TASK 1 DIRECTIONS: Read version A first. Then read version B before responding to the questions that follow.

<table>
<thead>
<tr>
<th>(A) MODIFIED TEXT</th>
<th>(B) ORIGINAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No live organism can continue for long to exist sanely under conditions of absolute reality even larks and katydids are supposed by some to dream Hill House not sane stood by itself against its hills holding darkness within it had stood so for eighty years and might stand for eighty more Within walls continued upright bricks met neatly floors were firm and doors were sensibly shut silence lay steadily against the wood and stone of Hill House and whatever walked there walked alone</td>
<td>No live organism can continue for long to exist sanely under conditions of absolute reality; even larks and katydids are supposed, by some, to dream. Hill House, not sane, stood by itself against its hills, holding darkness within; it had stood so for eighty years and might stand for eighty more. Within, walls continued upright, bricks met neatly, floors were firm, and doors were sensibly shut; silence lay steadily against the wood and stone of Hill House, and whatever walked there, walked alone…</td>
</tr>
</tbody>
</table>

1. How easy was it to read version A of the paragraph? Explain your response.

2. What is the only difference between versions A and B of the paragraph?

3. Did you become confused at any point while reading version A? Explain where and why.

4. Based on both versions of the text, what do you see as the main purpose of punctuation? How does it help you understand the passage?
TASK 2: GRAMMAR: COMMAS, SEMI-COLONS, and ELLIPSES

The first block is your “word bank,” except it contains rules for the use of these types of punctuation. Each set of three sample sentences illustrates one of these rules. Re-write the rule in the block next to the examples of that rule.

Use the following definitions to help you understand the terms within the rules:
- Independent clauses - a group of words that can stand on its own as a sentence: it has a subject, a verb, and is a complete thought.
- Connectives (such as conjunctions) - a word or phrase that links clauses or sentences
- Antithetical phrases or clauses - which literally means “opposite,” is a rhetorical device in which two opposite ideas are put together in a sentence to achieve a contrasting effect.

RULES:
❖ An ellipsis is used to punctuate the end of a quotation that is left deliberately incomplete as a sentence.
❖ A semicolon is used in compound sentences between independent clauses not joined by connectives, particularly if they are extended or have commas within them.
❖ A comma comes between two independent clauses joined by coordinating or correlative conjunctions, such as and, but, or, nor, neither, yet, for, or so.
❖ An antithetical phrase or clause starting with not should be set off by commas if it is unessential to the meaning of the modified part of the sentence.

EXAMPLES

A. You crossed my mind, but you didn’t stay there.
B. Either I’ve been missing something, or nothing has been going on.

A. Oh, I often click my tongue; it’s my only revenge.
B. Sit down; I’ll make us some coffee and some cookies.

A. Within, walls continued upright, bricks met neatly, floors were firm, and doors were sensibly shut; silence lay steadily against the wood and stone of Hill House, and whatever walked there, walked alone
B. The tip of the tongue taking a trip of three steps ...

A. Hill House, not sane, stood by itself against its hills, holding darkness within; ...
B. The women in the room, not the men, are the best judges of sexism in the room.

TASK 3: GRAMMAR: IDENTIFYING AND CORRECTING RUN-ON SENTENCES
A common error in student writing is run-on sentences. If you try to combine too many clauses, or you forget to use the correct punctuation or coordinating conjunctions, the sentence is a RUN-ON.

How do you fix a run-on sentence?

There are at least four easy ways to connect sentences properly and avoid writing a run-on sentence:

1. Use a period to create two sentences:
   I want to go to the store. I need to buy a new shirt.

2. Use a semicolon.
   I want to go to the store; I need to buy a new shirt.

3. Use a comma plus a coordinating conjunction.
   I need to buy a new shirt, so I want to go to the store.

4. Use a subordinating conjunction.
   I want to go to the store because I need to buy a new shirt.
   Because I need to buy a new shirt, I want to go to the store.

Directions: Fix these run-on sentences 2 ways.

1. I see you you see me.
   a. 
   b. 

2. That is a good book do you like it?
   a. 
   b. 

3. It is sunny we are going to the beach.
   a. 
   b.
TASK 4 DIRECTIONS: Decide which of the following groups of words are run-on sentences. If the group of words is a correct sentence, write S; if it is a run-on, write R-O. Revise each run-on sentence by (1) making it two separate sentences; (2) inserting a semicolon, (3) using a comma and a coordinating conjunction or (4) using a subordinating conjunction.

1. Brown bears include the grizzly and the kodiak, the largest brown bear is the kodiak.

2. Kodiak bears weigh as much as 1,700 pounds, they grow to a height of ten feet.

3. Bears can live more than 30 years in the wild.

4. Bears’ sense of smell is more developed than their hearing or sight.

5. Females give birth to as many as four cubs, the cubs stay with their mother two or three years.

6. Many people are afraid of bears, encounters with bears are actually infrequent.

7. Grizzly bears are solitary animals, they do not want to interact with people.

8. Generally, bears attack only when they are surprised, or when they are protecting their young.

9. People should always store food and garbage properly, bears could be attracted by the smell.

10. Never try to outrun a bear, it can run more than 30 miles per hour.
11. School in Munich was too rigid and boring for young Einstein. He did not do well.

12. However, young Einstein showed a talent for mathematics. At the age of 12, he taught himself Euclidean geometry.

13. After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland. He did not like the teaching methods there.

14. The academy frustrated him. He could learn in a way that interested him.

15. Einstein chose to educate himself. He missed classes often and spent the time studying physics on his own.

16. His professors had low opinions of him. He graduated anyway in 1900.

17. In 1905, he published a paper on physics. The University of Zürich awarded him a Ph.D. for this work.

18. In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.

19. Physicists resisted his ideas at first. Eventually, his general theory of relativity was confirmed through observation.

20. Einstein achieved international recognition. In 1921, he received the Nobel Prize in physics.
American Idol has impacted people all around the globe. It made everyone who watched believe they had real talent. Many hopeful contestants were shocked when they were not selected to compete on the real show. Some of them threw tantrums; they screamed and yelled at the judges. This was embarrassing, but it was often funny to watch. Their behavior demonstrates the way popular culture impacts the goals of young people. There is a negative effect. Author Terry Golway says teenagers used to aspire to important professional jobs such as “engineers, mathematicians, scientists, and systems analysts” (331). He claims that now young people just want to become famous for being pop culture icons. He thinks this is a dangerous change. This desperate desire for fame explains why some people react so strangely when rejected on American Idol. They see it as their only option for the future.