabbed to death by a friend who often played the violent game "Mortal Kombat." (Fact)

DETAIL 3. Noah's mother said, "The boy who stabbed him was acting out the part of Cyrex." ()

THIRD REASON C. _____ ()

DETAIL 1. _____ ()

DETAIL 2. Story of the Columbine High School massacre. ()

DETAIL 3. The two killers were fans of "Doom" and "Wolfenstein 3D." ()

CONCLUDING SENTENCE _____

Transition Signals for Opinion Paragraphs

1. When you state an opinion, you should indicate that it is an opinion by using an opinion signal, such as one of these.

In my opinion, . . . (with a comma)	In my opinion, everyone should be allowed to own a gun.
In my view, . . . (with a comma)	In my view, no one should be allowed to own a gun.
I believe (that) . . . (without a comma)	I believe that smoking should not be allowed in public places.
I think (that) . . . (without a comma)	I think smokers have rights too.

Notice that the first two opinion signals are followed by commas. The second two do not have commas, and you may omit the connecting word *that*.

2. To give information from an outside source (a book, a newspaper, another person), use *according to* with a comma.

According to X, . . . (with a comma)	According to Gregory, his mother never wrote to him or sent him birthday cards. According to a story in <i>Science Today</i> magazine, the Earth is becoming warmer. According to a government report, few Russians have more than one child.
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3. In your concluding sentence, you can remind your reader of the number of reasons.

For these (two, three, four, and so on) reasons, . . . (with a comma)	For these two reasons, I believe that pesticides are harmful.
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If you wish, make a recommendation for action.

For these three reasons, the government should ban the use of all pesticides.

PRACTICE 2**Outlining an
Opinion
Paragraph**

Work by yourself or with a partner. Choose two topics (topics 2, 3, or 4) and complete the outline for each. Use the outline for topic 1 as an example.

Step 1 On the first line, write an opinion topic sentence.

Step 2 Think of two or three reasons for your opinion and write them on the appropriate lines.

Step 3 Think of possible supporting details for each reason, and write them on the appropriate lines.

- Could you take a class survey to get some statistics?
- Could you get a quotation from a classmate or a neighbor?
- Could you use an example from your own personal experience?

Step 4 Write a concluding sentence on the appropriate line.

Example:

1. Topic: Gun control laws

Gun Control Laws

TOPIC SENTENCE	In my opinion, responsible people should be allowed to own a gun.
FIRST REASON	A. Most people need to be able to defend themselves in today's violent society.
POSSIBLE DETAILS	Personal story? News story? Interview classmates/neighbors to get quotations?
SECOND REASON	B. Criminals will always find ways to get guns.
POSSIBLE DETAILS	Bumper sticker: "If guns are outlawed, only outlaws will have guns."
THIRD REASON	C. The U.S. Bill of Rights gives citizens the right to own guns.
POSSIBLE DETAILS	Quotation from the Bill of Rights (Internet or library)
CONCLUDING SENTENCE	For these three reasons, I believe that laws prohibiting gun ownership are wrong.

(continued on next page)

2. Topic: Capital punishment¹

Capital Punishment

TOPIC SENTENCE _____

FIRST REASON **A.** _____

POSSIBLE DETAILS _____

SECOND REASON **B.** _____

POSSIBLE DETAILS _____

THIRD REASON **C.** _____

POSSIBLE DETAILS _____

CONCLUDING SENTENCE _____

3. Topic: Using cell phones in public places

Using Cell Phones in Public Places

TOPIC SENTENCE _____

FIRST REASON **A.** _____

POSSIBLE DETAILS _____

¹capital punishment: the death penalty

SECOND REASON

B. _____

POSSIBLE DETAILS

THIRD REASON

C. _____

POSSIBLE DETAILS

CONCLUDING SENTENCE

4. Topic: (Your choice)

(Title) _____

TOPIC SENTENCE

FIRST REASON

A. _____

POSSIBLE DETAILS

SECOND REASON

B. _____

POSSIBLE DETAILS

THIRD REASON

C. _____

POSSIBLE DETAILS

CONCLUDING SENTENCE

Try It Out! Write a paragraph in which you express and support an opinion about the issue you read about on page 147: Should the judge allow Gregory Kingsley to divorce his mother? Use the reasons and support that you wrote in the chart in the Prewriting Activity at the beginning of the chapter. (Use information from only one side of the chart.) Complete the steps in the writing process.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Begin your paragraph with a topic sentence that expresses your opinion.
- Add transition signals where they are appropriate.
- End your paragraph with a concluding sentence that summarizes your reasons.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 6A and Writer's Self-Check 6A on pages 210 and 211.

Step 4 Write the final copy.

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

PART 2 | Sentence Structure

In this section, you will learn about another kind of dependent clause called an **adjective clause**.¹ As you read the following model, find three sentences containing the word *who* and one sentence containing the word *which*. Underline the sentences.

MODEL

Adjective Clauses



School Uniforms²

¹In my opinion, public school students should wear uniforms.

²First of all, students who wear uniforms behave better. ³Long Beach, California, which was one of the first cities in the United States to require uniforms in elementary and middle school, reported increased attendance and decreased bad behavior. ⁴In the first year, school crime decreased by 36 percent,

¹ Adjective clauses are also called relative clauses.

² Supporting details in this paragraph are from Lynne A. Isaacson, "Student Dress Codes," *ERIC Digest* no. 117 (January 1998), <http://eric.uoregon.edu/publications/digests/digest117.html> (accessed November 8, 2006).

fighting by 51 percent, and vandalism³ by 18 percent. ⁵A second reason for requiring school uniforms is that uniforms increase school spirit. ⁶According to a survey taken in South Carolina, middle school students who wear school uniforms have more positive feelings about their schools than students in schools with no uniforms. ⁷Third, schools that require uniforms erase economic and social differences. ⁸Students from wealthy, middle class, and poor families all wear the same clothes to school, so parents don't feel pressure to spend a lot of money for the latest fashions. ⁹Also, students who cannot afford the latest fashions do not feel self-conscious. ¹⁰For these three reasons, I feel that public schools in the United States should require students to wear uniforms, at least in grades K–8.

Questions on the Model

1. How many reasons does the writer give for requiring school uniforms in elementary and middle school?
2. Are all of the reasons supported with facts? Which one(s) are? Which one(s) are not?

Adjective Clauses with *who*, *which*, and *that*

In earlier chapters, you studied dependent clauses beginning with words such as *because*, *since*, *when*, *after*, *before*, and *if*. These clauses are called adverb clauses because they act like adverbs. That is, they give more information about a verb.

There is another kind of dependent clause that begins with words such as *who*, *which*, and *that*. These clauses are called **adjective clauses** because they act like adjectives. That is, they give more information about nouns.

In the following sentences, the adjective clause is underlined with a broken line. There is a circle around *who*, *which*, or *that* and an arrow points to the noun that the adjective clause gives more information about. Notice that the adjective clause comes directly after that noun.

Students (who) wear uniforms behave better.

Long Beach, California, (which) was one of the first cities in the United States to require uniforms in elementary and middle school, reported increased attendance and decreased bad behavior.

Schools (that) require uniforms erase economic and social differences.

³**vandalism**: damage such as broken windows and graffiti

Here are some things to know about adjective clauses:

1. Adjective clauses begin with the words *who*, *which*, and *that* (and others).
 - who** is used for people
 - which** is used for things
 - that** is used for things (and for people in informal English)
2. An adjective clause always follows the noun it gives more information about.
3. Commas are sometimes used with adjective clauses, and sometimes not. (You will learn about this rule later.)

PRACTICE 3

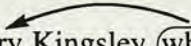
Adjective Clauses with who, which, and that

A. Identify adjective clauses.

Step 1 Underline the adjective clause with a broken line.

Step 2 Circle *who*, *which*, or *that*.

Step 3 Draw an arrow from *who*, *which*, or *that* to the noun that the adjective clause gives more information about.

1. Gregory Kingsley, who is twelve years old, wants to divorce his mother. 
2. His mother, who neglected him and his brothers, wants to keep him.
3. He wants to be adopted by the Russes, who are his foster parents.
4. Foster parents are people who take care of abused or neglected children.
5. A box that contained marijuana was in the living room.
6. Mrs. Kingsley smoked marijuana, which is an illegal drug.
7. The boys' father, who did not live with their mother, did not want the children to live with him.
8. This case, which was the first child-parent divorce in the United States, received a lot of attention.
9. The lawyer who represented Mrs. Kingsley was a woman.
10. The judge made a decision that most people agree with.¹

¹The judge allowed Gregory to divorce his parents. The Russes adopted him, and his name is now Shawn Russ.

B. Complete the adjective clause in each sentence.

Step 1 Write *who* or *which* in the space in each sentence. (Do not use *that* in this exercise.)

Step 2 Draw an arrow from *who* or *which* to the noun that the adjective clause gives more information about.

Step 3 Circle the verb in the adjective clause. Is it singular or plural? Is the noun that your arrow points to singular or plural?

Arranged Marriages

1. In arranged marriages, which (are) common in many countries, someone else chooses your marriage partner.
2. Sometimes the parents, _____ know their child better than anyone, choose.
3. Sometimes the parents hire a matchmaker, _____ charges a fee to find a suitable² person.
4. The two young people are probably very nervous at their first meeting, _____ usually takes place in the bride's home.
5. In some cultures, a young man or woman _____ doesn't like the parents' or matchmaker's choice may say "no."
6. Marrying for love, _____ is the custom in most Western cultures, does not guarantee happiness.
7. The divorce rate among couples _____ marry for love is very high.
8. People _____ listened only to their hearts sometimes wish they had listened to their heads.

Punctuating Adjective Clauses

In some situations, you use commas with adjective clauses and in some situations, you don't. Using commas depends on whether the information in an adjective clause is necessary to identify the noun or just gives extra information about it.

²**suitable:** right or acceptable for a particular situation

Compare the sentences in the following chart:

Extra information	Necessary information
(Use commas)	(Don't use commas)
Rachel Kingsley, <u>who uses drugs</u> , is not a good parent.	A person <u>who uses drugs</u> is not a good parent.

- In the sentence on the left, the adjective clause *who uses drugs* is extra information about Rachel Kingsley. We don't need this information to identify her because her name tells us who she is. If an adjective clause gives extra information, separate it from the rest of the sentence with commas.
- In the sentence on the right, the adjective clause *who uses drugs* is necessary information to identify *person*. Which person is not a good parent?—a person who uses drugs. If the information in an adjective clause is necessary, do not use commas.

Here are more examples:

Extra information	Necessary information
(Use commas)	(Don't use commas)
Children shouldn't play the video game <u>Grand Theft Auto, which teaches criminal behavior.</u>	Children shouldn't play video games <u>which/that teach criminal behavior.</u>
Sergio, <u>who is sitting next to the window</u> , isn't paying attention.	The student <u>who is sitting next to the window</u> isn't paying attention.
Let's study at my apartment, <u>which is just a few minutes from campus.</u>	They rented an apartment <u>that/which was close to their child's school.</u>

Writer's Tips

1. Use *that* with necessary clauses only.
2. Never use commas when a clause begins with *that*.

A college major~~x~~that is very popular these days~~x~~is psychology.
 A book~~x~~that gives synonyms for words~~x~~is called a thesaurus.

PRACTICE 4**Punctuating
Adjective
Clauses**

A. Punctuate adjective clauses.

Step 1 Underline the adjective clause in each sentence with a broken line.

Step 2 Draw an arrow to the noun that the adjective clause gives more information about.

Step 3 Add commas if necessary.

1. A country that has a king or queen is called a monarchy.
2. England, which has a queen, is a monarchy.
3. A pediatrician is a doctor who takes care of children.
4. Dr. Jones who is our neighbor is a pediatrician.
5. Students who studied got As on the final exam.
6. Gabriela and Trinh who studied got As on the final exam.
7. My birthday is next Monday which is a holiday.
8. A holiday that is especially fun for children is Halloween.

B. Add commas where they are necessary in the following paragraph.

The Story of Coca-Cola

¹A popular beverage that is sold all over the world is Coca-Cola. ²A doctor who lived in Atlanta, Georgia, invented it in 1886. ³Dr. John Pemberton who was also a pharmacist first sold Coca-Cola as a nerve tonic,¹ stimulant², and headache medicine. ⁴The name of the dark brown syrup that made people feel better was “Pemberton’s French Wine Coca.” ⁵Later someone added soda water to the syrup and it became the beverage that is our modern Coca-Cola. ⁶The first part of the name (*coca*) comes from *cocaine* which was one of the original ingredients. ⁷The second part of the name (*cola*) comes from *kola nut* which is still an ingredient. ⁸The original formula has changed over the years. ⁹Of course Coca-Cola no longer contains cocaine which is an illegal drug but it still tastes delicious. ¹⁰The formula for Coca-Cola is a secret that is carefully guarded.

Complex Sentences with Adjective Clauses

In the next practices, you will write sentences with adjective clauses. Remember that an adjective clause is a dependent clause. Therefore, you must combine it with an independent clause to make a complex sentence.

¹**tonic:** something that gives you energy

²**stimulant:** something that stimulates, gives you energy (similar to *tonic*)

PRACTICE 5
*Sentences with
Adjective
Clauses*

A. Choose an adjective clause from the list on the right and combine it with an independent clause from the left. Several different combinations are possible. Be sure to put the adjective clause directly after the noun it gives more information about, and add commas if necessary. Write your new sentences on the lines below.

Independent Clauses

- 1. They gave their boss a Rolex watch.
- 2. The purse is hers.
- 3. Alice moved to New York last month.
- 4. She is living in an apartment.
- 5. On our honeymoon, we stayed at the Bellagio.
- 6. Uncle John has everything.
- 7. A person has everything.

Adjective Clauses

- a. who owns a house on every continent, his own private jet, and two yachts
- b. which has a view of Central Park
- c. who was celebrating his fiftieth birthday
- d. who has love
- e. who is my best friend
- f. that is lying under the chair
- g. which is our favorite hotel in Las Vegas

- 1. They gave their boss, who was celebrating his fiftieth birthday,
a Rolex watch.
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

B. Combine two simple sentences to make a complex sentence containing an adjective clause.

Step 1 Read the two sentences in each pair. Which noun in the first sentence is the second sentence talking about? Find it and underline it. Notice whether it is a person or a thing.

Step 2 Change the second sentence into an adjective clause by crossing out the subject and substituting *who*, *which*, or *that*.

Step 3 Write a combined sentence. Move the new adjective clause to its correct position (right after the underlined noun) in the first sentence.

Step 4 Add commas if necessary.

Cultures in Conflict

1. Jamila Haddad ran away from home last week. ~~Jamila~~ ^{who (person)} is a high school student in Chicago.
Jamila Haddad, who is a high school student in Chicago, ran away from home last week.

2. She ran away to avoid a marriage. ~~The marriage~~ ^{which OR that (thing)} was arranged by her parents.
She ran away to avoid a marriage which (or that) was arranged by her parents.

3. Mr. and Mrs. Haddad are very traditional. Mr. and Mrs. Haddad are from Lebanon.

4. Jamila is the oldest daughter in the Haddad family. The Haddad family immigrated to this country seven years ago.

5. Her parents want her to marry a man. The man is thirty-two years old.

6. The husband-to-be lives in Lebanon. Lebanon is a country in the Middle East.

(continued on next page)

7. He owns a business. The business is very successful.

8. People say that he is very nice. People know him.

9. Jamila ran away from home rather than marry the man. She wants to go to college in her new country.

10. Mr. and Mrs. Haddad don't understand why she ran away. Mr. and Mrs. Haddad thought they had arranged a good future for their daughter.

C. Unscramble the following definitions. Each unscrambled sentence will contain an adjective clause. Do not add commas. Look up unfamiliar words in a dictionary.

1. A hermit/who/a/person/alone/lives/is

A hermit is a person who lives alone.

2. Carrots/vegetables/are/which/in color/orange/are

3. A vegetarian/person/doesn't eat/meat/is/a/who

4. A hybrid/automobile/gasoline/and/which/an/is/runs/on/electricity

5. Orphans/have/who/parents/no/children/are

6. A giant panda/animal/lives/that/in/China/an/is

7. An ichthyologist/scientist/fish/studies/who/is/a/

For items 8–12, write your own definitions. Use the given words in your definition.

8. chicken/eggs

A chicken is an animal that lays eggs.

9. cow/milk

10. jockey/horses

11. dental hygienist/teeth

12. eel/fish

D. Work with a partner or with a group on this exercise.

Step 1 Read the story on page 166. Make sure that you understand all the words. Discuss it with your partner or group.

Step 2 Take information from the story and complete each sentence by finishing the adjective clause. Remember to make the verb in the adjective clause agree (singular or plural) with the noun it gives more information about.

1. Nathan Warmack, who is a high school student in Jackson, Missouri, wanted to wear a kilt to a school dance.
2. A kilt, which _____, is traditional men's clothing from Scotland.
3. Warmack became interested in his Scottish heritage after seeing the movie *Braveheart*, which _____.
4. The vice-principal, who _____, _____ didn't tell him not to wear it.
5. Rick McClard, who _____, _____ told him to change into a pair of pants.
6. Scottish heritage organizations, which _____, _____, are collecting items of clothing to complete his outfit.

(continued on next page)

TEEN VERSUS SCHOOL DRESS CODE¹

Student Can't Wear Scottish Kilt to School Dance

In 2005, high school senior Nathan Warmack wanted to honor his Scottish heritage² by wearing a kilt³ to a high school dance in Jackson, Missouri. A kilt is the traditional clothing of Scottish men. It looks like a skirt. At the dance, the principal⁴ told him to change into a pair of pants. Warmack refused. He said that the kilt was recognizing his heritage.

The issue started a national debate about freedom, symbols, and cultural dress.⁵ More than 1,600 people have signed a petition⁶ seeking an apology for the student. Scottish organizations support him also. They are gathering articles of clothing—boots, socks, and so on—to complete his outfit.

The issue is not new. In 1992, a high school principal in Texas ordered two boys

to put on “more appropriate” clothing when they wore kilts to school. In 1993, a student in the state of Georgia was not allowed into a school dance because he wore a kilt.

Warmack became interested in his family's Scottish origins after seeing the Hollywood movie *Braveheart*. The movie is about a Scottish hero who fought to free Scotland from English rule in the thirteenth century. Young Warmack began reading about Scottish history and researching his family's genealogy. He also bought a kilt and showed it to a vice-principal at his school before the dance. The vice-principal joked about it with him but did not say he couldn't wear it. Warmack and his date arrived at the dance, and Principal Rick McClard told him to go home and change clothes. When Warmack refused, McClard allegedly⁷ said, “This is my dance, and I'm not going to have students coming into it looking like clowns.”

Several Scottish heritage organizations are angry. They say that the kilt is a symbol of

Scottish pride and is considered to be formal dress. “To say the traditional Scottish dress makes you look like a clown is a direct insult to people of Scottish heritage and those who live in Scotland,” said Tom Wilson. Wilson is a member of one of the organizations.



¹Associated Press, “Teen Seeks Dress Code Change: Principal Sparks Debate After Telling Student to Wear Pants at School Dance,” MSNBC.com, December 22, 2005, <http://www.msnbc.msn.com/id/10570399> (accessed November 25, 2006).

²heritage: ethnic or national origin

³kilt: traditional clothing of Scottish men; it looks like a skirt

⁴principal: the head of a school

⁵dress: In this story, the meaning of *dress* is *clothes* or *clothing* in general. It does not mean the particular item of clothing worn by women.

⁶petition: written request asking for something

⁷allegedly: adverb used when reporting something that other people say is true but that has not been proved

More About Fragments

In Chapter 3, you learned about the sentence error called a fragment. Sometimes this error happens when you write a dependent clause and forget to add an independent clause.

FRAGMENT: If you want to transfer to a four-year college.

FRAGMENT: Because it was raining when we left.

Here is another kind of sentence fragment.

FRAGMENT: Ron, who also takes night classes.

FRAGMENT: The book that was on the table.

In these fragments also, there is no independent clause. There is only a noun and an adjective clause. There are two ways to correct this kind of fragment.

1. Finish the independent clause.

CORRECTED: Ron, who also takes night classes, is very busy.

CORRECTED: The book that was on the table belongs to the teacher.

2. Delete *who*, *which*, or *that* to make a simple sentence.

CORRECTED: Ron takes night classes.

CORRECTED: The book was on the table.

Writer's Tip

When you fix this kind of fragment by deleting *who*, *which*, or *that*, be sure the remaining words make a meaningful sentence. For example, this is a fragment:

Pedestrians who cross the street.

If you delete *who*, you get "Pedestrians cross the street." This is not a very interesting or meaningful sentence. It is better to correct this fragment by finishing the independent clause:

Pedestrians who cross the street should look in both directions before stepping off the curb.

PRACTICE 6
Fragments

Step 1 Read each sentence. Decide if it is a fragment or a sentence. Write *F* for fragment and *S* for sentence.

Step 2 Correct each fragment by completing the independent clause or by deleting *who*, *which*, or *that*. Write the corrected sentences on the lines below.

- F 1. Women who work.
- S 2. Nowadays, more women work in traditionally male occupations.
- 3. For example, the field of medicine.
- 4. There are now more women than men in medical school.
- 5. Medical schools, which didn't use to accept many women.
- 6. Men are also working in traditionally female occupations.
- 7. Such as nursing, which used to be a woman's profession.
- 8. More women are applying to engineering schools, too.
- 9. I know a young woman who is studying construction management.
- 10. Her dream, which is to supervise the construction of bridges and dams.

Corrected sentences:

- 1. Women who work have many opportunities these days.
- _____
- _____
- _____
- _____
- _____
- _____

PRACTICE 7
Editing
Fragments

Step 1 Read each sentence in the following paragraph. Underline the fragments and write *FRAG* above them. There are five fragments.

Step 2 Then correct each fragment. Write the corrected sentences on the lines below. There is more than one possible way to correct the fragments.

Should Schools Ban Religious Head Coverings?

¹In my opinion, schools should not ban religious head coverings in school. ²The most important reason is freedom of religion. ³Which is guaranteed by the U.S. Constitution. ⁴The First Amendment to the Constitution says that people have the right to practice their religion. ⁵It says, "Congress shall make no law respecting an establishment of religion,

or prohibiting the free exercise thereof. . . .”⁶ Many religions have special clothing and symbols.⁷ Such as turbans,¹ headscarves, and crosses.⁸ For example, Sikh men must wear turbans to cover their hair.⁹ It is a requirement of their religion.¹⁰ Muslim women may choose to wear scarves on their heads for religious reasons.¹¹ Some Christians, both men and women, like to wear crosses on chains around their necks.¹² Is their right to follow their beliefs.¹³ Is wrong for a school to take away that right.¹⁴ A second reason is discrimination, which is also against the law.¹⁵ If a school bans only head coverings.¹⁶ This is discrimination.¹⁷ Schools must also ban stars of David, crosses, or any other religious item if they ban head coverings.¹⁸ To sum up, banning religious head coverings is wrong because it violates the law that guarantees freedom of religion and because it discriminates against one group of people.

Corrected sentences:

3. The most important reason is freedom of religion, which is guaranteed by the U.S. Constitution.

¹**turban:** long cloth wrapped around the head; worn by men in some parts of the world

PART 3 | Punctuation

Quotation Marks

In the opinion paragraph that you will write at the end of this chapter, you may want to use quotations from classmates you have interviewed. In this section are the rules for punctuating quotations correctly.

Rules	Examples
1. Put quotation marks before and after another person's exact words.	Classmate Sabrina Reyes says, "Mothers of young children should not work because young children need their mothers at home."
2. Use a "reporting phrase," such as <i>he says</i> or <i>she stated</i> . The reporting phrase can come before, after, or in the middle of the quotation. Separate it with a comma (or two commas). Another useful reporting phrase is <i>according to</i> . If you use someone's exact words after <i>according to</i> , use quotation marks.	She stated , "It's not easy to be a single mother." "It's not easy," she stated , "to be a single mother." "It's not easy to be a single mother," she stated . According to classmate Sabrina Reyes, "Mothers of young children should not work because young children need their mothers at home."
3. Begin each quotation with a capital letter. When a quoted sentence is separated into two parts, begin the second part with a small letter.	"It's not easy," she stated, "to be a single mother."
4. Commas, periods, and question marks go inside the second quotation mark of a pair.	She said, "Goodbye." "Don't leave so soon," he replied. "Why not?" she asked.

PRACTICE 8 Punctuating Quotations

Punctuate the following sentences. Add quotation marks, commas, capital letters, periods, and question marks. One sentence requires a comma but does not require quotation marks or capital letters.

- Before I came to the United States, my parents said to me, ^{"Don't} ~~don't~~ get sick while you are there."
- Why not I asked
- Medical care in the United States is too expensive they answered

4. According to a little book about healthcare in the United States a two-hour visit to the emergency room can cost more than \$3,000 (*not the exact words*)
5. I asked what happens if I can't pay
6. I don't know my father replied but I think you should find out
7. According to the booklet the school will provide medical insurance while you are a student (*exact words*)
8. My advisor said it doesn't cover everything, so you might want to buy additional insurance from a private company

PART 4 | Writing

Review Questions

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

Organization

1. What is the difference between a fact and an opinion?
2. Can you use both facts and opinions as support?
3. Which is stronger support?

Sentence Structure

4. Why is an adjective clause called an *adjective* clause?
5. What word introduces adjective clauses that give more information about a person?
6. What two words can introduce an adjective clause that gives more information about a thing?
7. When do you use commas with an adjective clause?
8. Can you use a comma with *that*?
9. What is wrong with the following sentence? *Students who fail the same class three times.* How can you fix it?

Punctuation

10. How do you punctuate a quotation?
11. Give two examples of "reporting phrases."

**Writing
Assignment**

Write a paragraph about a topic from Practice 2 on page 153–155.

Step 1 Prewrite to get ideas.

- You have already written down some ideas. If your teacher allows, interview classmates or take a class survey to get quotations and/or statistics to use as supporting details in your paragraph.
- Organize your ideas into an outline. Make your outline look like the outline on page 151.

Step 2 Write the first draft.

- Write ROUGH DRAFT at the top of your paper.
- Begin your paragraph with a topic sentence that expresses your opinion.
- Add transition signals where they are appropriate.
- Try to include at least two sentences containing adjective clauses.
- Use at least one quotation. Introduce the quotation with a reporting phrase, and use quotation marks.

Step 3 Edit the first draft.

- Edit your paragraph with a partner as you have done in previous chapters. Use the Reader's Response 6B and Writer's Self-Check 6B on pages 212 and 213.

Step 4 Write the final copy.

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