

## Week 22

### Day 1

Study the following landscape paintings and reflect on them.



*Mountain and Lake* by Thomas Doughty



*Mount Washington from the Saco River* by Samuel Lancaster Gerry

**Write** your first impressions of each painting. What does each painting make you think of?

## Grammar Study

Copy the imitation sentences into your notebook. Today, try to write as much as you can without looking back at the book.

1. I hope I did as well as he.
2. It was George who saw you and whom I saw.
3. I wanted to read the book myself.
4. Neither of her books was lying on the desk.
5. There was a conflict between him and me.
6. John likes skiing, skateboarding, and bicycling.
7. Does either of you know where the manual is?
8. The door's being locked created problems.
9. Don't just try to do it; be sure to do it.
10. Running along the curb, he tripped.

## Mistakes with Modifiers

This week you will be studying mistakes that people make with modifiers: adjectives and adverbs and the phrases and clauses that act as adjectives and adverbs.

- 1. I hope / hopefully:** Reread sentence #1 above. Many people today use the word “hopefully” instead of saying *I hope*. In some ways, this usage is like a conjunction or interjection. (*Hopefully, we'll get the right answers on the test.*) However, the grammatical use of *hopefully* is as an adverb that modifies a verb.

We turned the key *hopefully*.

- 2. all ready / already:** *All ready* means completely prepared and *already* means previously.

He was *all ready* to wait for his dessert.

She had *already* served it.

- 3. everyday / every day:** If *every-* is used as a prefix, the meaning shifts to “common” or “average” instead of the adverbial *every* as in “all” of something.

No one likes *everyday* chores, like washing dishes.

Doing them *every day* is even worse!

**4. some time / sometime / sometimes:** *Some time* is an adverbial phrase meaning an interval. *Sometime* is an adverb indicating an indefinite event. *Sometimes* indicates a probability.

After *some time*, the dancer said, “My feet are *sometimes* sore.”  
*Sometime* later, the dancer soaked her feet.

### **Exercise**

Use each of the following words correctly in a sentence.

- |              |             |
|--------------|-------------|
| 1. Hopefully | 2. sometime |
| 3. everyday  | 4. already  |

## **Day 2**

### **Guided Response**

**Study** the pictures from Day 1 again and complete the following activities.

1. To what is your eye drawn when you first look at each painting?
2. Is this the focal point of the painting? If not, what do you think is the focal point? How is this achieved in each painting? \*
3. How does the artist of each painting use light in his painting? What is the effect of the light in each painting?
4. Explain the tone or mood that you think each painting conveys. What in the painting helps to convey the mood?
5. In two columns on your paper, make a list of details that you see in each painting.
6. Write a paragraph for each painting that explains what is going on in the painting.

\*A focal point is the element in a painting that pulls in the viewer’s eye, that is the center of attention or the main subject. An artist emphasizes a focal point through the painting’s composition, through color, and through the range of tones used. Often called the *center of interest*, a focal point could very well be a small portion of the painting.

# Grammar Study

## Misplaced Modifiers

To avoid confusion, a modifier should be placed right next to the word it modifies. These words are often misplaced: *only, often, almost, nearly, just, barely*.

For example, see how the meaning of the sentence changes when you change the position of these words in the sentence.

*Charlie almost bought the car as soon as he saw it.*

This sentence says that he didn't buy the car, but that that he wanted to. Maybe he just strolled around the lot.

*Charlie bought the car almost as soon as he saw it.*

Charlie buys the car soon after seeing it.

Phrases can also be misplaced. Here is a famous example:

*"One morning I shot an elephant in my pajamas. How he got into my pajamas I'll never know."*

—Groucho Marx)

Here are a few others.

*I was told that I had won first prize at the fair by my 4-H leader.*

Correction: My 4-H leader told me that I had won first prize at the fair.

*The young girl was walking the dog in a blue snowsuit.*

Correction: The young girl in a blue snowsuit was walking the dog.

### Exercise A

Correct the modifier placement errors in the following sentences.

1. "Mr. Clinton acknowledged the role played by the men who subdued the gunman when he spoke at a dinner on Saturday night." (*The New York Times*)

2. “Historians have been kept guessing over claims [that] Dr James Barry, Inspector General of Military Hospitals, was in fact a woman for more than 140 years.”  
(The Daily Telegraph, March 5, 2008)
3. The heiress donated a pair of shoes to a charity that sold for over \$20,000.
4. “Burk is headquartered in a small room on the tenth floor of an aging Washington office building; she is not paid by the council, and her only full-time paid employee is a pleasant young woman with a nose ring named Rebecca, who sits at the front desk.”  
(reprinted in The New Yorker)
5. Daria went to the party wearing a full length gown.
6. My cousin went on and on, describing the details of the party in the elevator.
7. Kitty and Frank found the flowers hiking up the mountain.
8. “Plastic bags are a favorite of grocers because of their price, about 2 cents per bag compared to 5 cents for paper. Used widely since the 1970s, environmentalists now estimate between 500 billion to a trillion bags are produced annually worldwide.”  
(Associated Press, “Environmental Concerns Force Grocers, Bag Makers to Rethink the Plastic Bag,” *Savannah Morning News*, January 30, 2008)
9. The photojournalist took a picture of a demonstrator with a long lens camera.
10. A young woman entered the room wearing a clown suit.

### **Exercise B**

Use each of the following words correctly in a sentence.

- |           |           |
|-----------|-----------|
| 1. only   | 2. almost |
| 3. barely | 4. just   |

## Day 3

### Writing

This week you will be writing a compare and contrast essay about the two paintings featured on Day 1.

Begin by studying the paintings again. Look over the list of details for each one that you made on Day 2. Group the lists by similarities and differences. Think about the tone or mood of each painting. Is it the same? Think about the focal point of each painting. How does each artist emphasize the focal point? Think about the color. Think about the use of light. Think about the style of painting.

#### Choosing a Format

Study the following outlines for a compare and contrast essay. You will need to choose one to use for this paper.

1. First compare, then contrast, or vice versa. Place the one you want to emphasize last. This most basic structure focuses the paper on the comparing and contrasting and not so much on the ideas.

Paragraph 1: Introduction

Paragraph 2: Similarities of the two paintings

Paragraph 3: Differences in the two paintings

Paragraph 4: Conclusion

2. First discuss one painting and then the other. The similarities and differences don't come out until you are done with the 3<sup>rd</sup> paragraph. This is also a basic structure that most beginning writers choose. It focuses on the items themselves and not so much on the comparing and contrasting.

Paragraph 1: Introduction

Paragraph 2: Discuss/Describe one painting

Paragraph 3: Discuss/Describe the other painting

Paragraph 4: Conclusion.

3. Writers compare and contrast by taking important specific elements and looking at the way those elements are the same or different in object compared. This more sophisticated method requires real control over your subject. You will want to choose elements in the paintings that are explicitly comparable or contrasting.

Paragraph 1: Introduction

Paragraph 2: Element 1 (discuss the similarities and differences of the two paintings in this element, for example, use of light)

Paragraph 3: Element 2

Paragraph 4: Element 3  
Paragraph 5: Conclusion

Choose the method you feel most comfortable trying. Then you must have a thesis statement for your paper.

### **Creating a Thesis Statement**

Your thesis statement needs to be more than simply *These two paintings have many similarities and differences*. That does not focus the paper enough, and is not very engaging for the reader. Here are some samples of weak theses that you should avoid:

This paper will compare and contrast two restaurants.  
Denny's and Perkins are similar in some ways and different in others.  
Denny's and Perkins are similar in many ways, but they have one major difference.

Here is a stronger thesis based on what will be actually discussed in the paper:

Denny's and Perkins have similar prices and menu items, but their atmospheres and their ability to provide service are strikingly different.

And a stronger one:

Denny's and Perkins both offer a variety of modestly priced food, but the service at Denny's makes it a better place to treat your family to a casual night out.

In this last one, you are not only comparing and contrasting, but you have given a judgment, answering for your reader why the similarities and differences should be of any concern.

### **Making an Outline**

Make an outline for your paper using the structures listed above. Include as much detail in your outline as you can so that when you go write your draft, all your thoughts about the paintings are in order. Here is a sample of the third option.

#### I. Introduction

A. Introduce the painting and the artists and speak generally about them.

B. Thesis statement

#### II. Body

A. Element 1 to be compared/contrasted– topic sentence

1. Doughty

a. support

b. support

2. Gerry

a. support

b. support

B. Element 2 – topic sentence

1. Doughty

a. support

b. support

2. Gerry

a. support

b. support

C. Element 3 – topic sentence

1. Doughty

a. support

b. support

2. Gerry

a. support

b. support

III. Conclusion

Restate thesis and give the judgment.

*Create your outline and set it aside for Day 4*

## **Day 4**

### **Writing**

Today you will write a first draft of the compare and contrast essay about the two paintings. Using your outline, write your draft. If you've taken your time to make a detailed outline, the drafting will be a breeze.

After you write the draft, check the transition chart (see the Appendix) to be sure you have included efficient transitions between your paragraphs. The use of the “hook” transition is especially effective in a compare and contrast essay.

Get some feedback on your essay by asking your teacher or a family member to read it. Ask if the thesis is strong enough and if the paper flows logically. Make changes in your paper based on your conversation.

*File your paper in your drafts folder.*



# Grammar Study

## Dangling Modifiers

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

Here is the correct way to use a modifier:

*Having finished chores*, Sam ate a big dinner.

Having finished the chores is a participle phrase modifying Sam. The word modified is placed *directly after* the modifying phrase. The golden rule is to place the modifier right next to the word it modifies.

Here is the same modifier left dangling without the word it's supposed to modify.

*Having finished chores*, a big dinner was eaten.

Did the dinner finish the chores? Obviously not, but if the modifier is left as it is, that is what the sentence is saying.

So how do you fix the dangling modifier?

### Strategies for revising dangling modifiers:

1. Name the appropriate or logical doer of the action as the subject of the main clause:

*Having finished chores*, Sam ate a big dinner.

2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

*When Sam finished his chores*, he ate a big dinner.

3. Combine the phrase and main clause into one:

Sam finished his chores and then ate a big dinner.

### Exercise

Correct the dangling modifiers in the following sentences using one of the three strategies listed above. You may add words to the sentences if needed.

1. Walking to church on a subzero morning, my left foot became frozen.
2. Without knowing the correct answer, it was difficult to do well on the test.

3. To bake a proper tiramisu, the directions must be followed exactly.
4. When just three years old, Nancy's mother took her to her first horse show.
5. Without giving much effort, there is no way to learn a foreign language.