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The Stewart English Program

Book 1 Principles Plus...

Donald S. Stewart



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8. CLAUSES

A clause is a group of related words that contains a subject and a verb.

INDEPENDENT AND DEPENDENT CLAUSES

Up to this point, you have been studying the **independent clause**, a group of words that contains a subject and a verb and is able to stand by itself and express a complete thought.

Independent clauses

Mother carefully slid the turkey into the oven.
This book needs more pictures.
The building suddenly began to shake.

In this chapter we will look at another kind of clause, the **dependent clause**, sometimes known as a **subordinate clause**. It also has a subject and a verb, but it is not able to stand by itself. It depends on additional words to make sense. Look at the following groups of words. All of them have a subject and a verb, but they do not make sense by themselves.

Dependent clauses

as soon as the swimming pool was filled
which I keep under my bed
that my grandparents would be arriving tomorrow

It is easy to take each of the dependent clauses and create a logical sentence.

As soon as the swimming pool was filled, we put on our bathing suits and dived in.
Would you like to see the things which I keep under my bed?
I didn't know that my grandparents would be arriving tomorrow.

There are three kinds of dependent clauses: adverb, adjective, and noun.

ADVERB CLAUSE

You have studied the adverb in several forms so far: the single word, the prepositional phrase, and the infinitive phrase. An adverb may also be in the form of a clause. Like all clauses, it will contain a subject and a verb, but it also contains something extra: a **subordinating conjunction**.

A subordinating conjunction is a word (or two or three) that allows an independent clause to be joined to another sentence or sentence part. Here are the subordinating conjunctions that help create an adverb clause.

<i>after</i>	<i>although</i>	<i>as</i>	<i>because</i>	<i>before</i>	<i>if</i>
<i>lest</i>	<i>once</i>	<i>since</i>	<i>than</i>	<i>though</i>	<i>till</i>
<i>unless</i>	<i>until</i>	<i>when(ever)</i>	<i>where(ever)</i>	<i>whereas</i>	<i>while</i>
<i>as if</i>	<i>as soon as</i>	<i>as though</i>	<i>even if</i>	<i>even though</i>	
<i>in case</i>	<i>in order that</i>	<i>provided that</i>	<i>so that</i>		

Most adverb clauses are made by taking one of the subordinating conjunctions and adding it to an independent clause. Like adverbs, adverb clauses answer a variety of questions: *when?*, *how?*, *why?*, *how much?*, or *under what condition?*

<i>before</i>	+	the runner reached second base
<i>unless</i>	+	she memorizes her lines by Thursday
<i>even though</i>	+	I paid for it with my own money

ADVERB CLAUSE ISSUES

1. There are several words on the list of subordinating conjunctions that also appear on the list of prepositions. Notice that they all refer to time: *after*, *as*, *before*, *since*, *till*, *until*.

Functioning as a preposition, each of these words is followed by a noun, the **object of the preposition**.

The tickets were sold out *before noon*.
I'm not leaving *until tomorrow*.

Functioning as a subordinating conjunction, each of these words is followed by a clause, which means that there must be a subject and a verb.

The tickets were sold out *before we arrived at the box office*.
I'm not leaving *until I have seen the pandas*.

2. On the list of subordinating conjunctions, you see *as soon as*. Actually, almost any adverb or adjective may be used in this phrase to introduce an adverb clause. Think about clauses that could begin with *as long as*, *as fast as*, *as far as*, *as big as*, or *as tired as*.

THE ADVERB CLAUSE: SAMPLES

Because so much of the ritual had been forgotten or discarded, Mr. Summers had been successful in having slips of paper substituted for the chips of wood that had been used for generations.

—Shirley Jackson “The Lottery”

Before he reached the corner, however, he slowed *as if a wind had sprung up from nowhere*, *as if someone had called his name*.

—Ray Bradbury, *Fahrenheit 451*

So although she never seemed to urge me to talk, I began to do so, *until, finally, I was pouring out my anguish, not for the cats, but for myself as a murderer*.

—Katherine Paterson, *Jacob Have I Loved*

When the ham boiling had cooled, he filled Sounder’s pan and ran his fingers up and down the great dog’s back *as he lapped it up*.

—William H. Armstrong, *Sounder*

In hostile silence, the girls stared out of opposite windows *until the cab pulled up in front of Selena’s apartment house*.

—J. D. Salinger, “Just Before the War with the Eskimos”

Before he had gone fifty yards, Angeline had overtaken him and, *while I am not prepared to swear to this*, I had the distinct impression that she somehow tripped him.

—Farley Mowat, *Never Cry Wolf*

If she had gone untidy, made grotesque faces, given jerks and starts and twitches, if she had in some way lost their respect, I do not think she would have lost their approval.

—Muriel Spark, “Come Along, Marjorie”

As soon as he closed the door behind him, Phule puffed out his cheeks in a long exhale *as if he had been holding his breath*.

—Robert Asprin, *Phule’s Company*

CLAUSES

Name: _____

EXERCISE A: writing adverb clauses

Accuracy _____ Creativity _____

Directions: In each number below, we have provided an independent clause. From the list of subordinating conjunctions, select one that could turn the independent clause into an adverb clause. Then finish the sentence with a new independent clause that makes sense with the rest of the material.

<i>after</i>	<i>although</i>	<i>as</i>	<i>because</i>	<i>before</i>	<i>if</i>
<i>lest</i>	<i>once</i>	<i>since</i>	<i>than</i>	<i>though</i>	<i>till</i>
<i>unless</i>	<i>until</i>	<i>when(ever)</i>	<i>where(ever)</i>	<i>whereas</i>	<i>while</i>
<i>as if</i>	<i>as soon as</i>	<i>as though</i>	<i>even if</i>	<i>even though</i>	
<i>in case</i>	<i>in order that</i>	<i>provided that</i>	<i>so that</i>		

Examples: Although I had tried not to make a sound, I still woke up my parents.
 (conjunction) (independent clause)

She hurried back to her car before the meter expired.
 (independent clause) (conjunction)

- _____ I couldn't get my locker unlocked, _____
 (conjunction) (independent clause)
- _____ the apartment building will have to be demolished, _____
 (conjunction) (independent clause)
- _____ the comet was discovered three years ago, _____
 (conjunction) (independent clause)
- _____
 (independent clause)
- _____ you get your act together.
 (conjunction)
- _____
 (independent clause)
- _____, _____ he knew I was not telling the truth.
 (conjunction)
- _____ we didn't have enough money, _____
 (conjunction) (independent clause)
- _____ you ask your parents' permission, _____
 (conjunction) (independent clause)

8. _____
_____ (independent clause)
_____, _____ the wrestling coach demonstrated a takedown.
_____ (conjunction)
9. _____ he arrived before I did, _____
_____ (conjunction) _____ (independent clause)
10. _____ my sister worked in Hollywood, _____
_____ (conjunction) _____ (independent clause)
11. _____ _____ we hurt ourselves.
_____ (independent clause) _____ (conjunction)
12. _____ she tried as hard as she could, _____
_____ (conjunction) _____ (independent clause)
13. _____ those stories about UFOs are true, _____
_____ (conjunction) _____ (independent clause)
14. _____, _____ they looked everywhere, _____
_____ (subject of independent clause) _____ (conjunction) _____ (predicate of independent clause)
15. _____ I had anticipated.
_____ (independent clause) _____ (conjunction)
16. _____ the diet worked for me, _____
_____ (conjunction) _____ (independent clause)
17. _____
_____ (independent clause)
- _____ the doctor might determine the cause of the problem.
_____ (conjunction)
18. _____
_____ (independent clause)
- _____ we become separated.
_____ (conjunction)
19. _____ the sophomores had finished washing the cars, _____
_____ (conjunction) _____ (independent clause)
20. _____
_____ (independent clause)
- _____ we get there on time.
_____ (conjunction)

CLAUSES

Name: _____

EXERCISE B: reading for adverb clauses

Accuracy _____

Directions: Now, read in a good book and find three sentences containing adverb clauses. You will probably find them more quickly in your history or science book rather than in a work of fiction. Write out the sentences below, putting parentheses around each clause. Also tell the title of the book and its author.

Book title: _____

Author: _____

ADJECTIVE CLAUSE

The second kind of dependent clause is the **adjective clause**, and it is an easy way to combine sentences that have a noun or pronoun in common.

Sentence A	<i>The attorney did not have his facts straight.</i>
Sentence B	<i>The attorney prosecuted the case.</i>

You know from your study of personal pronouns that we could use *he* to replace one of the repeated subject nouns. But we would still have two sentences.

To create an adjective clause, we use a different category of pronouns, the **relative pronouns**: *who*, *whose*, *whom*, *which*, and *that*.

Sometimes, when the noun refers to place, time, or reason, we replace it with a **relative adverb**: *where*, *when*, or *why*. These usually sound more natural and less formal than *in which* or *for which*.

Here is how we join those two sentences, using a relative pronoun. First we strike out the repeated noun, then we replace it with the appropriate relative pronoun.

Sentence A	<i>The attorney did not have his facts straight.</i>
Sentence B	<i>The attorney</i> prosecuted the case.
Relative pronoun	<i>who</i>
Final sentence	The attorney <i>who prosecuted the case</i> did not have his facts straight.

The adjective clause is *who prosecuted the case*. The subject of the adjective clause is the relative pronoun *who*, and the verb is *prosecuted*.

An adjective clause is sometimes called a **relative clause**. The relative pronoun or relative adverb is related to a noun or pronoun, called the **antecedent**, which has already been mentioned in the sentence. In our example, the antecedent would be *the attorney*.

Here is how to use the other relative pronouns and a relative adverb. Be able to identify the subject and verb of each adjective clause.

Sentence A	We handed out the first questionnaire to <i>the applicants</i> .
Sentence B	<i>The applicants'</i> names began with A through J.
Relative pronoun	<i>whose</i>
Final sentence	We handed out the first questionnaire to the applicants <i>whose names began with A through J</i> .

Sentence A	<i>Every person</i> was from out of state.
Sentence B	We met <i>every person</i> .
Relative pronoun	<i>whom</i>
Final sentence	Every person <i>whom we met</i> was from out of state.

Sentence A	Was <i>the marker</i> permanent?
Sentence B	You used <i>the marker</i> on your Halloween costume.
Relative pronoun	<i>which (or that)</i>
Final sentence	Was the marker <i>which you used on your Halloween costume</i> permanent?

Sentence A	<i>The stadium is going to be renovated.</i>
Sentence B	The Orioles' farm team plays <i>in the stadium.</i>
Relative adverb	<i>where</i>
Final sentence	The stadium <i>where the Orioles' farm team plays</i> is going to be renovated.

ADJECTIVE CLAUSE ISSUES

1. Like the appositive (see page 17), the adjective clause is sometimes set off from the rest of the sentence with commas, and other times it is not. If the information contained in the clause is essential in order to know which noun or pronoun is intended, we do not use commas. If the information is not essential, because the noun or pronoun is clear from the rest of the sentence, we use commas.

Here are some examples of sentences containing adjective clauses. In the first group the information contained in the clause is essential. If the clause were removed, then the meaning of the sentence would be quite different. Imagine these sentences without their adjective clauses.

All public buildings *that do not have handicap access* will be reviewed.

Every student *who went on the field trip* became sick.

I'll never forget the lake in Minnesota *where I caught my first fish*.

In the next group of examples, the adjective clause is set off from the rest of the sentence by commas. The information which the clause contains, while perhaps quite interesting, is not crucial to our understanding of the noun or pronoun it describes. Reading the sentence without the clause, we still comprehend the central message.

The Washington Monument, *which stands 535 feet high*, was first on our list to visit.

My next-door neighbor, *whose apple tree hangs over our yard*, just delivered some fresh cider.

We finally traded in our old Chevy, *which had nearly two hundred thousand miles on it*.

2. When the relative pronoun is replacing a direct object, that pronoun may often be omitted from the final sentence.

The desk (*which*) *we bought at the auction* had a secret compartment.

Everyone (*whom*) *we met* was very friendly.

I just love the hat (*that*) *you gave me*.

3. Knowing how an adjective clause works should help you figure out when to use *who* and *whom*. Look back over the examples and notice that *who* replaces a subject noun or pronoun, and *whom* replaces an object noun or pronoun. The words *him* and *them*, which are related to *whom*, are also in the objective case. Notice the letter *-m* at the end of all three. That's your clue.

THE ADJECTIVE CLAUSE: SAMPLES

To Jane, he could only be a man *whose proposals she had refused* and *whose merit she had undervalued*.

—Jane Austen, *Pride and Prejudice*

She was one of those persons *who have allowed their lives to be gnawed away* because they have fallen in love with an idea several centuries before its appointed appearance in the history of civilization.

—Thornton Wilder, *The Bridge of San Luis Rey*

Her mother, *who had just come downstairs*, turned to greet her father from the fireplace, *where she was kindling barked-oak twigs under the breakfast kettle*.

—Thomas Hardy, *Tess of the D'Urbervilles*

I recounted at length, in the Indian tongue, the history of our attempts to settle on Tupuai, and ended by expressing some sympathy with the people of the island, *who*, after all, *had done no more than repel what they considered an invasion of their home*.

—Charles Nordoff and James Norman Hall, *Mutiny on the Bounty*

He did not begin to calm down until he cut the tops off every camellia bush *Mrs. Dubose owned*, until the ground was littered with green buds and leaves.

—Harper Lee, *To Kill a Mockingbird*

CLAUSES

Name: _____

EXERCISE C: adjective clauses

Accuracy _____ Creativity _____

Directions: In the spaces below, write adjective clauses that modify the words in **bold** print. Try to use each relative pronoun or relative adverb at least once. Do not set off the clause with commas if it is essential. If it is not essential, you may use commas.

1. The treasure **map** _____
 _____ shows a buried treasure at the base of that sycamore tree.
2. Almost every **flavor** _____
 _____ has nuts in it.
3. I spent all day looking for **Felix** _____
 _____.
4. My **grandmother** _____
 _____ can still beat me at tennis.
5. Are you sure this is the **restaurant** _____
 _____?
6. I think 2014 was the **year** _____
 _____.
7. Most **people** _____
 _____ would have given up by now.
8. You had better have a good **reason** _____
 _____.
9. The **salesperson** _____
 _____ said it wouldn't shrink.
10. The **circus** _____
 featured a **high-wire act** _____.

CLAUSES

Name: _____

EXERCISE D: writing independent clauses

Accuracy _____ Creativity _____

Directions: For each sentence below, we have provided an adjective clause. You are to add an independent clause that logically and creatively might go with that adjective clause. Write out the entire sentence, and punctuate it correctly.

Example: (which broke the first time I wound it up) I traded my lucky rabbit's foot for this silly fire engine, which broke the first time I wound it up.

1. (who taught me how to tie a square knot) _____

2. (from whom she received the invitation) _____

3. (which didn't look scary at first) _____

4. (where the water was eight feet deep) _____

5. (whose name appears on the list) _____

6. (when the storm knocked down our tree house) _____

7. (that was missing two buttons) _____

8. (which got thrown out with the trash) _____

9. (whom everyone wanted to meet) _____

10. (I found) _____

CLAUSES

Name: _____

EXERCISE E: writing adjective clauses

Accuracy _____ Creativity _____

Directions: For each sentence below, we have provided a noun or a pronoun, followed by a relative pronoun or a relative adverb. You are to take that series of words and create a sentence that illustrates the use of the adjective clause. Pay particular attention when a comma is indicated.

Example: (notebook which) I finally located a notebook which will hold all my papers, plus my ruler, paper punch, protractor, pencils, and assignment book.

1. (music teacher whose) _____

2. (hospital, where) _____

3. (Charles Winters, whom) _____

4. (that which) _____

5. (reason why) _____

6. (answer that) _____

7. (holiday, when) _____

8. (some who) _____

9. (Route 66, which) _____

10. (anyone whom) _____

CLAUSES

Name: _____

EXERCISE F: reading for adjective clauses

Accuracy _____

Directions: Now, read in a good book and find three sentences containing adjective clauses. Write out the sentences below, putting parentheses around each clause. Also tell the title of the book and its author.

Book title: _____

Author: _____

NOUN CLAUSE

We have considered several kinds of nouns: the common noun, the proper noun, the gerund phrase, and the infinitive phrase. Now we will look at the **noun clause**, the third kind of dependent clause. A noun clause usually appears as the subject, the direct object, the object of a preposition, or the predicate noun in a sentence.

A noun clause may begin in a variety of ways: with a subordinating conjunction, with a relative pronoun, with a relative adverb, or with a relative adjective.

The **subordinating conjunctions** that begin noun clauses are *that*, *the fact that*, *if*, and *whether*.

<i>that</i>	+	she wasn't happy with her new job
<i>the fact that</i>	+	some of the silverware was missing
<i>if</i>	+	we could get off the train in time
<i>whether</i>	+	there would be enough room for both of us

Look at how these clauses function in these sentences:

subject	<i>The fact that some of the silverware was missing</i> made me suspicious.
direct object	I wondered <i>if we could get off the train in time</i> .
object of preposition	Her friend knew nothing except <i>that she wasn't happy with her new job</i> .
predicate noun	The question was <i>whether there would be enough room for both of us</i> .

When the noun clause is a direct object, the conjunction *that* is often omitted.

You didn't tell me (*that*) *you grew up on a dairy farm*.

The **relative pronouns** that begin noun clauses are *who*, *whom*, *which*, and *what*, plus their *-ever* forms:

direct object	Did you find out <i>who sprinkled the sneezing powder inside the tuba</i> ?
direct object	As newcomers to the city, we didn't know <i>whom we could trust</i> .
direct object	I can't remember <i>which is the right direction to the museum</i> .
predicate noun	Our biggest problem is <i>what we should do with the dog this weekend</i> .
subject	<i>Whoever wins the sack race</i> will get this cherry pie for a prize.
subject	<i>Whatever you choose as your winter sport</i> will be fine with me.

The **relative adverbs** that begin noun clauses are *why*, *where*, *when*, and *how*.

direct object	The coach asked <i>why I had stayed up so late the night before the game</i> .
object of preposition	<i>From where they sat</i> they could see into six different states.
predicate noun	The best part was <i>when the tadpoles turned into frogs</i> .
object of preposition	There is nothing in the directions about <i>how you attach the wheels</i> .

The **relative adjectives** that begin noun clauses are *whose*, *which*, *whichever*, *what*, and *whatever*.

object of preposition	She grades papers by <i>whose handwriting is the neatest</i> .
direct object	The gardener asked my father <i>which tree he wanted removed</i> .
subject	<i>Whichever action you decide to take</i> must first be approved by me.
direct object	They haven't decided <i>what color balloons they want at the wedding</i> .
direct object	You go ahead and play <i>whatever music you want</i> .

NOUN CLAUSE ISSUES

1. **Noun clause or adjective clause?** Many of the words that introduce a noun clause may also be used to introduce an adjective clause: *who*, *whose*, *whom*, *which*, *that*, *why*, *where*, *when*, and several of the *-ever* words. The key to telling which kind of clause you are dealing with is to determine its function in the sentence. If it is performing a noun function, it is a noun clause; if it is modifying a noun or pronoun, it is an adjective clause.

noun clause, direct object	I wonder <i>who made those blueberry muffins</i> .
adjective clause, modifying chef	We fired the chef <i>who made those blueberry muffins</i> .

2. **Noun clause or adverb clause?** It is also easy to think that a clause beginning with *why*, *where*, *when*, or *how* would be an adverb clause, since it seems to be giving adverb-like information. But a closer look shows that the clause does not answer the question, it only raises the issue.

direct object	The clerk didn't know <i>why we were buying so many rubber bands</i> .
direct object	After three weeks we discovered <i>where the smell was coming from</i> .
object of the preposition	It was almost four hours between <i>when we arrived at the airport and when our flight left</i> .
direct object	Please tell me <i>how I offended you</i> .

To summarize, the noun clause can be tricky. Just be sure that it meets both requirements:

It's a Noun because:	it is working as a noun in the sentence
It's a Clause because:	it contains a subject and a verb

In the samples on the next page, think about what function the noun clause is performing in the sentence.

THE NOUN CLAUSE: SAMPLES

None could remember *when the little church had been so full before*.

—Mark Twain, *Tom Sawyer*

What he had in mind was a straightforward, textbook operation.

—Pierre Boulle, *The Bridge over the River Kwai*

When he was younger he was a masterful dog, and also then *what made him dangerous was the fact that the club of the man in the red sweater had knocked all blind puck and rashness out of his desire for mastery*.

—Jack London, *The Call of the Wild*

There was no denying *that a kiss from someone you loved was different from any other kind of kiss and should be studied up on and looked at carefully*, so you could recognize it when love came down on you.

—Ntozake Shange, *Betsy Brown*

Mrs. Gardiner and Elizabeth talked of all that had occurred during their visit, as they returned, except *what had particularly interested them both*.

—Jane Austen, *Pride and Prejudice*

Deborah had looked about and found *that she could not see except in outlines*, gray against gray, and with no depth, but flatly, like a picture.

—Hannah Green, *I Never Promised You a Rose Garden*

CLAUSES

Name: _____

EXERCISE G: writing noun clauses

Accuracy _____ Creativity _____

Directions: Below is a list of the words that can introduce a noun clause. Complete each sentence by selecting one of the words and then finishing the noun clause creatively. In the space after the sentence, write the appropriate letter that tells how the noun clause is being used.

- | | | | | |
|----------------|----------------------|------------------|-----------------|-------------|
| <i>that</i> | <i>the fact that</i> | <i>if</i> | <i>whether</i> | |
| <i>who</i> | <i>whose</i> | <i>whom</i> | <i>which</i> | <i>what</i> |
| <i>whoever</i> | <i>whomever</i> | <i>whichever</i> | <i>whatever</i> | |
| <i>why</i> | <i>where</i> | <i>when</i> | <i>how</i> | |

A=Subject B=Direct Object C=Predicate Noun D=Object of the Preposition

Example: I just discovered where my favorite band rehearses. B

1. _____
 _____ makes no difference to me. _____
2. I will know by tomorrow _____

3. You should ask the teacher about _____

4. We all enjoyed _____

5. Based on _____
 _____, I've decided to forget the whole thing. _____
6. I should have guessed _____

7. The only decision remaining was _____

-
8. The doctor asked me _____
-
9. _____
- _____ might be the biggest decision of your life. _____
10. I'll be satisfied with _____
-

EXERCISE H: reading for noun clauses

Accuracy _____

Directions: Now, read in a good book and find two sentences containing noun clauses. Write out the sentences below, putting parentheses around each clause. Be able to tell how each clause is being used in the sentence. Also tell the title of the book and its author.

Book title: _____

Author: _____

10. WRITING PATTERNS

Consider the following sentence:

The trapeze artist swung high above the crowd.

We are told here that a certain event is taking place, but we don't really experience it for ourselves. We feel little of the excitement; we don't see colors or smell the peanuts; we know nothing of *why* or *how*.

Remember "Show and Tell" in elementary school? You were always more interested in what was being shown than told. So it should be in your writing. And you can use many of the grammatical constructions you have learned to create vivid, specific images for your reader.

One of the interesting features of many phrases and clauses is that they may be placed at more than one location in the sentence. Look again at the example above and consider the many places where modifiers may be added: We have inserted numbers to show the possible locations for each of the modifiers. For example, the adjectives *handsome* and *daring* could be written either at location (1) or (2).

(1) The trapeze artist (2) swung (3) high above the crowd (4).

Adjectives:	handsome and daring (1, 2)
Adverbs:	gracefully, rhythmically, almost magically (1, 3, 4)
Prepositional phrase:	in a costume of gold and green (1, 2, 4)
Appositive:	the circus's star performer (1, 2, 4)
Present participial phrase:	curling his legs around the ropes (1, 2, 4)
Past participial phrase:	inspired by the applause below (1, 2, 4)
Infinitive phrase:	to draw the audience's attention (1, 2, 4)
Adjective clause:	for whom the audience had been waiting (2)
Adverb clause:	even though he had finished his routine (1, 4)

You should notice several things at this point. First, you see that the adjective clause can go in one position only, immediately after the noun it modifies. Second, in most cases, but not always, the modifier will be set off from the main clause by a comma. Your knowledge of commas, especially those involving essential and nonessential modifiers, should enable you to determine whether a comma is appropriate. And third, beware the possibility of a misplaced modifier. If the original sentence had read *The trapeze artist swung toward his partner*, several of the above modifiers would take on different meanings as you moved them around the sentence.

We can enrich our sentences further by using, not one modifier, but several, in the sentence. First, we may use different modifiers in different places.

Handsome and daring, the trapeze artist, in a costume of gold and green, swung high above the crowd.

We may also use more than one of the same type of modifier consecutively.

The trapeze artist swung high above the crowd, curling his legs around
the ropes and waving to the ringmaster below.

Or we may use different modifiers consecutively, with the second modifier telling about something in the first modifier, or summarizing the overall sentence.

The trapeze artist swung high above the crowd, gracefully, rhythmically, almost magically,
like the pendulum of a human clock.

The trapeze artist swung high above the crowd, inspired by the applause below, even
though it was his third performance of the day.

WRITING PATTERNS

Name: _____

EXERCISE A

Accuracy _____ Creativity _____

Directions: Fill in the blank spaces below with modifiers, as indicated, that would make the sentence below more vivid and interesting. Also write the numbers telling where those modifiers might be placed in the sentence.

(1) The children (2) ran (3) to the merry-go-round (4).

Adjectives: _____

Adverbs: _____

Prepositional phrase: _____

Appositive: _____

Present participial phrase: _____

Past participial phrase: _____

Infinitive phrase _____

Adjective clause: _____

Adverb clause: _____

WRITING PATTERNS

Name: _____

EXERCISE B

Accuracy _____ Creativity _____

Directions: Fill in the blank spaces below with modifiers, as indicated, that would make the sentence below more vivid and interesting. Also write the numbers telling where those modifiers might be placed in the sentence.

(1) The old carpenter (2) paused in his work (3).

Adjectives: _____

Adverbs: _____

Prepositional phrase: _____

Appositive: _____

Present participial phrase: _____

Past participial phrase: _____

Infinitive phrase _____

Adjective clause: _____

Adverb clause: _____

WRITING PATTERNS

Name: _____

EXERCISE C

Accuracy _____ Creativity _____

Directions: Fill in the blank spaces below with modifiers, as indicated, that would make the sentence below more vivid and interesting. Also write the numbers telling where those modifiers might be placed in the sentence.

(1) Sharon (2) dropped her favorite sweater (3) on the chair (4).

Adjectives: _____

Adverbs: _____

Prepositional phrase: _____

Appositive: _____

Present participial phrase: _____

Past participial phrase: _____

Infinitive phrase _____

Adjective clause: _____

Adverb clause: _____

WRITING PATTERNS

Name: _____

EXERCISE D

Accuracy _____ Creativity _____

Directions: Fill in the blank spaces below with modifiers, as indicated, that would make the sentence below more vivid and interesting. Also write the numbers telling where those modifiers might be placed in the sentence.

(1) The burglar (2) lifted the window (3).

Adjectives: _____

Adverbs: _____

Prepositional phrase: _____

Appositive: _____

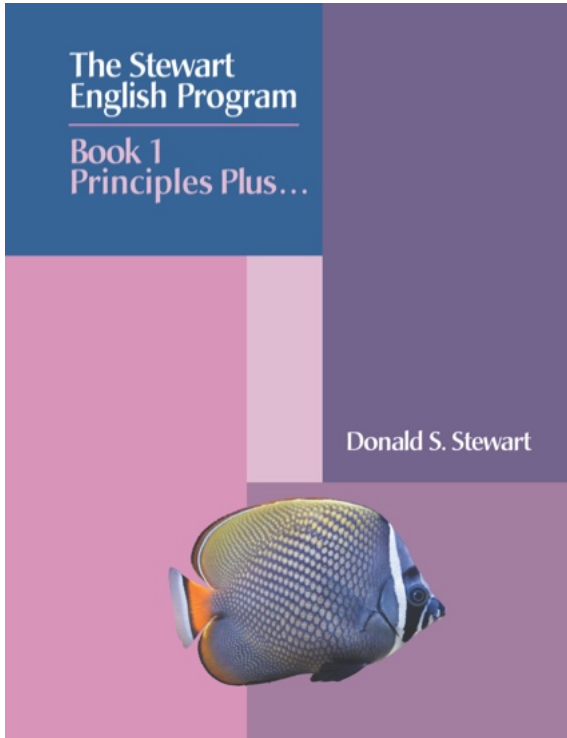
Present participial phrase: _____

Past participial phrase: _____

Infinitive phrase _____

Adjective clause: _____

Adverb clause: _____



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