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.”

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**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.”**

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**Woman / Women**
Woman = a single female (like “man” = one)
Women = more than one (like “men” = more than one)

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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 ..................................................

Ramsey
Part 2 Directions: Write your own sentences.

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
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 ........................................

Ramsey
Part 2 Directions: Write your own sentences.

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________
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.”

_____________________________________________________________________________

_____________________________________________________________________________

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

_____________________________________________________________________________

_____________________________________________________________________________

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

_____________________________________________________________________________

_____________________________________________________________________________
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.**”

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

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

______________________________________________________________________________

______________________________________________________________________________

4. 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.)

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