**Conventions 2: Your / You’re, Its / It’s, Woman / Women, Grammar**

**Overheads**

**Your / You’re**

**Your = belongs to you (“tu,” “su”)**

**“Your bike is over here.”**

**You’re = you are (“estas,” “eres”)**

**“You’re going to learn a lot.”**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**It’s / Its**

**It’s = it is; it has**

**“It’s going to be hot today.”**

**Its = belongs to it**

**“My car is old and its door is dented.”**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Woman / Women**

**Woman = a single female (like “man” = one)**

**Women = more than one (like “men” =**

**more than one)**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Spelling: Grammar = the commonly accepted, “correct” way to speak and write**

**ELMO Practice**

**Your / You’re not going to believe what happened to me yesterday! I ran into some woman / women who think its / it’s still 1995. One woman / women was wearing such an ugly necklace; they’re / their / there was a spiky thing on its / it’s clasp, kind of like your / you’re belt . . . I bet that a lot / alot of those woman / women don’t even know how to spell gramer/grammer/grammar. (I wonder if there / they’re / their going to learn much at college / collage.)**

**“You” in academic writing = good bad**

**Conventions 2 Handout: Your / You’re, Its / It’s, Woman / Women, Grammar**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventions Workshop: Your and You’re**

Your = a response to “Whose?” For example, “Is that your dog?”

You’re = you are. For example, “You’re coming at noon?”

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bagel is going to get stale if you don’t eat it soon.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to eat it, aren’t you?

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ life is worth nothing if you don’t eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bagel, because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to starve without it.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ listening to me, aren’t you?

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ probably going to want some mustard to go with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bagel, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ always complaining about it being too dry.

6. Do you want \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(s) toasted, or not?

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to choke if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not careful, because

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ eating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bagel too quickly.

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ enjoying \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lunch break with me, aren’t you?

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ problem is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lunch break is too short to eat

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lunch while \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ talking to me..

10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lunch break is over, and now \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to get in trouble

with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ boss if you don’t rush back to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ job right now!

11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ not much fun to spend lunch with because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ too

quiet.

**There’s more! Don’t forget to do the back of this sheet ……………………………………….**

**Part 2 Directions: Write your own sentences.**

12. Write a sentence using “your” and “you’re.”

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13. Write a sentence using “their” and “your.”

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14. Write a sentence using “they’re” and “you’re.”

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15. Write a sentence using “there,” “your,” **and** “you’re.”

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventions Workshop: Its and It’s**

Its = something that belongs to it; an object owns something. For example, “My pen is black, but its cap is red.”

It’s = a contraction of “it is” or “it has.” For example, “My pen is black and it’s a good pen.” Another example: “It’s been a long time since I’ve been to the movies.”

1. Your essay is well written, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ introduction needs some help.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an essay about the condition of the United States Congress.

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to be much better when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ conclusion is clarified.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ main points are well explained, but \_\_\_\_\_\_\_\_\_\_\_\_\_ thesis statement

should be clarified because \_\_\_\_\_\_\_\_\_\_\_\_\_ going to confuse \_\_\_\_\_\_\_\_\_\_\_\_\_ readers.

5. The transitions of the essay reflect \_\_\_\_\_\_\_\_\_\_\_\_ strengths, just as \_\_\_\_\_\_\_\_\_\_\_\_\_\_

weakness is clear in the conclusion.

6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ likely to be an “A” paper due to the overwhelming sense of style

reflected in \_\_\_\_\_\_\_\_\_\_\_\_\_ tone.

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ been a week since I’ve read the essay, but my opinion hasn’t changed.

8. One of your essay’s strengths is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ professional tone; \_\_\_\_\_\_\_\_\_\_\_ important

to maintain this tone throughout the essay.

9. The essay has \_\_\_\_\_\_\_\_ weaknesses, as well, including \_\_\_\_\_\_\_\_\_\_\_\_ unsettling tendency

to speak to the reader as \_\_\_\_\_\_\_\_\_ progressing.

10. \_\_\_\_\_\_\_\_\_\_ important to note \_\_\_\_\_\_\_\_\_\_ good use of direct quotations because these

quotations prove \_\_\_\_\_\_\_\_\_\_\_\_ thesis.

11. I think your essay is good, but \_\_\_\_\_\_\_\_\_\_\_\_ taken a long time to make it this good!

12. Your / you’re new hat might be to / two / too loose, but its / it’s still going to be the one

you choose to wear, even if alot / a lot of other people do, to / two / too.

**MORE ON BACK SIDE …………………………………………**

**Part 2 Directions: Write your own sentences.**

12. Write a sentence using “their” and “its.”

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13. Write a sentence using “they’re” and “your.”

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14. Write a sentence using “it’s” and “there.”

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15. Write a sentence using “you’re,” “its” **and** “their.”

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventions Workshop: Woman and Women**

**Woman** = a single female (like “**man**” is one)

**Women** = more than one female (like “**men**” is more than one)

Directions: Fill in the blanks with the correct words.

1. Yesterday, I ran into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my mom used to know.

2. I was running errands with two \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when I ran into her.

3. There’s a big group of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ standing near that door.

4. Do you see that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over there?

5. Those \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are on their way home, but that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ isn’t.

6. Sometimes all of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ go out to dinner together.

Directions: Write your own sentences.

7. Write a sentence using “woman” and “grammar.”

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8. Write a sentence using “women” and “college.”

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9. Write a sentence using “they’re” and “its.”

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (first and last names)

**Conventions Quiz 2**

Directions: Fill in the blanks. **Do NOT simply circle the correct answer.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about to lose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ earring because \_\_\_\_\_\_\_\_\_\_\_\_\_

Your / you’re your / you’re its / it’s

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ long.

to / two / too

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ earring is gold, but \_\_\_\_\_\_\_\_\_\_\_\_ post is copper.

Your / you’re its / it’s

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it is, on the floor again, about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ get stepped on.

There/their/they’re to / two / too

4. I lost my earring, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and I liked it \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

to / too / two a lot / alot

5. Sometimes two or three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ buy the same bracelets.

woman / women

6. That one \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ looks sad.

woman / women there / their / they’re

7. They are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bracelets, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ welcome to look at them.

There/their/they’re your / you’re

8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my everyday bracelets, not my special ones.

There/their/they’re

9. Next year, I’ll go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, where I’ll show everyone the beautiful

collage / college

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** of photos I made in art class.

collage / college

10. Few people have perfect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

gramer / grammer / gramar / grammar

11. “You” in academic writing = good bad (circle one)

**Score, this page: \_\_\_\_\_ / 20**

12. Write a paragraph describing your impressions of Homecoming Week when you were a freshman (or write about something else if you’d rather). Include a strong topic sentence. Focus on using correct conventions, but you don’t have to use any specific conventions from this packet. (I’ll mark everything that’s wrong, but I’ll only take points away for concepts we’ve talked about.) Your paragraph must be at least **SIX** sentences long. (10 points possible)

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**Did you write at least six sentences? If not, add some.**

**Points earned, this paragraph \_\_\_\_\_\_ / 10**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conventions 3 Pre-Assessment**

Directions: Show me what you already know about our next Conventions unit by writing sentences using the words and phrases below. This won’t affect your grade, but it will tell me how much you already know.

1. Write a sentence using “**WERE**” and “**WHERE**.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Which is correct? Could **HAVE** or could **OF**? Write a sentence using the correct one.

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1. Write a sentence using “**THEN**” and “**THAN**.”

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1. Spell the word that is the opposite of “ending.” It starts with the letter “B.” (I can’t spell it for you because it’s this week’s spelling word. See me if this doesn’t make sense.)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_