INSTRUCTOR’S MANUAL/TEST BANK

to accompany

McWhorter

IN HARMONY

Reading and Writing

Mary Dubbé
Thomas Nelson Community College

Mary Jeffery
Waubonsee Community College

Jeanne Michel Jones
# TABLE OF CONTENTS

LEXILE® Measures of Readings in *In Harmony* \(v\)

DEVELOPMENTAL READING AND WRITING SUPPLEMENTS \(vii\)

## PART I: Guide for Instructors 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>Overview of the Text</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>What You Need to Know about Teaching Reading</td>
<td>3</td>
</tr>
<tr>
<td>D</td>
<td>What You Need to Know about Teaching Writing</td>
<td>6</td>
</tr>
<tr>
<td>E</td>
<td>General Suggestions for Teaching the Course</td>
<td>11</td>
</tr>
<tr>
<td>F</td>
<td>Contents of the Syllabus</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Sample Syllabus</td>
<td>19</td>
</tr>
<tr>
<td>G</td>
<td>Bibliography of Resources for Instructors</td>
<td>24</td>
</tr>
</tbody>
</table>

## PART II: Tips for Teaching the Individual Chapters (1–18) 29

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>The Reading Process: An Overview</em></td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td><em>The Writing Process: An Overview</em></td>
<td>37</td>
</tr>
<tr>
<td>3</td>
<td><em>Vocabulary: Working with Words</em></td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td><em>Vocabulary: Approaching Unknown Words</em></td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td><em>Complete Sentences Versus Sentence Fragments</em></td>
<td>51</td>
</tr>
<tr>
<td>6</td>
<td><em>Run-On Sentences and Comma Splices</em></td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td><em>Using Verbs Correctly</em></td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td><em>Combining and Expanding Your Ideas</em></td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td><em>Revising Confusing and Inconsistent Sentences</em></td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td><em>Main Ideas and Topic Sentences</em></td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td><em>Details, Implied Main Ideas, and Transitions</em></td>
<td>74</td>
</tr>
<tr>
<td>12</td>
<td><em>Patterns of Organization: Chronological Order, Process, Narration, and Description</em></td>
<td>83</td>
</tr>
<tr>
<td>13</td>
<td><em>Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast</em></td>
<td>90</td>
</tr>
</tbody>
</table>
Chapter 14  Revision and Proofreading  96
Chapter 15  Understanding and Organizing Information  101
Chapter 16  Reading and Thinking Critically About Text  106
Chapter 17  Planning, Drafting, and Revising Essays  114
Chapter 18  Using Sources When You Write  117

PART III: OVERHEADS/HANDOUTS  119
A.  Invention and the Writing Process  120
B.  Punctuation, Transitions, and Word Choice  122
C.  Revision, Essay Writing, and Grading  126

PART IV: ANSWER KEY  133
Answers to Exercises in Text  133
Reviewing the Basics: A Brief Grammar Handbook  230
Error Correction Exercise Answers  240

TEST BANK / ASSESSMENT PACKAGE  243
Lexile® Measures of Readings in In Harmony

The Lexile® Framework for Reading (www.Lexile.com) provides a common, developmental scale and measure to match readers with resources and activities that are targeted to their ability level. Lexile measures help educators, librarians and families select books, articles and other materials that provide the right level of challenge for a reader’s skills and goals, and to monitor growth in reading ability. Recognized as the most widely adopted reading metric, Lexile measures are used at the school level in all 50 states.

To help you assign readings that are at the appropriate level of difficulty for your students, many of the readings in In Harmony have been assigned Lexile measures. Below, you will find two lists of the readings with their Lexile measures. The first lists the readings in order of their appearance in the text; the second groups readings based on their level of difficulty.

Readings in order of appearance

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
<th>Lexile measure</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liking and Loving: Interpersonal Attraction</td>
<td>49</td>
<td>1200L</td>
<td>1398</td>
</tr>
<tr>
<td>What Makes A Scary Movie Scary</td>
<td>80</td>
<td>1250L</td>
<td>1014</td>
</tr>
<tr>
<td>The Power of Words</td>
<td>108</td>
<td>1080L</td>
<td>916</td>
</tr>
<tr>
<td>Talking to Koko the Gorilla</td>
<td>145</td>
<td>1170L</td>
<td>1816</td>
</tr>
<tr>
<td>Norteño en Manhattan</td>
<td>178</td>
<td>1340L</td>
<td>576</td>
</tr>
<tr>
<td>The Role of Sports in Our Lives</td>
<td>202</td>
<td>1290L</td>
<td>820</td>
</tr>
<tr>
<td>Scenes from a Service-Dog Graduation</td>
<td>229</td>
<td>1120L</td>
<td>1280</td>
</tr>
<tr>
<td>Saying &quot;Adios&quot; to Spanglish</td>
<td>256</td>
<td>950L</td>
<td>841</td>
</tr>
<tr>
<td>Computer Technology, Large Organizations, and the Assault on Privacy</td>
<td>288</td>
<td>1350L</td>
<td>949</td>
</tr>
<tr>
<td>What is a Sustainable Food System?</td>
<td>321</td>
<td>1270L</td>
<td>1014</td>
</tr>
<tr>
<td>Wireless Interference: The Health Risks</td>
<td>367</td>
<td>1270L</td>
<td>1212</td>
</tr>
<tr>
<td>Ransom Notes: Serial Kidnapping in Mexico</td>
<td>399</td>
<td>1010L</td>
<td>2664</td>
</tr>
<tr>
<td>The Benefits of Listening to Music</td>
<td>443</td>
<td>1140L</td>
<td>738</td>
</tr>
<tr>
<td>Finding a Mate: Not the Same as it Used to Be</td>
<td>475</td>
<td>1060L</td>
<td>617</td>
</tr>
<tr>
<td>Why Conserve Water</td>
<td>497</td>
<td>1300L</td>
<td>1239</td>
</tr>
<tr>
<td>The Allure of Disaster</td>
<td>528</td>
<td>930L</td>
<td>906</td>
</tr>
<tr>
<td>A Step Beyond Human</td>
<td>557</td>
<td>1170L</td>
<td>1084</td>
</tr>
</tbody>
</table>
## Readings in order of difficulty

<table>
<thead>
<tr>
<th>Reading</th>
<th>Page</th>
<th>Lexile measure</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Allure of Disaster</td>
<td>528</td>
<td>930L</td>
<td>906</td>
</tr>
<tr>
<td>Saying &quot;Adios&quot; to Spanglish</td>
<td>256</td>
<td>950L</td>
<td>1084</td>
</tr>
<tr>
<td>Ransom Notes: Serial Kidnapping in Mexico</td>
<td>399</td>
<td>1010L</td>
<td>2664</td>
</tr>
<tr>
<td>Finding a Mate: Not the Same as it Used to Be</td>
<td>475</td>
<td>1060L</td>
<td>617</td>
</tr>
<tr>
<td>The Power of Words</td>
<td>108</td>
<td>1080L</td>
<td>916</td>
</tr>
<tr>
<td>Scenes from a Service-Dog Graduation</td>
<td>229</td>
<td>1120L</td>
<td>1280</td>
</tr>
<tr>
<td>The Benefits of Listening to Music</td>
<td>443</td>
<td>1140L</td>
<td>738</td>
</tr>
<tr>
<td>Talking to Koko the Gorilla</td>
<td>145</td>
<td>1170L</td>
<td>1816</td>
</tr>
<tr>
<td>A Step Beyond Human</td>
<td>557</td>
<td>1170L</td>
<td>1084</td>
</tr>
<tr>
<td>Liking and Loving: Interpersonal Attraction</td>
<td>49</td>
<td>1200L</td>
<td>1398</td>
</tr>
<tr>
<td>What Makes A Scary Movie Scary</td>
<td>80</td>
<td>1250L</td>
<td>1014</td>
</tr>
<tr>
<td>What is a Sustainable Food System?</td>
<td>321</td>
<td>1270L</td>
<td>1014</td>
</tr>
<tr>
<td>Wireless Interference: The Health Risks</td>
<td>367</td>
<td>1270L</td>
<td>1212</td>
</tr>
<tr>
<td>The Role of Sports in Our Lives</td>
<td>202</td>
<td>1290L</td>
<td>820</td>
</tr>
<tr>
<td>Why Conserve Water</td>
<td>497</td>
<td>1300L</td>
<td>1239</td>
</tr>
<tr>
<td>Norteno en Manhattan</td>
<td>178</td>
<td>1340L</td>
<td>576</td>
</tr>
<tr>
<td>Computer Technology, Large Organizations, and the Assault on Privacy</td>
<td>288</td>
<td>1350L</td>
<td>949</td>
</tr>
</tbody>
</table>
PRINT SUPPLEMENTS

The Oxford American Desk Dictionary and Thesaurus, 2/e (0-425-18068-9)
From the Oxford University Press and Berkley Publishing Group comes this one-of-a-kind reference book that combines both of the essential language tools—dictionary and thesaurus—in a single, integrated A-to-Z volume. The 1,024 page book offers more than 150,000 entries, definitions, and synonyms so you can find the right word every time, as well as appendices of valuable quick-reference information including: signs and symbols, weights and measures, presidents of the U.S., U.S. states and capitals, and more.

The Oxford Essential Thesaurus, 1/e (0-536-35520-7)
From Oxford University Press, renowned for quality educational and reference works, comes this concise, easy-to-use thesaurus - the essential tool for finding just the right word for every occasion. The 528 page book includes 175,000 synonyms in a simple A-to-Z format, more than 10,000 entries, extensive word choices, example sentences and phrases, and guidance on usage, punctuation, and more in exclusive "Writers Toolkit."

Q: Could your students use a quick-reference review sheet containing the vocabulary skills?
Vocabulary Skills Study Cards (0-321-31802-1)
Colorful, affordable, and packed with useful information, Longman's Vocabulary Study Card is a concise, 8 page reference guide to developing key vocabulary skills, such as learning to recognize context clues, reading a dictionary entry, and recognizing key root words, suffixes, and prefixes. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

Q: Could your students use a quick-reference review sheet containing the basic reading skills?
Reading Skills Study Card (0-321-33833-2)
Colorful, affordable, and packed with useful information, Longman’s Reading Skills Study Card is a concise, 8 page reference guide to help students develop basic reading skills, such as concept skills, structural skills, language skills, and reasoning skills. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

Q: Do you require your students to have a planner?
Pearson Student Planner (0-205-66301-X)
This useful supplement provides students with a space to plan and think about their work with a working area (including calendars, studying tips, and other valuable materials), and a daily planner for students including daily, weekly, and monthly calendars.

Q: Do you require your students to have a journal?
The Longman Reader’s Journal, by Kathleen McWhorter (Student / 0-321-08843-3)
The first journal for readers, The Longman Reader’s Journal offers a place for students to record their reactions to and questions about any reading.

Q: Would a student-friendly guide on study skills be beneficial to your course?
10 Practices of Highly Effective Students (Student / 0-205-30769-8)
This study skills supplement includes topics such as time management, test taking, reading critically, stress, and motivation.
TEXTBOOK CHAPTERS

The Pearson Textbook Reader, Third Edition (0205751180)
Offers six complete chapters from our textbooks: business, allied health, mathematics, history, humanities and psychology. Each chapter includes additional comprehension quizzes, critical thinking questions, and group activities.

Longman Literature for College Readers Series
This collection was designed to maximize students' reading and writing abilities through a rich literature collection by a diverse array of authors. Each text guides developmental readers step-by-step through mastering works of fiction and nonfiction by surrounding the selections with rich pedagogy, including exercises, questions, and writing prompts.

Longman Literature for College Readers Series
This collection was designed to maximize students' reading and writing abilities through a rich literature collection by a diverse array of authors. Each text guides developmental readers step-by-step through mastering works of fiction and nonfiction by surrounding the selections with rich pedagogy, including exercises, questions, and writing prompts.

Literature Anthologies (edited by Yvonne Sisko)
American 24-Karat Gold 3/e (0-205-61765-4)
Looking at Literature (0-321-27670-1)
Sterling Stories, 2/e (0-321-36523-2)
World of Stories, 2/e (0-205-61766-2)

Longman Annotated Editions
Appelbaum / Sisko (editors) Dracula (Longman Annotated Novel) (0-205-53308-6)
Coleman / Sisko (editors) The Scarlet Letter (Longman Annotated Novel) (0-205-53252-7)
Davis / Sisko (editors) The Red Badge of Courage (Longman Annotated Novel) (0-205-53253-5)
Doss / Sisko (editors) Frankenstein (Longman Annotated Novel) (0-205-53309-4)
Sisko (editor), The Secret Adversary (Longman Annotated Novel) (0-205-53256-X)

Penguin Discount Novel Series
In cooperation with Penguin Putnam, Inc., Pearson is proud to offer a variety of Penguin paperbacks at a significant discount when packaged with any Pearson title. Excellent additions to any developmental reading course, Penguin titles give students the opportunity to explore contemporary and classical fiction and drama. The available titles include works by authors as diverse as Toni Morrison, Julia Alvarez, Mary Shelley, and Shakespeare. To review the complete list of titles available, visit the Pearson-Penguin Putnam website:

Students Helping Students® Series
These helpful guides, written and edited by college students and recent grads, allow current students to learn from their peers’ experience. The candid, practical advice gives a straightforward story on how to deal with challenges and get through college. (Show list at www.etipsforagrades.com.)
Titles include:
Navigating Your Freshman Year
Have No Career Fear
Fishing for a Major
Getting Through College without Going Broke
Choose the Right College and Get Accepted
Tackling the College Paper
Multimedia Offerings
Interested in incorporating online materials into your course? Longman is happy to help. Our regional technology specialists provide training on all of our multimedia offerings.

Pearson MyReadingLab (http://www.myreadinglab.com)
MyReadingLab (www.myreadinglab.com)
Powered by two reading practice engines, the new version of MyReadingLab provides diagnostics, practice, tests, and reporting on reading skills from the best selling Reading Road Trip and on student reading levels with the Lexile Framework for Reading developed by MetaMetrics™, an educational measurement expert.

Reading Skills, based on the best-selling reading skill tutorial Reading Road Trip, has been thoroughly revised and redesigned with added and revised exercises, a new mastery-based format, open-ended questions, and the instructor’s ability to reorganize the arrangement of topics.

A newly added Lexile system (modified Cloze-tests and scoring algorithms) developed by MetaMetrics permits instructors to assess students’ reading levels, and offers quantifiable data to measure reading level advancement.

Personalized student study plans within MyReadingLab are made for students based on results of the diagnostic pre-test and organization of topics established by the instructor.

Comprehensive assessment is available for students and instructors. Students can monitor their progress via their personal gradebook; instructors monitor progress at the individual level or class level.

In addition to the unparalleled practice MyReadingLab offers, students also receive complimentary access to three acclaimed Pearson websites: Vocabulary Website, Study Skills Website, and Research Navigator.

MySkillsLab 2.0 (www.myskillslab.com)
This exciting website houses all the media tools any developmental English student will need to improve their reading, writing, and study skills, and all in one easy to use place.

The Longman Vocabulary Web Site (http://www.ablongman.com/vocabulary)
This unique website features hundreds of exercises in ten topic areas to strengthen vocabulary skills. Students will also benefit from “100 Words That All High School Graduates Should Know,” a useful resource that provides definitions for each of the words on this list, vocabulary flashcards and audio clips to help facilitate pronunciation skills. Open access.

Longman Study Skills Website (http://www.ablongman.com/studyskills) This site offers hundreds of review strategies for college success, time and stress management skills, study strategies, and more. Students can take a variety of assessment tests to learn about their organizational skills and learning styles, with follow-up quizzes to reinforce the strategies they have learned. Open access.

STATE SPECIFIC SUPPLEMENTS

For Florida Adopters:
Thinking Through the Test: A Study Guide for the Florida College Basic Skills Exit Test
D.J. Henry / Mimi Markus
This workbook helps students strengthen their reading and/or writing skills in preparation for the Florida College Basic Skills Exit Test. It features both diagnostic tests to help assess areas that may need improvement and exit tests to help test skill mastery. Detailed explanatory answers have been provided for almost all of the questions. Package item only—not available for sale.
An excellent study tool for students preparing to take Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam. Package item only—not available for sale.
Available Versions:

<table>
<thead>
<tr>
<th>Available Version</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (with Answer Key), 3/e</td>
<td>(0-321-38737-6)</td>
</tr>
<tr>
<td>Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (without Answer Key), 3/E</td>
<td>(0-321-38738-4)</td>
</tr>
<tr>
<td>Thinking Summary for the Florida State Exit Exam by D. J. Henry</td>
<td>(0-321-08478-0)</td>
</tr>
</tbody>
</table>

**The Florida Exit Test Study Guide for Reading (0-13-184899-2)**

Designed specifically for students preparing for the Florida Exit Test, this study guide provides instruction and practice on the individual skills covered and also provides one complete sample test.

**Reading Skills Summary for the Florida State Exit Exam, by D. J. Henry (0-321-08478-0)**

An excellent study tool for students preparing to take Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam.

**For Texas Adopters**

**The Longman THEA Study Guide by Jeanette Harris (0-321-27240-0)**

Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of THEA Test. Package item only—not available for sale.

**The Prentice Hall THEA Study Guide for Reading (0-13-183643-9)**

Designed specifically for students preparing for Texas Higher Education Assessment, this study guide provides instruction and practice on the individual skills and also provides one complete sample test.

**For New York/CUNY Adopters**

**Preparing for the CUNY-ACT Reading and Writing Exams edited by Eileen Ferretti and Ronna Levy (0-205-69936-0)**

This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT Reading and Writing Exams. It includes reading passages, sample writing prompts, typical exam questions, and test-taking information and strategies to help students.

**Developmental Reading Instructor Resources**

**Printed Test Bank for Developmental Reading (0-321-08596-5)**

Offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, critical thinking, analytical reasoning, inference, point of view, visual aids, and textbook reading. (Electronic also available; see CDs)

**MyTest for Pearson Developmental Reading Test Bank (0-205-78209-4)**

Offers over 2,000 questions in all areas of reading including vocabulary, main idea, supporting details, critical thinking, point of view, analytical reasoning, inferences, as well as reading passage exercises. Through this instructor friendly program instructors are able to edit these questions and tests to suit their classroom needs and are also allowed more flexibility to manage assessments at any time.

**The Prentice Hall Reading Skills Test Bank (0-13-041249-X)**

This test bank contains 1,100 exercises, covering word analysis, context clues, stated main idea, implied main idea, tone and bias, details, major vs. minor details, style, study reading, reading rate, and visual aids. Questions are multiple-choice, matching, or true/false. Available in print only.

---

Copyright © 2014 Pearson Education, Inc.
These two, 40-item objective tests evaluate students’ readiness for the Florida CLAST exams. Strategies for teaching CLAST preparedness are included.
Developmental Writing Student Supplements

Q: Would your students benefit from additional exercises that offer both practice and application of basic writing skills, with direct links to additional online practice at MyWritingLab.com?
This three-volume workbook is an ideal supplement for any developmental writing sequence. References direct students to Pearson’s MyWritingLab, the marketing-leading online practice system, for even more practice.
  • Volume A: Sentences (0-205-63409-5)
At this level, exercises and applications of grammar, punctuation and mechanics stress rules rather than simply skill and drill. There are many composing exercises that apply sentence skills explained in the students’ primary textbook.
  • Volume B: Paragraphs (0-205-69341-5) & Volume C: Essays (0-205-69340-7)
The exercises encourage students to apply key concepts covered in most writing classes—i.e. topic sentences, thesis statements, coherence, unity, levels of development. Analysis exercises give further illustration of concepts explained in class and in the primary textbook; Building exercises give students the “raw materials” to develop paragraphs and/or essays along the various modes. Revision prompts encourage students to look at specific key elements of their own writing and assess whether they have met the needs of their reading audience.

Q: Would your students benefit from having real student essays and quality student models?
The Pearson Student Essays Booklet (0-205-60544-3)
This brief booklet of student models includes two essays from each of the nine modes. It also includes an essay that showcases the writing process from beginning to end, crystallizing the importance of revision for all writers.

Q: Are your students visual learners? Would they benefit from exercises and writing prompts surrounding various images from everyday life, art, career, education?
The Pearson Visual Writing Guide for Developing Writers by Ileen L. Linden (0-205-61984-3)
The Pearson Visual Writing Guide for Developing Writers is a thematic supplement designed to stimulate reading comprehension through an authentic perspective of visual imagery. Each assignment challenges the learner to think beyond the text to the image, expanding their worldview as they navigate through complex or unfamiliar issues. This approach teaches deconstruction, a problem-based strategy that reveals important social and cultural interrelationships across the curriculum. Instructors will find this a practical guide for assignments directed toward journaling, reflection, argumentative essay writing and more.

Q: Do you require your students to have a portfolio? Would a daily/monthly/yearly planner help them to get organized?
The Pearson Student Planner (0-205-66301-X)
This unique supplement provides students with a space to plan, think about, and present their work. In addition to the yearly planner, this portfolio includes an assessing/organizing area, daily planner for students including daily, weekly, and monthly calendars, and a useful links page.

Q: Do you require your students to keep a writing journal, and would students benefit from prompts and exercises within the journal to help guide their writing? Would a planner included directly in this journal help keep them organized through the semester?
The Pearson Writer’s Journal and Student Planner by Mimi Markus (0-205-64665-4)
This supplement gives students a place to explore their own writing in the writer’s journal section while also giving them space to stay organized in the student planner section. The journal portion of the supplement guides students’ writing through prewriting strategies, suggested themes for their journal writing, and sample student entries. In the planner section, students can use the monthly, weekly, and daily calendars to effectively manage their time and their course assignments.
Q: Would your students benefit from seeing how writing is relevant to a range of careers?
Applying English to Your Career by Deborah Davis (0-131-92115-0)
This supplement includes a brief page of instruction on 25 key writing skills, followed by practice exercises in these skills that focus on seven specific career fields.

Q: Would you like help in providing your students with more grammar and mechanics exercises?
Eighty Practices by Maxine Hairston Emerita (0-673-53422-7)
A collection of ten-item exercises that provide additional practice for specific grammatical usage problems, such as comma splices, capitalization, and pronouns.

The Pearson Grammar Workbook, 2/e by Jeanette Adkins (0-131-94771-0)
This workbook is a comprehensive source of instruction for students who need additional grammar, punctuation, and mechanics assistance. Covering such topics as subject-verb agreement, conjunctions, modifiers, capital letters, and vocabulary, each chapter provides helpful explanations, examples, and exercises.

The Pearson ESL Workbook, 2/e by Susan Miller and Karen Standridge (0-131-94759-1)
This workbook is divided into seven major units, each of which provides thorough explanations and exercises in the most challenging grammar topics for non-native speakers of English. Topics include nouns, articles, verbs, modifiers, pronouns, prepositions, and sentence structure.

Q: Do you have your students evaluate their peers’ work? Would you like them to have an evaluation guide to help them review for their work and the work of their classmates?
What Every Student Should Know About Practicing Peer Review (0-321-44848-0)
Michelle Trim

Q: Do you have your students work in groups? Would you like them to have a guide to maximize the group work?
Learning Together: An Introduction to Collaborative Learning by Tori Haring-Smith (0-673-46848-8)
This brief guide to the fundamentals of collaborative learning teaches students how to work effectively in groups.

Q: Would you like help in providing your students with more editing exercises?
• Print: Pearson Editing Exercises (Student / 0-205-66618-3, Instructor Answer Key / 0-205-66617-5)
The Editing Exercises booklet contains fifty one-page editing paragraphs that provide students with opportunities to learn how to recognize and correct the most common types of sentence, grammar, and mechanical errors in context. Embedding the errors within the context of informative paragraphs rather than using discrete sentence exercises simulates a more natural writing situation, allowing students to draw upon their intuitive knowledge of structure and syntax, as well as specific information from class instruction. The booklet makes an ideal supplement to any grammar, sentence, or writing text. Various editing topics can be assigned to coordinate with class lessons, or they may be assigned individually based on problems observed in students’ writing. Students may also complete selected exercises as an enrichment activity, either on their own or in collaboration with other students. Additionally, the variety of topics in the paragraphs themselves can also be used as springboards for discussion or journaling, or as models for writing assignments if desired.
• Online: MyWritingLab APPLY exercises
Get students reviewing and responding to students’ paragraphs. Go to www.mywritinglab.com for more information.

Q: Would you like help in providing your students with more writing assignment topics?
100 Things to Write About Ron Koertge (0-673-98239-4)
This brief book contains over 100 individual writing assignments, on a variety of topics and in a wide range of formats, from expressive to analytical writing.

Q: Do you assign a research paper? Would students benefit from brief guides explaining specific aspects of research?
What Every Student Should Know About Researching Online (0-321-44531-7)
David Munger / Shireen Campbell
Q: Do you require a dictionary or stress the need of owning a dictionary?
The New American Webster Handy College Dictionary, 3/e (0-451-18166-2)
A paperback reference text with more than 100,000 entries.

Q: Do you require and/or suggest a thesaurus?
The Oxford Essential Thesaurus (0-425-16421-7)
From Oxford University Press, renowned for quality educational and reference works, comes this concise, easy-to-use thesaurus - the essential tool for finding just the right word for every occasion. The 528 page book includes 175,000 synonyms in a simple A-to-Z format, more than 10,000 entries, extensive word choices, example sentences and phrases, and guidance on usage, punctuation, and more in exclusive "Writers Toolkit."

Q: Do you require a dictionary and/or thesaurus?
The Oxford American Desk Dictionary and Thesaurus, 2/e (0-425-18068-9)
From the Oxford University Press and Berkley Publishing Group comes this one-of-a-kind reference book that combines both of the essential language tools—dictionary and thesaurus—in a single, integrated A-to-Z volume. The 1,024 page book offers more than 150,000 entries, definitions, and synonyms so you can find the right word every time, as well as appendices of valuable quick-reference information including: signs and symbols, weights and measures, presidents of the U.S., U.S. states and capitals, and more.

Penguin Discount Novel Program
In cooperation with Penguin Putnam, Inc., Pearson is proud to offer a variety of Penguin paperbacks at a significant discount when packaged with any Pearson title. Excellent additions to any English course, Penguin titles give students the opportunity to explore contemporary and classical fiction and drama. The available titles include works by authors as diverse as Toni Morrison, Julia Alvarez, Mary Shelley, and Shakespeare. To review the complete list of titles available, visit the Pearson-Penguin-Putnam website: http://www.pearsonhighered.com/penguin.

What Every Student Should Know About (WESSKA) Series
The What Every Student Should Know About... series is a collection of guide books designed to help students with specific topics that are important in a number of different college courses. Instructors can package any one of these booklets with their Pearson textbook for no additional charge, or the booklets can be purchased separately.

What Every Student Should Know About Preparing Effective Oral Presentations (0-205-50545-7)
Martin R. Cox

What Every Student Should Know About Researching Online (0-321-44531-7)
David Munger / Shireen Campbell

What Every Student Should Know About Citing Sources with APA Documentation (0-205-49923-6)
Chalon E. Anderson / Amy T. Carrell / Jimmy L. Widdifield, Jr.

What Every Student Should Know About Citing Sources with MLA Documentation (0-321-44737-9)
Michael Greer
MyWritingLab is a complete online learning system with better practice exercises to make students better writers. The exercises in MyWritingLab are progressive, which means within each skill module students move from literal comprehension to critical application to demonstrating their skills in their own writing. The 9,000+ exercises in the system do rehearse grammar, but they also extend into the writing process, paragraph development, essay development, and research. A thorough diagnostic test outlines where students have not yet mastered the skill, and an easy-to-use tracking system enables students and instructors to monitor all work in MyWritingLab.

STATE SPECIFIC SUPPLEMENTS

For Florida Adopters:
Thinking Through the Test: A Study Guide for the Florida College Basic Skills Exit Test, by D.J. Henry and Mimi Markus

FOR FLORIDA ADOPTIONS ONLY. This workbook helps students strengthen their reading skills in preparation for the Florida College Basic Skills Exit Test. It features both diagnostic tests to help assess areas that may need improvement and exit tests to help test skill mastery. Detailed explanatory answers have been provided for almost all of the questions. Package item only—not available for sale.

Available Versions:

<table>
<thead>
<tr>
<th>Available Versions:</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Reading and Writing, without Answers 3/e</td>
<td>0-321-38740-6</td>
</tr>
<tr>
<td>Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Reading and Writing, with Answers, 3/e</td>
<td>0-321-38739-2</td>
</tr>
<tr>
<td>Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Writing, with Answers, 3/e</td>
<td>0-321-38741-4</td>
</tr>
<tr>
<td>Thinking Through the Test A Study Guide for the Florida College Basic Skills Exit Tests: Writing, without Answers, 3/e</td>
<td>0-321-38934-4</td>
</tr>
</tbody>
</table>

Preparing for the CLAST, 7/e (Instructor/Print 0-321-01950-4)
These two, 40-item objective tests evaluate students’ readiness for the Florida CLAST exams. Strategies for teaching CLAST preparedness are included.
For Texas Adopters
The Pearson THEA Study Guide, by Jeannette Harris (Student/ 0-321-27240-4)
Created specifically for students in Texas, this study guide includes straightforward explanations and numerous
practice exercises to help students prepare for the reading and writing sections of THEA Test.
Package item only—not available for sale.

For New York/CUNY Adopters
Preparing for the CUNY-ACT Reading and Writing Test, edited by Patricia Licklider (Student/ 0-321-19608-2)
This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students
prepare for the CUNY-ACT exit test. It includes test-taking tips, reading passages, typical exam questions, and
sample writing prompts to help students become familiar with each portion of the test.
Developmental Writing Instructor Resources

Pearson is pleased to offer a variety of support materials to help make teaching developmental English easier on teachers and to help students excel in their coursework. Many of our student supplements are available free or at a greatly reduced price when packaged with a Pearson writing textbook. Contact your local Pearson sales representative for more information on pricing and how to create a package.

On the Front Lines by Donna Bontatibus (0-205-81680-0)
On the Front Lines is a practical, streamlined guide designed for the instructors—new, adjunct, temporary, and even seasoned—of developmental writing at the community college. Within eight concise chapters, instructors receive realistic, easy-to-apply advice that centers on the preparation and teaching of developmental writing in a nation with over 1,000 community colleges. Instructors will be walked through the process of preparing a syllabus; structuring the classroom experience; appealing to different learning styles; teaching with technology; constructing and evaluating assignments; and conferencing with students. This accessible guide also encourages instructors to look outside the classroom—to familiarize themselves with campus resources and policies that support the classroom experience—and to look ahead for their own professional development opportunities. Given the debates on developmental education and the importance of first-year experience initiatives to assist with student transition and retention, there is a monumental amount of weight placed on the shoulders of instructors of developmental writing. On the Front Lines respects the instructor’s role in the developmental writing classroom and offers practical, straightforward guidance to see the instructor through the preparation of classes to the submission of final grades.

The Pearson Developmental Writing PowerPoints (0-205-75219-5)
To complement face-to-face and online courses, The Pearson Developmental Writing PowerPoint resource provides overviews on all the elements of writing an effective essay. This pedagogically sound PowerPoint guide will provide instructors and students with informative slides on writing patterns – classification, cause/effect, argument, etc. – and common grammatical errors, with questions and answers included.

The Pearson Test Bank for Developmental Writing (Print Version) by Janice Okoomian with contributions by Mimi Markus—available via the Instructor Resource Center ONLY (0-321-08486-1)
This test bank covers paragraphs and essays, including such topics as the writing process and documentation. Instructors simply log on to the Instructor Resource Center (IRC) to download and print the tests of their choice.

MyTest for The Pearson Test Bank for Developmental Writing (online only) (0-205-79834-9)
This test bank features more than 5,000 questions in all areas of writing, from grammar to paragraphing through essay writing, research, and documentation. Through this instructor friendly program instructors are able to edit these questions and tests to suit their classroom needs and are also allowed more flexibility to manage assessments at any time.

Diagnostic and Editing Tests with Exercises, 9/e (0-321-41524-8)
This collection of diagnostic tests helps instructors assess students’ competence in standard written English to determine placement or to gauge progress.

The Pearson Guide to Community Service-Learning in the English Classroom and Beyond by Elizabeth Kessler Rodriguez (0-321-12749-8)
Written by Elizabeth Rodriguez Kessler of the University of Houston, this monograph provides a definition and history of service-learning, as well as an overview of how service-learning can be integrated effectively into the college classroom.
Instructor Resource Center

GETTING REGISTERED

To register for the Instructor Resource Center (IRC), go to www.pearsonhighered.com and click “Educators.”

1. Click “Catalog & Instructor Resources.”

2. Request access to download digital supplements by clicking the “New users, request Access” link.

Follow the provided instructions. Once you have been verified as a valid Pearson instructor, an instructor code will be emailed to you. Please use this code to set up your Pearson login name and password. After you have set up your username and password, proceed to the directions below.

DOWNLOADING RESOURCES

1. Go to http://www.pearsonhighered.com/educator, sign in using your Pearson login name and password. On the top menus, search for your book or product by either entering the author name, title, or ISBN. You can also search by discipline.

2. Select your text from the provided results.

   In Concert: Reading and Writing
   McWhorter
   © 2014 | Pearson | Paper; 704 pp | In Stock
   0321871855 / 9780321871855

   Part of series: MySkillsLab Series

3. After being directed to the catalog page for your text, click the “Instructor Resources” link located under the “Resources” tab.

4. Click on the “Show Downloadable Files” link next to the resource you want to download.

   ![Show Downloadable Files](Image)
   [More Info](Image)

A pop-up box will appear showing which files you have selected to download. Once you select the files, a window will appear asking you to accept the provisions of the copyright. Read the terms and conditions and then click the “I accept, proceed with download” button to begin the download process.
5. Once you have clicked on the button “I accept, proceed with download,” the download will automatically begin.

6. “Save” the supplement file to a folder you can easily find again.

   Once you are signed into the IRC, you may continue to download additional resources from our online catalog.

   Please “Sign Out” when you are finished.
Pearson has long been a partner to the English disciplinary community, shaping the way English has been taught and used for well over 200 years, pretty much ever since we published Samuel Johnson’s *Dictionary* in 1755 and Roget’s *Thesaurus* in 1851. Our most recent efforts to support the profession are focused on providing top-quality instructional support materials and ongoing support for faculty professional development.

English Instructor Exchange, an open-access community site, was created to provide a space for college English instructors at all stages of their careers to share ideas and resources. Through English Instructor Exchange you can: read articles on our multi-authored blog; discuss trends and topics in higher education with your colleagues around the country; or download podcasts, e-lectures and videos from our Resource Library. You’re always welcome, so stop by anytime!

www.englishinstructorexchange.com
“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
—Albert Einstein

This text was written in response to the need for integrating reading and writing as essential skills needed for success in college courses and providing sufficient opportunity for practice and application of both. The text’s unique features are described in the following sections.

**Pedagogical Rational for Integrating Reading and Writing**

This is an exciting time for developmental English classrooms. Many colleges are revolutionizing their developmental English programs, planning a new approach by blending both reading and writing within the same courses. Reading and writing skills have usually been taught separately for years, and yet studies have shown that, when taught together, results are far-reaching. Students are having more success in future college classes and graduation rates are higher. States are paying attention to the results of these studies and many are leading the way in mandating this change. The primary reasons follow: **Reading teaches writing.** Research has indicated that reading good writing is the best way to improve writing. When students read, they see how thoughts are developed into coherent sentences, paragraphs, and whole pieces of writing. **Writing improves reading.** Using writing to enhance our students’ reading experiences is one of the most common write-to-learn exercises. We know that students often read texts passively. Write-to-learn exercises, however, insure that students work closely and carefully with texts, becoming active learners in the process.

This text demonstrates for both writing and reading instructors the ease and logic of teaching reading and writing together. This text will guide instructors step-by-step, with explicit instructions and activities for blending the two processes, all the while helping instructors create an energized and engaging classroom for students.

**Emphases**

Throughout the process of teaching reading and writing, *In Harmony* emphasizes the reading-writing connection, critical thinking, and visual literacy. This book gives an overview of the reading and writing processes and presents skills and strategies for reading and writing both paragraphs and essays. Most chapters provide instruction that complements both reading and writing. Students learn how readers approach a skill, then move to how writers use the same skill. At the end of most chapters, models of student and professional writing are included, which give students practice in applying the strategies they have learned—examining the features and characteristics, demonstrating their comprehension of the content through completing related
exercises, and then writing in response to what they have read. The text also emphasizes critical thinking in both reading and writing. Students learn skills and strategies for thinking critically while reading, and they learn to write critical responses to what they read. Finally, In Harmony emphasizes visual literacy in both print and electronic sources. This text features comprehensive instructional material on thinking critically about visuals. Students read and write about visuals and analyze how they contribute meaning to text. Visuals with related writing prompts also accompany each professional reading.

SECTION B: OVERVIEW OF THE TEXT

The acts of reading and writing are complementary. The reading and writing process actually involve the exact same stages. In Harmony demonstrates the combination of reading and writing in such a way that reading strategies and the reading process are given special attention and viewed as an integral part of the writing process. Just as students create meaning from a text as they read, they also create meaning as they write. Just as students use reading as a way to learn about their world, they also use writing as a way to learn. Just as rereading is natural part of the reading process, so are rewriting and revising a necessary part of the writing process.

This book is a comprehensive blend of reading and writing instruction that interweaves in such a way that both you and your students can easily see how the processes of reading and writing naturally complement one another. Whether you are a reading instructor or a writing instructor, you will find this book to be an invaluable text for teaching the natural ebb and flow of both skills. Your students will not only become better readers and writers, but this text will also teach them to become better thinkers as well. They will learn to think, read, write, and process information in an organized way that will help them be successful in all of their college courses. Each chapter in this text contains learning goals, “Need to Know” boxes, and a self-test summary that provides an overview of the main points of the chapter. In addition, each chapter offers rich visual content including a “Think About It!” exercise designed to connect the topic of the chapter to your students’ own experiences, as well as idea maps that will help your students visualize organization—critical elements for both reading and writing. Your students will find many actual student essays and professional essays that will strengthen their vocabulary and comprehension as well as teach them a process for organizing and remembering what they have read. Finally, every chapter contains tips for writers, student writing samples, and excerpts for practicing revision. As a result of using this text, your students, perhaps for the first time, will become active learners, and your classroom will become a rich and energizing environment as a direct consequence.

Specifically, the text begins with an introduction describing the keys to college success. This section is crucial as a beginning because your students will learn behaviors and techniques that they can apply to all of their college courses. This information is particularly useful as many of your students may be first-generation college students who can profit from this guidance. The text is then divided into five main parts and two supplemental sections. Part One of the text provides an introduction to both the reading and writing process, strategies for developing vocabulary and approaching unfamiliar words. Part Two drills down to the basics of reading and
writing sentences. Students learn how to recognize and correct run-on sentences, comma splices, and fragments. They also learn how to combine ideas together in a more sophisticated way, using correct verb tense and avoiding confusion. **Part Three** focuses on reading, writing, and organizing paragraphs. Students learn how to recognize and choose topics and topic sentences, main ideas and implied main ideas, supporting details, and transitions. In addition, they also learn to recognize and to work with patterns of organization. **Part Four** walks students through the process of reading and writing about textbook information. Higher-level thinking skills are introduced here. Because college success hinges upon students’ abilities to read college textbooks and write about what they read through summarizing, paraphrasing, and essay exam writing, students need to learn how to read college textbooks effectively and develop these necessary writing strategies. Finally **Part Five** presents specific strategies for planning, organizing, drafting, and revising essays. As an additional supplement, this text also offers two more parts. **Part Six** is a basic grammar handbook for students who need review of basic principles and rules of grammar, and **Part Seven** provides a special ESL guide for nonnative speakers of English.

**SECTION C: WHAT YOU NEED TO KNOW ABOUT TEACHING READING**

Reading instructors understand that their students can already read, and that they come to college with basic vocabulary and comprehension skills that have sufficed to this point. They also know, however, that their students lack the sophistication of skills and abilities they need in order to handle the difficulty of college level work. You will change this. Through your guidance, your students will develop these skills, increasing their background knowledge and vocabulary. In doing so, they will acquire a depth of ideas that will not only improve their reading comprehension, but will also surface in their writing as well. By teaching your students how to read and react to ideas in text, their writing will become far richer and more sophisticated as a result. Integrating reading and writing in the classroom is a “win-win” situation for everyone. Your students’ learning will improve, their confidence will grow, and you both will be delighted with the results. As a reading instructor, you will want to keep the following best practices in mind:

**Student Success:** Students don’t automatically know the tricks and tips to being a successful student. You will want to cover the section from the introduction of *In Harmony* that spotlights the skills students need to be successful students, and you will want to refer back to these tips throughout the course. Also, give students the opportunity to learn from each other. Let them explain to the class the tricks they have learned along the way.

**Active Reading:** Active reading is critical to the ability to focus and concentrate. Reading is an active process, not just running eyes over words. Students who admit to reading in this manner also admit to not remembering a thing after closing their books. Teach your students to read with a pencil in hand and annotate, write questions, mark unfamiliar terms, circle transitions, and monitor their comprehension. They need to save the highlighter for after reading and then only use it sparingly. You will also teach them to organize the information they read in some way so
they can learn it. Once your students become active readers, they will be surprised at the difference this makes in their comprehension.

**The Reading Process:** Reading, at this point, is a thinking process. Just as with writing, readers need to follow a process while reading a text. There are many variations and names for these steps, but they generally follow the same pattern as the writing process. Your job is to teach students these steps and then guide them through the process until it becomes automatic. *In Harmony* recognizes the apprehension that writing teachers might have about teaching reading. Consequently, the text carefully guides the students through the reading process in such a way that the parallels to the writing process are quite obvious. Each chapter provides essays and activities to guide students through this process, which follows:

The first step is **previewing** the article in order to develop a general sense of the topic while connecting or relating personal background knowledge to the subject. Sometimes you must help to build this background knowledge. (This step is similar to developing ideas in the prewriting stage by brainstorming or freewriting.)

Next, your students need to form questions and make predictions while actually **reading** the text. As they concentrate on the ideas, they need to make notes about the main ideas, the support provided for them, the transitions used, the author’s pattern of organization the author employs, the targeted audience, the author’s viewpoint, the vocabulary, and so forth. (These steps are all quite similar to what your students must do in their writing.) Just as in writing, your students must next **organize** the information by responding to the text in some fashion—by creating an outline or mapping the ideas in order to better understand the information and to learn it.

And, finally, just as writers go back and proofread and edit their work to see if it is clear and makes sense, so must readers go back and reread and **review** difficult sections, readjusting their thinking if necessary, making notes, or writing summaries.

**Vocabulary:** Knowledge and control of vocabulary is essential for students to comprehend the sophisticated level of reading and writing that is typical of the academic disciplines. Encourage your students to build their vocabulary in a systematic way. Require them to prepare vocabulary cards, noting word parts as well as definitions. Send them to www.studyblue.com, a free online site that will enable them to build and share study cards they can use on their computers or phones. Discuss context clues, denotation and connotations of words, and how to use a thesaurus. Require them to listen to *National Public Radio*, where they will hear the command of vocabulary. Acquiring vocabulary gives your students a sense of power, and they will recognize this. Direct your students to subscribe to a free online site that teaches a new word every day. Two excellent sites are http://wordsmith.org/awad/index.html and http://www.merriam-webster.com/word-of-the-day.*In Harmony* devotes two chapters (Chapters 3 and 4) to the study of vocabulary, as well as providing a section at the end of each chapter essay that builds vocabulary.

**Critical Reading and Thinking Skills:** Just as with writing, reading instructors teach critical reading and thinking skills. This involves determining an author’s purpose and intended audience, determining tone, point of view, and looking for biases. You will teach your students
to look for intended meaning by analyzing facts and opinions, making inferences, drawing logical conclusions, identifying propaganda, and evaluating an author’s argument. You will see that by providing students practice with these skills in reading, you are laying a foundation and model for them to draw from for their writing. Just as readers makes decisions about a text, so do writers make decisions about how to do this effectively in their own text. In Harmony provides direction and practice for these skills in Chapter 16, “Reading and Thinking Critically About Text.”

Visual Literacy: Our world is increasingly more visual and rich in media. Your students are extremely visual learners and respond eagerly to learning presented in this way. Pictures, photos, and idea maps all provide excellent opportunities to engage your students and add interest to their lessons. In turn, encourage your students to use color, draw, create symbols, and develop maps to examine ideas. Point out examples from the media and discuss the information that is provided, but go a little deeper. Ask students to think about what information is not revealed in the graph, ad, or photo. Students become very engaged when presented with questions of this nature.

Organizational Patterns: Reading teachers understand that their students often lack organizational skills. Your students will benefit from your tips about how to create structure in their lives from developing time management skills to keeping a notebook. Studying patterns of organization greatly helps students as well, both in their reading and in their writing. You will first need to familiarize your students with the transitions that are commonly associated with each pattern. Don’t assume that your students know these. Once they learn how to spot them while reading, they can better analyze the text and see the relationships among ideas. They will better comprehend comparison and contrast relationships, chronological order, process, cause and effect, and so forth. Then, students can better understand how to create these same relationships in their own writing. Chapters 12 and 13 cover these basic relationships, showing students how to identify them in order to guide their reading and then how to use these relationships to explain their own ideas in writing.

Metacognition: Remember that reading is thinking. An important part of your job is to help your students become aware of their own cognitive processes. Quite often, they believe they have studied and are ready for a test, and then are surprised at poor results. Explain that an important facet of learning is “knowing what you know” and “knowing what you don’t know.” Teach them that “knowing” means they can recreate information/knowledge in some organized form. They can recall definitions and key points; they can map ideas; they can produce an outline; they can summarize information. Take time throughout the semester to walk them through this thought process.

Read! Read! Read! Practice! Practice! Practice! Your students need time to apply and transfer the skills they are learning. The mere presentation of a technique is not sufficient. You must provide your students a number of situations with which they can experiment, practice, and apply their newly learned knowledge. The in-chapter exercises and readings from In Harmony provide this opportunity for your students.
Encourage independent reading. Give in-class book reviews and challenge your students to develop the habit of daily reading. Bring in trade books and discuss your favorite authors. Give students time to talk with each other about what they are reading. A book like *The Hunger Games* will stir their interest and passions. Then motivate them to try something more challenging. You can add more structure by including writing prompts based upon their independent reading. Book clubs and literature circles will do the same.

**Final Thoughts:** Once you have begun to integrate reading and writing skills in your classroom, you will see the benefits. Your students will become better thinkers, be more knowledgeable, be more organized, and they will have more ideas to explore in writing. Strong readers make powerful learners. In fact, you will realize that you are actually changing the future of your students. This course can very well have more of a direct impact on their lives (and the lives of their children and families) than just about any other course your students will take. Take this knowledge and run with it.

**SECTION D: WHAT YOU NEED TO KNOW ABOUT TEACHING WRITING**

Writing instructors will all probably agree that writing is essential to learning and should be a part of every course. *In Harmony* demonstrates how the writing process complements the reading process and offers a very natural progression to lead the students through the steps involved. Readers read ideas and can react to them in many ways. Writers respond to ideas or create them following many of the same steps. We know that students’ learning is improved when both reading and writing are part of the learning process.

Along with instruction in both reading and writing, most chapters of *In Harmony* end with an example of a student essay and an example of a professional essay. Students are directed to write to learn as well as given many suggestions to respond to each of these writings. You can return to the section “What You Need to Know about Teaching Reading” and reread it from the viewpoint of a writing instructor. You will then clearly see the parallels. The writing instructor will want to keep the following best practices in mind:

**Choice of Topic:** Students write better when they write about what they know and what they want to communicate. That means your students should have a wide range of topic choices. *In Harmony* provides many choices in each chapter, so take advantage of this resource for topic ideas.

**Writing Teachers Should Write:** What can you produce from the topics you’ve assigned? Students will have more confidence in your ability to help them if you share your work with them, so, from time to time, do your own assignment. It will help you empathize with your students as they struggle to come up with ideas and the right words to express and develop those ideas. When your students are writing in class, try writing along with them.
**Grammar Drills Don’t Always Result in Fewer Errors:** Many students have a hard time transferring what they practice in grammar or mechanics exercises to their own writing. Changing incorrect habits takes time. Teachers, especially developmental English teachers, need to be paragons of patience.

**Editing:** The writing teacher who corrects every error made by every student is likely to spend many sleepless nights and find the job intolerable. Experienced writing teachers circle errors and/or use editing and correction marks, such as the ones provided in the text. Some corrections written in by the teacher will help confused students, but the same type of error shouldn’t be corrected repeatedly. The better solution is to provide one-on-one help with the specific error (either in class or in a conference) and then, if necessary, more practice so that the student overlearns the point and becomes his or her own editor.

This instructor’s manual contains a time-saving grading sheet for essays in Part III. The grading sheet is entitled “Instructor’s Progress Report on a Student Essay.” It is deliberately brief, so as not to overwhelm and discourage a student with a million check marks. It also provides space for the teacher’s comments. Here, you can emphasize one or two things you want worked on and suggest sources of help (or a conference to discuss additional practice papers and/or tutoring).

**Drafts and the Writing Process:** Writing teachers need to make students understand that good writing comes from revision. Writing teachers should ask students to do at least one draft before writing a final paper. A draft due date at least a week before the final paper is due is effective to help students avoid procrastination. If this draft due date is combined with a peer review session and/or conferences, the benefits are doubled.

Many writing teachers encourage and assign two or more drafts before a final paper is turned in. Others ask to see the first paragraph of a student essay, including the thesis statement. Others discuss a paper in progress with the student in conference. The teacher can then ask, “What rhetorical mode will this paper use? Where are you going from here with this thesis?” Students can also be asked to turn in an outline with each completed paper. This assignment forces them to do some planning before creating the final draft.

**Writing Notebooks:** Require students to save *all* of their writing (including prewriting and first drafts) and keep these in a notebook, one section for each essay assignment and another section for smaller writing assignments. You should check these notebooks periodically, either in class while they’re writing or during a one-on-one conference. The notebook serves three purposes:

1. It is a way for you to see that students are following the writing process you’re teaching, doing pre-writing and drafts.
2. It forces students to do more writing, and more thinking about their writing, and it will result in better papers and better grades.
3. It is a handy reference if your students are going to be assigned a self-reflection paper near the end of your course. (The self-reflection paper is discussed a little later in this introduction.)
**Journals:** Students need practice writing. If the only writing they do is in class or for their major out-of-class papers, they won’t have enough practice. Also, sometimes students need to do some writing without worrying about structure and grammar. When mechanics don’t matter, students feel free to experiment. Hopefully, journal writing will help students experience the freedom, power, creative kick, and psychological relief that can come from getting one’s thoughts on paper.

Journals can be used as a way to prepare for writing or as a response to reading. Instructors find it valuable to have a vehicle for thinking about a topic or a reading in advance of a class. Getting in-class participation can be difficult at times, but if students have already determined some responses to a reading, they are more likely to be willing to say something when called on in class. The sample essays at the end of each chapter include suggestions for journal assignments. Journals can also be used for any kind of writing the student chooses. That might include something interesting they heard on TV, an unusual event at work, an experience that made them angry, or even some activity they didn’t like in your classroom. (Tell the class that critical comments will help you improve your course.)

Journals should have one section for each week of the semester, and each entry should be dated. Students should be required to write at least three entries per week.

Teachers can assign journal writing to be done out of class, in class, or a combination of both. Journals generally work best when they are collected two to three times a semester and are graded on completeness rather than on writing quality (or not graded at all). When you read journals, it’s a good idea to refrain from correcting mechanical errors and instead just comment briefly on their thoughts. For example, you might write, “Interesting!” “Good point!” or “I don’t agree. Let’s talk about this sometime.” The journal provides a place where you and your students can have a private dialogue.

**Peer Review:** Peer review sessions give students a chance to share their work with classmates, get another reaction to it besides the teacher’s, and see how other students handled the same assignment. One of these sessions may take an entire class session, but it could be less for shorter assignments such as paragraphs. Students can be arranged in groups of three or four. Using just pairs may not work well because weak students cannot help their partners enough.

Some students may react negatively to peer review, believing that their classmates don’t know enough to help them. Point out that each student has different strengths. Also, even a student who is a weak writer may be able to detect problems or identify strengths in another student’s writing; he or she may notice if a work is confusing, leaves unanswered questions, is repetitious, is extremely interesting and well-organized, and so on.

A definition of constructive criticism is needed at the beginning of the first peer review session. Remind students that simply saying that something is “good” or “bad” is not very helpful. The student writer needs specific comments and suggestions. To soften negative comments, students can use phrases like “I think the instructor wants…” or “Perhaps it would be better if….” Also, the emphasis should not be on what’s wrong but rather on how the problem can be corrected. Remind your student reviewers that eventually a grade will be placed on the paper in front of...
them. The author won’t be happy if his or her classmates say everything is fine and then the author gets a low grade, so readers must be honest. Remind students that a paper’s strengths should be mentioned as part of the peer review. Remind your student authors that if they disagree with an opinion or suggestion expressed by a classmate, they don’t have to follow it, so they should not argue with the readers; they can just listen and decide for themselves. The author is the ultimate decision maker about what goes into the paper.

Especially the first and second times that students review their peers, it might be worthwhile for you to give reviewers a short list of questions to consider. (What did you like about this work? Could you understand the point? Was there anything you wanted to know that the author didn’t include? etc.) When students are writing essays, also ask reviewers to determine specific things—such as what the thesis statement is or which organizational pattern is used. Then they are more likely to discover problems and contribute useful comments.

One benefit of peer review is that students can be encouraged to place the emphasis upon the content rather than the correctness of the work. Often, developmental students define good writing as error-free writing and don’t focus enough on content.

Encourage reviewers to put their written comments on a separate sheet of paper, not on the student’s draft. The draft can then go cleanly to the next reader, and the comments of the first reader will neither distract nor influence the next reader. A sample Peer Review Sheet appears in tips for teaching Chapter 11 of this instructor’s manual.

**Editing Lists (Error Logs):** Often, instructors feel that their comments on graded papers are ignored, as students continue to repeat the same types of errors in later papers. One way to encourage learning from mistakes is by requiring students to go through instructor comments and make a chart of the comments. For instance, if a word was misspelled, the word (as spelled in the paper) is put in the first column. In the second column, the student writes the type of mistake (in this case, spelling error) and then in the third column, writes the correction. A same error log appears in the tips for teaching Chapter 14 of this instructor’s manual.

This technique can be limited to grammar, punctuation, and spelling or can encompass all comments, if the correction column provides enough space for discussion. For instance, if the student sees a comment about his or her introduction, the first column would record the type of introduction used, the second column would relate the instructor’s comment on it, and the third column would contain the student’s idea for a more interesting introduction, such as a quotation, a question, or a surprising fact.

An editing list can be required for all papers or just the first few. It can be turned in with the student’s next draft of an essay. If the preceding draft is also attached, the teacher can see whether or not the student revised everything that the teacher suggested changing or correcting.

**Writing Centers:** Many schools have a writing center where students can get assistance with a paper. If you are not already familiar with the one at your school, now is the time to become so. It is important to introduce the concept of the writing center early in the semester and to encourage its use.
At the same time, this is an excellent opportunity to talk about “appropriate” and “inappropriate” help. Some students get siblings or friends to “help” with a paper, but that person may make so many changes that he or she is almost writing it. The tutors in any well-run writing center have been trained to give assistance without taking over a paper. They also know that the student will not learn much by having a paper simply corrected for him or her.

Some instructors require all students to go to the writing center with a draft and obtain proof of attendance. Others send only those students who need help. Some writing centers have “prescription pads” on which instructors can suggest particular issues to review or provide short lessons or handouts for students to work on with a tutor. Most writing centers offer orientations involving a class visit and a discussion of the advantages of the services they offer. The orientation is most helpful if done during the first few weeks.

Whatever your writing center offers, it is important for you to decide early in the semester what (if anything) you will require your students to do there, and whether you will offer extra credit for going to the writing center. (This is the most common question students ask about it.) Perhaps the best approach is not to offer extra credit but to point out that those who take drafts to the center generally wind up with a better paper and a higher grade.

**Self-Reflection Writing:** Many instructors find that requiring students to write a short self-reflection paper is a helpful tool. This assignment may relate to one paper or be about the student’s thoughts concerning his or her writing in general—what was learned, what progress was made, and what still needs work. It can be in the form of a memo to the teacher or a short essay.

If the student is reflecting about one of his or her essays (probably the midterm or final paper for the course), the reflection could begin with a description of the writing process. (What technique(s) did the student use to generate ideas; how many drafts were written?) The reflection could also discuss the parts of the paper of which the student is most proud, areas of the paper which the student feels could be improved, and (possibly) the grade that the student believes the paper deserves. Some instructors also ask for the total number of hours spent writing the paper, although many students exaggerate this beyond any useful information. These questions force the student to think about exactly what he or she did to produce a major paper for the course.

Self-reflection assignments are usually given as a two-page essay, a series of questions to answer, or a memo to be addressed to the teacher. Thus, it can be an occasion for teaching the memorandum format, if the instructor wishes. It is usually assigned toward the end of the course.

**Grading Students’ Writing:** Many students are uncertain about what the teacher expects in their papers and what qualities make a good essay. There is also a feeling among many students that the grading of a student’s paper is arbitrary and subjective. It helps to clarify grading standards when students are given a chart listing the characteristics of an A paper, a B paper, and so on. You’ll find a sample “Grading Expectations Chart for Essays” in Part III of this instructor’s manual.
Some teachers also like to attach a grading cover sheet to students’ essays. The sheet lists some of the common mistakes students make with grammar, mechanics, organization, and writing style. The teacher can then check off those areas of writing that the student needs to improve on. The sheet can also list the strengths the teacher is looking for (good organization, effective use of transitions, etc.) In developmental classes, it’s best to keep these lists rather short and simple so that students don’t get a paper with a great number of check marks next to grammatical terminology they don’t understand. A grading cover sheet can also include space for the teacher’s personal comments—for mentioning the strengths of the student’s work and what one or two things you want the student to work on first. (See the sample grading cover sheet in Part III. It’s entitled “Instructor’s Progress Report on a Student Essay.”)

Using the correction and editing marks in this text will save you a lot of time. However, **you must be sure that your students know what they mean.** It’s best to introduce only about five a week, tying the marks you introduce to the grammar and mechanics you are teaching that week. As you add more, from time to time do a quick drill in class to be sure students remember the meanings and know what changes the symbols are telling them to make. As a further check on comprehension, at conferences ask students if they understand all the correction symbols on their papers.

**SECTION E: GENERAL SUGGESTIONS FOR TEACHING THE COURSE**

**Structuring the Course**

*Class Scheduling:* Because regular practice, frequent repetition, and reinforcement of skills are needed, frequent class meetings are necessary. At least two class sessions per week are needed; three or four sessions per week are desirable.

*Attendance Policy:* Regular class attendance should be emphasized. If college policy permits, an attendance requirement or maximum number of allowable absences should be established at the beginning of the course. Students can seldom develop the skills presented and discussed in class on their own. Also, many students need the direction and structure that an attendance policy provides. While discussing your attendance policy with the students, you might suggest that if they could learn the skills necessary for rigorous academic courses on their own, they would have done so already and would not need to attend class.

If college policy does not allow you to establish an attendance policy, an alternative is to structure the grading system so that regular class attendance is necessary to complete in-class assignments or take weekly quizzes or mastery tests.

*Credit/Noncredit:* Always an important issue in regard to any type of reading-study course is the awarding of degree credit for course completion. Although many colleges grant credit for such a course, some do not; several others award credit but do not accept it toward the fulfilling of degree requirements. When a particular institution does not give degree credit for the course, the reason usually given is that remedial work does not deserve college credit. Students, of course,
argue vehemently that they do as much work and learn as much in a reading-study course as in other courses they take. Often, the issue of credit can influence student motivation and performance. If your institution will not award credit, a strategy to change this policy is to offer the course as noncredit at first. Then, as the course is taught, document new skills learning that occurs and show that students are learning techniques that they were never taught previously. Also, retain records of the number of hours of student work required and the assignments given. These materials will be useful if the department decides at some point to submit the course for credit.

*Student-Teacher Conferences:* One-on-one student conferences contribute greatly to student writing and reading. They can also be very time consuming. If your school allows it, it’s a good idea to dismiss class for one or two sessions in order to meet with students individually. Each student will need about 10–15 minutes, and the instructor will need to schedule breaks and “wiggle room” for the inevitable times a conference runs over or a student is late and pushes back all the rest of the conference times.

Many teachers schedule conferences with every student before the midterm and a few weeks before the final. In addition, teachers schedule conferences with students when

1. the student requests one;
2. the student says that he or she is confused about some aspect of the course; or
3. the teacher can see that the student doesn’t understand and/or is at risk of failing the course.

When you ask a student to come in for a conference, explain briefly why you want to see him or her. Otherwise, the student might worry that you have some terrible news to convey, such as a request that he or she drop the course.

Remember that the conference is a good time to check reading progress along with writing notebooks and journals.

One way to make conferences more time-efficient is to require students, in advance, to fill in a form, which lists his or her specific questions and the reading and writing assignments to be reviewed. It forces students to review their own work (something they too often do not do) and makes them responsible for the content of the conference. Remind students to bring samples of their writing to the conference.

It’s also a good idea to have small-group conferences with students who need help with the same problem (for example, students who need help with vocabulary, students who are writing sentence fragments, or ESL students who are making mistakes with verb tenses).

*Student Records:* Many instructors find it useful to keep a file folder for each student. They keep all the student’s work: assignments, tests, and grading contracts, as well as any additional handouts or worksheets distributed in class, in the folder. The folders should be brought to each class session and distributed at the beginning of class. Instructors who use this system find that it is convenient to have all materials readily available to be used for reference, follow-up, or
examples. If the organization of course materials is left completely to the students, instructors
find that many of them come to class without the materials the instructor wishes to use.

Bringing Textbook to Class: At the beginning of the semester, you will avoid much frustration if
you insist that each student always bring the text to class.

Tightly Structuring the Course: Many students enrolled in a developmental course require
organization and structure in order to feel comfortable. They are often confused by a loosely
structured or flexible course organization in which course objectives are unclear. The following
suggestions may be useful in helping students understand the organization and structure of the
course:

1. **Distribute a syllabus listing the agenda.** Before classes begin, instructors usually plan
out what they will teach each week throughout the semester. Students respond well if the
instructor shares the semester’s plan with them. They like to know what to expect and
what the course will include. A syllabus, listing the skill(s) to be covered each week, with
corresponding dates, can easily be prepared from your own plans. A sample syllabus is
included in Section F of this instructor’s manual.

2. **Distribute course requirements and a statement of the grading system.** Despite clear
verbal explanations, some students do not understand or do not remember information
they are given about course requirements. Students are able to organize themselves more
effectively if they are given a list of assignments, due dates, and test dates, in addition to
a statement of how these will be used to determine grades.

3. **Relate and connect class sessions to one another.** Although a skillful agenda clearly
defines how the course is organized and shows how skills relate to one another, it is
useful to reinforce this organization almost daily by typing together the previous class
session with the current one and, at the end of a session, by giving a brief preview of the
next class.

Collecting Student Data: It is useful to collect some basic information from each student during
one of the first class sessions. In addition to such information as name, address, phone, and
student ID number—useful for general record keeping—you might ask each student to indicate
the following:

1. curriculum and faculty advisor
2. year in college
3. current grade point average, if any (Be sensitive to the fact that students may not wish to
   provide this information.)
4. whether he or she has taken a reading course before and, if so, where and when
5. other courses in which he or she is currently enrolled

These items will help you become familiar with each student and to adjust your content and
approach to meet the particular needs of each class.
Pretesting and Posttesting: If students have not taken a diagnostic test before entering the course, you might consider including a reading test and a writing sample as part of your first week’s activities. This will give you an overview of the incoming student’s ability. If a reading test reports a grade level or grade equivalency score, the results will give you an indication of the level at which the student can function adequately and suggest types of materials appropriate to the student. A writing assessment will indicate areas of strengths and weaknesses. To the student, the test results will demonstrate the need for the course and may motivate him or her to strive for improvement.

An alternative form of the same test at the end of the course can function as a posttest and, when compared to the pretest, can indicate the improvement a student has made. Posttests are particularly encouraging to students because they provide clear, measurable evidence of their improvement.

Class Session Format: Since some students have relatively short attention spans and have difficulty concentrating and maintaining interest for an extended period of time, it is important to include a variety of activities within each class session.

Skill Application and Transfer: The primary goal of this course is to teach students the skills and techniques they can apply to their academic courses. The skill application exercises contained in the text are written to assist instructors in skill transfer. Instructors may also find the following suggestions useful:

1. Conduct a class discussion early in the semester about the utility of the skills and the importance of using them as they are learned. Explain to the students that these skills must be used in order to be of value to them.

2. Repeatedly discuss and review the application of reading and writing skills to the various disciplines. Use readings from the college texts to provide students ample practice in making this skill transfer to as many different disciplines as possible.

3. Informally spot-check the students and observe their behaviors in order to determine if they are using the skills taught. Check to see whether students are reading with their pencils in their hands, marking difficult vocabulary, annotating, or reviewing after they read. Or, as you ask students to read a particular assignment, and they begin reading, observe how many students preview the material before reading it. Guide them throughout the writing process of each assignment to ensure they are following all the steps.

Additional Practice: Students will be able to access extra practice when they need it with MySkillsLab. For each chapter, students are directed to the corresponding section in MySkillsLab for further practice and review.
GETTING STARTED ON DAY ONE
What should you try to accomplish on day one? Here’s a checklist to guide you. (No need to do these activities in the order listed.)

1. Take attendance. Be sure that the students sitting in your classroom are in the right class. Announce what class and what level your course is. Check their copies of placement test score sheets and course registration papers if they have these.

2. Get acquainted with your students. You may want to make a seating chart or have students write their names in large letters on construction paper that they fold in half and stand up on their desks. Another option is to hand out name tags that you request they wear the first few class sessions. If you use one of these methods on the first day of class, you can practice connecting the names and faces while your students are writing their day-one paragraph or essay.

3. Have each student fill out a 4 x 6 index card, which you provide. Have students write down basic information: name, major and minor, phone number, e-mail address (optional), things they want to learn in your class, and anything they consider important for you to know about them (medical problems, learning problems, and so on). These cards can help you understand your students and contact anyone who stops coming to class.

4. Hand out a syllabus. Discuss it. Point out important sections. Ask if there are any questions. Talk about classroom rules and your expectations. (No cell phones on during class. Homework is due on time.) Emphasize the importance of reading the syllabus carefully and keeping it handy.

5. Ask who is new at this school. You and the other students may offer some tips on what’s where on campus (cafeteria, restrooms, bookstore, library, and so on).

6. Have students write! It is important to do this on day one as a further check on placement. Walk around the room and look at the writing. It’s important to get misplaced students shifted to the right class on day one or two. Require them to write at least eight sentences on a topic (or choice of topics) that you give. Choose topics that will help you get to know your students (for example, writing about career goals, favorite activities, jobs, reasons for attending this school, past experiences in writing classes, family and/or housing situations). This piece of writing can be short, something they can write in a half hour and still have time to proofread and correct. Assure students that this paper will not be corrected or given a grade. Its purpose is to help you get acquainted with them and their writing strengths and problems.

7. Introduce yourself. Tell a little about your background as a teacher and a writer. For example, tell how long you’ve been teaching writing, how long you’ve been teaching at this school, what you’ve done as a writer, what your hobbies or special interests are. Tell your students how you prefer to be addressed (first name or title plus last name?). You might also tell a little about your class rules and expectations, though these should also be
a part of your syllabus. After a brief introduction, tell the class how to get to your office, and invite them to drop in during office hours or to schedule an appointment with you if they can’t make it during regular office hours.

8. If your class period is long enough, try to teach them something on the first day. One way to do this is to lead a discussion of what makes good readers and good writers. Often, students will say that it is complete comprehension and error-free writing. By encouraging other ideas, you might wind up with a definition something like this: “Good reading involves strategies to make sense of unfamiliar text. Good writing says something interesting in an effective way.” That is, content and style are major elements of good writing. Errors are distracting and sometimes confusing, but a dull, error-free paper is not good writing.

9. Give a homework assignment even if it’s just a short one so that students have a feeling of getting started. Of course, the first assignments should be to buy the textbook(s) for the course immediately and to read the syllabus.

10. Help your students to get to know one another. If there’s no time to do this on day one, spend some time on it on day two. You can begin the first class with get-acquainted activities while waiting for latecomers to arrive. Do more of these once the entire group is present.

A integrated reading and writing classroom usually involves a lot of group work and whole-class discussion, and this interaction will be smoother if students know something about each other and perhaps even make friends with one another. Here are some activities you can use to help students get to know one another. Which ones will work best depends in part upon the size of your group and the chalkboard space in the room.

**In-the-Round Intros (and Name Game):** To begin this activity, organize students in a circle. The first student says his or her name, and then the next student repeats that name and adds his/her own, and so on. At the end, the last student must repeat everyone’s name. Of course, this activity also helps the instructor to learn students’ names. A variation of this game asks each student to add one line about him/herself which then must also be repeated. This makes it harder but more useful in helping students get acquainted. This activity will work best with a group of 15 or fewer students. With larger groups, the class can make two circles.

**Small-Group Introductions:** Divide students into groups of four or five, and have them introduce themselves to the others in the group. Suggest that they tell something about themselves such as what they’re majoring in, what their interests are, or what they hope to be doing five years into the future.

**Interviews:** Another popular way to begin a class is to have students break into pairs and interview each other. Then each student introduces his or her partner to the class. Again, this works best with smaller classes.
Categories: Write six or eight categories on the board (for example, hobbies, jobs, native language if not English, career goals, favorite vacation spots in this country). Each category heads a different column. Ask each student to put his or her first name in one of the columns, and, next to the name, his or her specific hobby, occupation, favorite vacation spot, and so forth. This activity helps students find classmates with whom they share common interests.

SECTION F: CONTENTS OF THE SYLLABUS

General Suggestions on Writing Your Syllabus

Your syllabus is a contract between you and your students. It should outline what you expect from them and what they can expect from you. Most schools and/or English departments have requirements about some items that must be on the syllabus for a writing course. Some schools and departments have set policies concerning attendance, tardiness, and other matters. Be sure that the information on your syllabus is consistent with these policies.

Many schools have a system for putting class info on the school intranet. Whether this type of program is available or not, a class Web site is a valuable tool. The syllabus is one of the first things that needs to go there. You can also post the class schedule of readings and assignment due dates, a frequently updated list of journal assignments, and, as each is assigned, the paper topics and due dates. These are all useful for students who misplace handouts or who are absent when you give an assignment. Some instructors pass out the class calendar as part of the syllabus. However, this does not allow for changes to the schedule based on a diagnostic exam given on one of the first days. If you give a diagnostic exam, hold back the course calendar and make any necessary changes to emphasize aspects of writing skills that the students need most, based on their placement tests.

It is useful to have your syllabus ready to distribute on the first day of class, as it reminds you what items to cover, gives the students a good idea of what the class is like, and sets the rules early in the semester. Some teachers do a brief “syllabus quiz” the next day—asking simple true/false and multiple-choice questions about attendance policy and other issues from the syllabus. Another technique is to pass out a small form on which the students indicate that they have read the syllabus and understand the rules. Students who later claim they didn’t know that they would lose points for turning in a paper late can be shown the syllabus and the contract stating that they read the syllabus.

Items which are essential to cover in the syllabus are the following:

- your name and contact info (e-mail, phone) and your department’s name and location, office location, and hours for conferences
- mailbox/office location for dropping off papers outside of class (if allowed)
- class info (the basic information about material to be covered and skills taught)
- textbook(s) and other materials required or recommended
- rules on attendance, tardiness, late papers, conferences, makeup work, and extra credit (if given)
- info on Writing Center, tutoring, disability assistance offered by the school, and other school info
- plagiarism warnings
• paper format info (see sample in this section of the instructor’s manual)
• percentage of points for each graded item
• basic info on types of assignments: journals, paragraphs, essays, quizzes, midterms, finals, and so on.
“Learning is not attained by chance. It must be sought for with ardor and attended to with diligence.” —Abigail Adams

Communications and Humanities Division
Ima Teacher, Instructor
college
TTh 7:00-8:50 a.m., Rm. 632
Office Hours: TTh 9-10 a.m. or by appt. (Rm. 410K)

English ____: Introduction to Reading and Composition

Course objectives: This class will focus on sentence, paragraph and essay structure plus common grammatical errors that affect comprehension. We will also work on reading skills (vocabulary development, comprehension, and analysis) that will enhance your success as a college student.

Prerequisite: Satisfactory completion of _____ or the equivalent skill level as determined by the Fantastic College English Assessment Test.

Required materials for this semester:
- In Harmony by Kathleen McWhorter
- a folder/binder for your journal and all notes and handouts
- blue or black ink pens, paper, file folders for all drafts of your writing, exam booklets
- a college-level dictionary

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Homework/In-class work</td>
<td>5%</td>
</tr>
<tr>
<td>Exams</td>
<td>25% (a midterm and a final exam)</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Journals</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Assignment Schedule

Week 1  Course and Textbook Introduction
  Introduction: A Guide to College Success
  The Reading Process: An Overview (Chapter 1)

Week 2  The Writing Process: An Overview (Chapter 2)
  Using Sources When You Write (Chapter 18)

Week 3  Vocabulary: Working With Words (Chapter 3)
  Grammar Workshop (Part Six)

Week 4  Vocabulary: Approaching Unknown Words (Chapter 4)
  Review and Assessment Activity: Getting Started (Chapters 1-4)
  Grammar Workshop (Part Six)

Week 5  Student Conferences
  Complete Sentences Versus Sentence Fragments (Chapter 5)
  Grammar Workshop (Part Six)

Week 6  Run-on Sentences and Comma Splices (Chapter 6)
  Grammar Workshop (Part Six)

Week 7  Using Verbs Correctly (Chapter 7)
  Grammar Workshop (Part Six)

Week 8  Combining and Expanding Your Ideas (Chapter 8)
  Revision and Proofreading (Chapter 14)
  Mid-Term Exam

Week 9  Revising Confusing and Inconsistent Sentences (Chapter 9)
  Grammar Workshop (Part Six)

Week 10  Student Conferences
  Main Ideas and Topic Sentences (Chapter 10)
  Grammar Workshop (Part Six)

Week 11  Details, Implied Main Ideas, and Transitions (Chapter 11)
  Grammar Workshop (Part Six)

Week 12  Patterns of Organization: Example, Cause and Effect, and
  Comparison and Contrast (Chapter 12)
  Patterns of Organization: Example, Cause and Effect, and
  Comparison and Contrast (Chapter 13)
Week 13  
Assessment Activity: Reading and Writing Paragraphs (Chapters 10-13)  
Understanding and Organizing Information (Chapter 15)

Week 14  
Reading and Thinking Critically About Text (Chapter 16)  
Grammar Workshop (Part Six)

Week 15  
An Introduction to Essay Writing  
Assessment Activity: Reading and Writing About Text Materials (Chapters 15-16)

Final Exam  
Student Conferences

Important Dates:

Classes Begin:
Last Day to Add a Class:
Last Day to Drop for Refund
Last Day to Drop with a grade of W
Classes End:

Final Exam:

**Paper Format**

All out-of-class writing assignments (except journals) MUST follow this format:

- Be typed, double-spaced, and stapled;
- Use one-inch margins;
- Be in 12 pt. font size and in a font that’s easy to read, such as Times New Roman;
- Have your full name, class (English 100), and date in the upper-left-hand corner (specific assignment and my name are optional);
- Have your last name and page number in upper-right-hand corner of each page;
- Have a title centered at the top of the first page (choose something creative and short);
- Have the title in proper format (no underlining, no quotation marks, each major word capitalized);
- Have each paragraph indented five spaces but no extra lines/returns between paragraphs;
- No cover sheet or report cover;
- Have rough drafts attached/included (NO DRAFTS = NO GRADE)
Answers to Frequently Asked Questions

How many absences am I allowed before they affect my grade?
Every absence hurts because you miss work that you will be unable to make up; however, you don’t get points deducted for absences until you have three or more absences. Then you get points deducted for every absence in addition to losing points for any work missed. After six absences, I may ask you to drop the class.

What should I do if I am absent?
When you return to class after an absence, speak with me immediately before or after class so that I can give you any handouts and/or assignments you missed. You are not excused from turning in papers or taking a test because you were absent. It is your responsibility to seek me out to get your work. I will not come to you and say, “You were absent; here is what you missed.”

Can I make up work that I missed?
You cannot make up quizzes or in-class work. The exception is when you missed a test but called beforehand to arrange another time to take the test. Verifiable emergencies (you were in the hospital, for instance) are a different matter, of course.

Do I have to type my papers?
Yes. All out-of-class essays must be typed on a computer. That will make it much easier for you to revise. On campus, there are many computer labs you can use if you don’t have a computer. If you don’t know how to use a computer, talk to me about where to get instruction.

Can I turn in a paper late?
Yes. However, your paper’s grade will be lowered for every class day it is late. For example, if it was due on Thursday and you turn it on Friday, an A paper will be an A-. That same paper can earn no more than a B on Monday (because weekends count as two deductions). By Tuesday it is a B-, and so on. If you wait until the following Thursday to turn it in, the highest mark it can get is a C-. No excuses are allowed except for verifiable emergencies. Turn in a late paper to the department office; be sure to have it date-stamped. I am not responsible for papers that are lost, so keep photocopies of all your papers.

What happens if I am late to class?
Nothing happens if you don’t do it very often. Just come into class quietly, and, at the end of the period, make sure you were not marked absent. If, however, you are late frequently, I will take you aside and tell you that one more tardiness will lower your grade.

Can I get a good grade?
If you are here every class day, turn in all your work on time, and put honest effort into every assignment, you are very likely to pass my class. You will probably get a good grade if you work hard. If you want to repeat this class or get a low grade, do the opposite: don’t attend regularly, turn assignments in late or not at all, and don’t work hard on your papers—that is all it takes. There is no extra credit; if you do the work you are supposed to do, you won’t need it.
How/where can I reach you?
E-mail me at imateacher@fantasticcollege.edu. I don’t accept papers by e-mail, although I will gladly look at drafts and comment on them by e-mail. The class Web site is http://www.English100FC.com for information on the class. During my office hours, you can drop in to see me without an appointment, but you may have to wait if I’m talking to another student. If you know in advance that you need to talk to me, e-mail me to make an appointment. The office at 430J is where you leave papers to be placed in my mailbox. Be sure to put my name on any paper you leave there, and have it date-stamped so I know when you turned it in.

Warnings and Other Information

Please turn off any watches, pagers, phones, electronic games, electronic pets, and so on, that might “beep” or play music during class. These electronic noises disturb the class. During class, please do not answer your phone, text, play games, check your e-mail, or take photos. Violators will have their equipment taken up front to my desk for the remainder of the period.

Plagiarism is using someone else’s writing as if it were your own—including copying even a sentence or two from a book without giving the original author proper credit. We will discuss this later, but, if you are uncertain whether or not you are breaking the rules regarding plagiarism (which can get you into serious trouble), please talk with me. You are responsible for keeping copies of all of your papers. You are also responsible for any missing papers, computer problems, and the like. These can affect your grade if you haven’t taken precautions.

You are also responsible for dropping this class if you decide not to attend anymore. Simply not showing up doesn’t mean that you are definitely dropped from the course, and you may discover an F on your report card if you do not officially drop from this course by the appropriate deadline. I am not responsible for making sure that you are properly dropped from this class.

If you have a learning disability or other issues of which I should be aware, please notify me. Also, there are many places on campus to get help; don’t be shy about using these services. If you have already dealt with Disabled Student Services, please bring me your forms as soon as possible. I will gladly arrange extra test time or other accommodations that the DSS office recommends.

Tutoring is available through the Writing Center and the Tutorial Center. Please check with them for their hours. Anyone can (and should) use them. They are free, open many hours, and located in the 420 building.

Questions? E-mail me at e-mail@fcollege.edu
Section G: Bibliography of Resources for Instructors

Pedagogy


Deming, Mary P. “Reading and Writing: Making the Connection for Basic Writers.” BWe Basic Writing e-Journal 2.2 (2000).


Online Teaching Resources

SQ4R: http://www.wvup.edu/academics/learning_center/sq4r_reading_method.htm

Pre-Reading:
http://www.fullerton.edu/DSS/new_handbook/sec7/sq4r.htm
http://www.lib.uoguelph.ca/assistance/learning_services/handouts/SQ4R.cfm

Prior Knowledge:
http://departments.weber.edu/teachall/reading/prereading.html#PriorKnowledge
http://www.jimwrightonline.com/pdfdocs/priorknow.pdf
http://www.cmu.edu/teaching/assessment/howto/basics/selfassessment.html

Reading Strategies:
http://www.iptv.org/pd/strategicreading/rws_stratduring.cfm
http://www.readinga-z.com/more/reading_strat.html
http://www.studygs.net/shared/reading.htm

Annotating a Text:
http://faculty.bucks.edu/specpop/annotate.htm

Note Taking:
http://www.coe.jum.edu/Learning_Toolbox/cornellnotes.html

Metacognitive Strategies:

Self-Monitoring:
http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=10

Vocabulary:
http://www.ngsp.net/Portals/0/Downloads/HBNETDownloads/Edge_Mono_Moore2.pdf
http://www.virtualsalt.com/roots.htm
Context Clues:
http://scc.losrios.edu/~langlit/reading/contextclues/intro1.htm
http://ms118.info/context%20clues%20unit-antonym.pdf
http://academic.cuesta.edu/acasupp/as/511.HTM

Major and Minor Details:
http://www.mccd.edu/faculty/pirov/Eng1aOnline/Major%20and%20Minor%20Details.pdf
http://cia.indiana.edu/files/ITRI_5_TM-MISD.pdf

Hear Yourself Read:
http://audacity.sourceforge.net/
http://www.naturalreaders.com/index.htm

Author’s Purpose:
http://studyzone.org/testprep/ela4/h/authorpur.cfm

Comprehension Skills:
http://www.quia.com/rr/144406.html

Online Writing Labs:
http://owl.english.purdue.edu/owl/
http://www.dartmouth.edu/~writing/materials/tutor/problems/invention.shtml
https://access.antioch.edu/apps/VirtualWritingCenter/documents/Writing%20Invention%20Strategies.pdf
http://grammar.ccc.commnet.edu/grammar/
http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/revising-drafts

Organization:
http://www.cdl.org/resource-library/articles/organization.php

Audience:
http://www.dartmouth.edu/~writing/materials/faculty/pedagogies/argument.shtml
http://sitemaker.umich.edu/argument/home

Writing Summaries:
http://users.drew.edu/~sjamieso/summary.html

Creating and Using Rubrics
http://712educators.about.com/cs/rubrics/a/rubrics.htm
http://educationnorthwest.org/webfm_send/147
http://educationnorthwest.org/traits
https://carmenwiki.osu.edu/display/osuwacresources/How+to+Develop+a+Rubric
Graphic Organizers for Prewriting:

Writing Thesis Statements
http://owl.english.purdue.edu/owl/resource/545/01/
http://www.dummies.com/how-to/content/forming-a-thesis-statement.html

Evaluating Sources
http://www.libraries.psu.edu/content/dam/psul/up/lls/audiovideo/infocycle_2008.swf
http://library.lakelandcc.edu/PDFs/research/evaluationsources.pdf

Evaluating Web Sites:
http://olinuris.library.cornell.edu/ref/research/webeval.html
http://www.widener.edu/libraries/wolfram/evaluate
http://www.lib.umd.edu/guides/webcheck.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/EvalForm_General_Barker.pdf

Quoting, Paraphrasing, and Summarizing:
http://owl.english.purdue.edu/owl/resource/563/1/
http://www.bedfordstmartins.com/Catalog/static/bsm/researchroom/.
http://owl.english.purdue.edu/owl/resource/563/1/

Plagiarism:
http://www.indiana.edu/~istd/definition.html.
http://istudy.psu.edu/FirstYearModules/CopyrightPlagiarism/CaseStudies.html.
http://owl.english.purdue.edu/owl/resource/589/01/
http://istudy.psu.edu/FirstYearModules/CopyrightPlagiarism/CaseStudies.html.
http://owl.english.purdue.edu/owl/resource/589/01/

Citations
http://citationmachine.net/index2.php?start=
http://www.noodletools.com/login.php
http://owl.english.purdue.edu/owl/section/2/
http://owl.english.purdue.edu/owl/resource/589/04/
LISTSERVs and Networks:

The Teachers.Net Mailring Network: A free network that connects teachers through e-mail. Instructors can find answers to teaching questions, plus share strategies and experiences.

http://www.sp.uconn.edu/~djleu/cue/thu_handout4.pdf
RTEACHER is a LISTSERV that assists educators interested in issues of literacy and technology: http://www.reading.org/archives/rteacher.html

Conversations: This is the home page for many different lists run by the national Council for Teachers of English (NCTE). At the NCTE Web site, you can subscribe to a number of different LISTSERVs/mailing lists devoted to English education.
Home page: http://www.ncte.org/chat/
NCTE-talk: (majordomo@serv1.ncte.org)

STORYTELL: A discussion list for those interested in storytelling.
Subscription address: STORYTELL-REQUEST@venus.twu.edu

TAWL: (listserv@listserv.arizona.edu)
A LISTSERV discussion group on teaching from a whole language perspective.

ERIC TOPIC AREA LISTS: This is a central site listing information on each of the many lists run by the ERIC Clearinghouse.
Home page: http://ericeece.org/listserv.html
CHAPTER 1

The Reading Process: An Overview

“Reading is equivalent to thinking with someone else’s head instead of with one’s own.”
—Arthur Schopenhauer

Introduction

• Set the tone for the course by explaining to students that they are in a class that will guarantee success in their future college credit courses. If students follow the suggestions in their text, they will develop their reading and writing skills to the point that they will become the “rabbits” in their classes next semester. If possible, play the following YouTube video of Yvonne Thornton: http://www.youtube.com/watch?v=3q4_S4SGemo. Give a synopsis of The Ditchdigger’s Daughters and explain that the father of this family instructed his daughters to look for a “rabbit” and to copy his or her habits in the classrooms. A rabbit is someone who is a better student. Once they caught the rabbit (did as well on the next test), they were instructed to look for a faster one! Invite students to read this book for extra credit.

• Reading and improving students’ abilities to understand a reading are the focus of this chapter. Since reading is more active than many activities they spend time on (such as television), this would be a good time to have students define active and passive and have them brainstorm about times when they have been active or passive. It can also be a good time to introduce active and passive voice in the grammar section and help students understand the difference between them. (Look in the index under “Active voice” for the page references.)

• The most common issue encountered when recommending reading strategies is that students feel they will take too much time. Many students spend as little time as possible reading, and the idea of a strategy that forces them to look at a reading more than once may seem overwhelming or impractical. It is important to address this attitude early and discuss the advantages. Also, students who have tried active reading strategies generally find that they add little time but greatly increase their ability to remember and use information (which might cut down on cramming for exams).

• Unfortunately, too many of our students do not read very often, either for recreation or academics. Students at this level should be encouraged to read. Increasing their reading, on almost any subject as long as the reading is in English, can be helpful for their writing
ability. Magazines with topics of interest to the student, short stories, novels, or non-fiction are all useful for students to spend time on throughout the semester.

- This is also a good time to mention the stress and frustration that are normal with reading assignments. Display the “Active or Passive?” activity on the next page to decide whether the statement is describing active or passive learning.

- Explain that successful businesspeople use the skill of previewing every day. They often have so much to read; they preview new information first in order to determine the subject matter, the important areas that will need extra concentration, and the relevancy of this information to their own business. Suggest that your students view themselves as businesspeople who need to get the most amount of learning they can for their money. Their business as students is to apply these suggestions to their own studying.

**Classroom Activities**

**Building Community**

- Divide students into groups of three. Instruct them to write down each other’s names, telephone numbers (if willing), and three things about one another (for example, three important people in their lives, three important places, three important events). These will be base groups that students will keep for the duration of the semester. Explain that the purpose of this group is for students to learn about each other and to form a network of support.

**Active Reading**

- Instruct students to write the heading “Reading” on a sheet of notebook paper, then fold it in half. Label the left side “Active” and the right side “Passive.” Give students a few minutes to list as many examples as they can think of for each column. Start them out with an example, such as “highlighting as you read.” Then, circle the room, round-robin, writing their responses on the board until all answers are exhausted. Compliment students on thoughtful responses.

- Ask students to pretend that they work for a highly successful business, and they have been asked to prepare for a meeting in order to determine whether or not their company should merge with another business. In order to make a wise decision, they must read stacks of reports. How should they proceed? How would previewing skills help them prepare more effectively?

- Ask students to turn to exercise 1-1, “Analyzing How You Read,” in Chapter 1. Instruct them to follow the directions, placing a check mark beside items they already do and an asterisk next to items they would like to learn to do. Pair them up and ask them to discuss their results. Give them some suggestions for their conversations:
“Which items seemed the most important?”
“How ideas were new?”
“Which items are you most interested in learning how to do?”
“Which items seem least important?”

After the students have shared their responses for about five to seven minutes, write some of their thoughts on the overhead and discuss the four different sections in the overview.

- After the students have shared their responses for about five to seven minutes, write some of their thoughts on the overhead and discuss the four different sections in the overview.

- Explain that active reading puts the responsibility of organizing what is to be learned in the hands of the readers themselves. Ask your students what kinds of tools successful students should have and about the need for careful organization. This is also a good time to mention the stress and frustration that are normal with learning as well as their need to support one another in and out of class. Display the “Active or Passive?” activity on the next page to decide whether the statement is describing active or passive reading.

- Discuss how previewing, making predictions, and using guide questions can make students more effective readers.

**Strengthening Comprehension and Recall**

- Explain the importance of oral recall to both comprehension and learning. Effective students constantly monitor their comprehension, and oral recall is one of the best ways to do this. If students cannot recall the information in their own words, then they do not really understand it or know it. This is a good indication that students need further study. Use the guided note-taking activity, “Previewing,” and lead students through the steps of the previewing process. Use “Previewing a Reading” and “Questioning a Reading” as guides to work through the ideas in this chapter.
Group Outlining/Idea Map of Reading

- Draw this idea map on the board to introduce graphic aids as a part of successful reading. Ask students to identify important points in each area. Ask students to determine two other key factors from the chapter that could be added to this map—Highlighting and Annotating and Strengthening Comprehension.

- If you assigned a reading as homework, this in-class exercise can reinforce active reading techniques. Break the class into groups of approximately three to five students. Make sure each group has at least one textbook (too often students forget them at home if not reminded). Break the reading into equal sections by paragraph so that each group can have one section assigned to it. The group members should define and write down the point of each paragraph in their selection. Once all the groups are done, have each group report to the class in the order of the reading. Write the outline on the board as you go. Now you can lead a class discussion of the overall structure.

Active Reading and Annotating by Using Symbols and Highlighting

- Discuss the importance of highlighting and annotating. Show some examples of passages that have been highlighted and annotated effectively and some that are not.

- Ask students to annotate “Liking and Loving: Interpersonal Attraction” by using symbols/abbreviations, and highlighting text as ways to clarify the meaning of the reading and to remember key information. Have students exchange their annotated texts and discuss the similarities and differences among their annotations.

- Display the Self-Test Summary questions without the answers and ask students to compose answers as a group. Review the answers aloud and compare with the answers in the text.
Active or Passive?

Directions: Read each statement to decide whether it describes active or passive reading.

Students silently read an assigned chapter, closing their books when finished.

Students form groups to communicate ideas about readings.

Students listen eagerly to an interesting lecture, so absorbed in the topic that they ignore their notebooks sitting in front of them.

Students collaborate with one another and to analyze the important ideas in an article.

Students read their assignment from beginning to end without stopping.

Students stop to mark the vocabulary words they do not know.

Students know that reading over the chapter before the lecture will spoil one’s interest in the topic.

Students read an assignment once from the beginning in case the instructor asks if they did the homework.

Students read an assignment once, then use some study strategies as a follow-up, especially if it is a difficult course.

Students look ahead on the syllabus and Google topics to learn more about them before reading about them in class.

Students use colored highlighters to signal main ideas and key details to memorize. They make study cards, punch a hole in them, and secure them with a ring, to flip through while they are in traffic or waiting in a doctor's office.

Students take the time to make outlines and draw maps to see how ideas fit together.
Previewing

Previewing helps you to make ______________ about how you will approach the material.

Previewing puts your _________ in gear.

Previewing gives you a mental ___________ of the chapter’s contents.

While previewing, read the

• Title and subtitle

• __________________________________________

• Section headings

• __________________________________________

• __________________________________________

• Notice typographical aids

• __________________________________________
Previewing a Reading

1. Read and think about the title.

2. Check out the author online or in a reference book.

3. Read the first paragraph.

4. Read all bold-faced headings.

5. Read the first sentence under each heading.

6. Read the first sentence of each paragraph.

7. Read the last paragraph.

Note: Previewing is not a waste of time. With the main idea of the entire piece and of each paragraph clearly in your mind, you’ll be able to determine if the supporting data does, in fact, support those main ideas. What other reasons can you think of for previewing a reading? Discuss the advantages of previewing a school assignment and then a newspaper or magazine article that you’re not reading for a school assignment but just for pleasure.
Questioning a Reading

When you first read something, be sure you grasp the main point. Once you understand that, you will be ready to question the reading, to relate it to your thinking and opinions, by asking these questions:

1. Does this remind me of anything in my life? Does it agree with things I have seen, or is it different somehow?

2. Do I agree with the opinions expressed in the reading? Why or why not?

3. Do I think it is well written? Why or why not?

4. What is its purpose and who is its audience? What clues in the reading lead me to these inferences?

5. What values does the writer have? Are there particular biases which he/she shows? How do they affect what he/she writes? Do I agree with the author’s values?

6. Does this material relate to anything else I have read?

By questioning a reading, you’ll understand it better and remember it longer. You’ll also see how it relates to other readings and to your life.
CHAPTER 2

The Writing Process: An Overview

Introduction

• “Let’s start at the very beginning, a very good place to start.” This is true in writing, as well as in learning how to sing in The Sound of Music. Writing is a process—and a learnable one, at that. Many students believe that good writers are born and not made. They tell their teachers, “I’m just not a good writer.” You should stress the idea that writing is a skill, and it can be taught. Very few writers are naturally good; they work to improve. Your students can certainly become better writers and, with work, classify themselves as “good writers” with pride. However, because writing is a process, improving one’s writing takes work—and time.

• This chapter focuses on writing and the writing process and it emphasizes five steps in writing (generating ideas, organizing ideas, writing a draft, revising, and proofreading). The first step, prewriting, or generating ideas, is usually accomplished by using one of these methods: freewriting, brainstorming, and branching. The idea of prewriting (sometimes called invention) may be new to some students. Ask the students how many of them sometimes have these thoughts while writing: “This is stupid” or “Oops, misspelled.” Tell them that this voice is very common in writers, and you like to call it “The Editor.” This voice that corrects us or doubts the usefulness of an idea has its place in writing, but not during prewriting. You are shoving “The Editor” in a corner with a gag in his mouth. Students are to ignore “The Editor” during prewriting. It doesn’t matter if an idea is not that good right now. A misspelled word can be fixed later. Can’t think of the right word? Draw a line and keep moving.

• Before you assign the reading of this chapter, discuss the meanings of draft (and use it as both a noun and a verb), revise, revision, proofread, and generate. Students will get more out of the chapter if they are clear about the meanings of these words. After you’ve assigned the chapter, at the next class, you might ask students to write three sentences about the most important ideas they remember from the chapter. Alternatively, they might write these thoughts in their journal. This assignment will help students remember what they read and will provide you with a check on who really read the chapter.

CLASSROOM ACTIVITIES

• Have students spend two minutes brainstorming what they do when they write. Ask them to think about what they do from the time they are given an assignment to when they turn it in. This can include where they do their work and the environment they prefer (such as a quiet room or with a TV on). All habitual steps should be included (even the needed caffeine break).
• Then have them get into groups and compare lists. Have them create one master list for their group of four to five students. This might mean they have a list that says, “Two of us like to outline, and three do not. Four people say they procrastinate. Two need loud music in order to write, two watch TV while working, and one must have quiet and work in a library.” Now go around and get a quick run-down of these lists. Remark on what they have in common and on which ideas seem good and which not so good.

• Ask for a show of hands of those who procrastinate. A large number of students may raise their hands. This is a good time to discuss whether working on a deadline or “under pressure” is the best way to get good writing done. If you have a draft due date, you can explain the necessity of leaving time between drafts to allow a writer to see the writing more objectively and notice what needs to be changed.

• Now write the five steps of the writing process on the board. (See “Need to Know.”) This can be a good time to introduce students to the idea of a “recursive writing process.” These steps were at first thought by experts to be what writers did while writing. Then they watched people who wrote professionally and found that they did not always use these steps in the order listed in the chart. Instead, writers tended to wander back and forth between the steps. Writers revise as they write and use invention techniques even late in the game. While a general progression of these steps from invention to revision does happen, the actual process is much more complex—and that is OK. Every person is unique, so it is inevitable that people go about the task of writing in different ways.

• Spend a little time with this question: What is good writing? You can discuss this with the whole class together or with groups. Then one member of each group can tell the group’s ideas to the whole class, and you can put their ideas on the board. What will come out of this? Your students will probably tell you that good writing has no spelling or punctuation errors. Have students compare their ideas with the definition of good writing in Chapter 1. It’s under the heading “What Writing Is and Is Not.”

• Have students brainstorm lists of everyday, academic, and career situations in which writing might be necessary or useful. This activity will increase their awareness of the pervasiveness of writing.

• Tell students to think of a color with which they have some emotional connection—perhaps a color they love or hate or a color that suggests some idea or memory that’s important to them. They can also think about the usual symbolism of colors (white for purity, black for death, yellow for cowardice, and so on). Then, they should use one or more strategies for generating ideas, such as freewriting, brainstorming or branching about their chosen color. Allow ten minutes or so for writing.

• Next, ask a few volunteers to read their prewriting aloud. Use these examples to demonstrate how to look over prewriting for a unifying theme and come up with a topic sentence about that theme. Alternatively, you can do this activity with the class, and use your own freewriting or brainstorming to show how it can grow into a paragraph.
It is often difficult for students to understand that writing for other people is different from writing for themselves alone. They have to let the purpose (why they are writing) and the audience (for whom they are writing) control the message (what is written) and the style and tone (how it is written).

This activity demonstrates the importance of audience and how it affects content and style. Divide students into four groups by assigning each a number (1, 2, 3, 4). The students do not have to sit near those having the same number. Each student will write a letter telling about a flood that occurred in his or her apartment and the damage that resulted. Here are their assignments:

#1 students: Write to a parent or other close older family member who tends to worry about you.
#2 students: Write to a friend who’s about your age.
#3 students: Write to one of your teachers.
#4 students: Write to the insurance company that carries your renters’ policy.

Allow about ten minutes for the writing. Then ask two students with each number to read their letters aloud. What features do the #1 letters share? Many may reassure the anxious family that everything is okay. Some may ask for money. The letter to the teacher may explain an absence or ask for more time on an assignment. The letter to a friend tends to be more casual, may have slang, and may emphasize all the trouble that the flood caused. It might ask for a place to stay temporarily. The letter to the insurance company tends to be more formal, asks for compensation, and may emphasize how valuable the items damaged were. (Imaginative students tell the insurance company that they owned a Picasso painting and a grand piano, both of which were ruined). If these general tendencies show up in the sample letters, ask why. With little prompting, some students realize that they wrote about the same event differently because they had different reasons for writing to each person, because they wanted different things from different recipients.

The class should now be led into a general discussion of purpose and audience and how these influence the content and tone of a piece of writing. You can talk about the general expectations of college writing professors and how this audience expects, for instance, a more formal tone and no slang, along with certain formats and structures. Also, mention that the writer must consider how much and what kind of knowledge the reader has about the subject. That determines how much background information must be supplied.

This chapter contains a discussion of outlining and a sample topic outline. This is a good time to assign an outline to be sure that all your students know how to create one. You can have them practice this skill by outlining one of the readings in the text. Another possibility is to give them an easy topic (“My Favorite Holiday,” “Getting Ready for College,” etc.) in order to create an outline. Collect these and use them to demonstrate strengths and errors in their outlining format.
• Begin a semester-long student journal. Explain to students that they will become better writers the more they practice. Their journal is a place where they can reflect upon what they have learned, expand on ideas, describe events and emotions, and ask thought provoking questions as they occur throughout the semester. You may wish to provide a specific topic for them or leave it open to a general subject. Explain how you wish to collect and grade their journals. Providing a rubric is always helpful.

• Display examples of the stages of a piece of writing. Show the students how their writing became increasingly better with each stage of the writing process.

• Put students into carefully planned groups for peer editing. Explain the peer editing process and how it is to be used. Give students the opportunity to proofread their work for minor errors in spelling and grammar, but then put them together in order to edit the content of their writing. Review some of the basic steps involved, including cutting unnecessary material, adding further explanations, developing ideas, and rewording text to achieve greater clarity of meaning. Explain that they will gain valuable feedback and constructive suggestions on how their writing may be improved.

• Review the questions and answers in the “Self-Test Summary” at the end of the chapter.
CHAPTER 3

Vocabulary: Working With Words

“Words are the keys to the heart.” —Chinese proverb

“One forgets words as one forgets names. One’s vocabulary needs constant fertilizing or it will die.”

—Evelyn Waugh

Introduction

• If you point to a few students and ask, “What sort of dog do you picture when I say ‘dog’?” you will likely get different answers from each student you ask. Point out that dog is not specific and leaves our minds open to picture many types of dogs. However, German shepherd gives everyone a picture of a very similar dog. Writing is a way of controlling what the reader thinks, and words are the method which writers use to build mental images in people’s minds. Specific words build specific mental pictures. This is where vocabulary comes into play.

• Perhaps because most students have experienced endless vocabulary lists and tests through high school, many see vocabulary study as meaningless busy work. This is unfortunate since increasing one’s vocabulary improves both reading and writing. Help your students see the value of vocabulary study before moving on with this chapter.

• Reading increases vocabulary, so if you did not promote recreational reading for your students while working on the last chapter, here is another opportunity to talk about the benefits of reading (in English) whatever topics interest students.

Types of Dictionaries

• Many students don’t know much about their own dictionary—if they own one at all. Be sure to use the material in Harmony to review the parts of a definition. Also, point out to students that there are two important categories of dictionaries: historical dictionaries and dictionaries of common usage. (You might begin this discussion by asking the class how they think the definitions in a dictionary are arranged.) Explain that the Oxford English Dictionary is a historical dictionary, which means that the definitions are listed in chronological order, starting with the earliest. Most of the desk-size college dictionaries and the small paperback dictionaries that your students use are dictionaries of common usage, which means that the first definition is the most commonly used one and so on. Tell students that it’s very important to know which type of dictionary they’re using. Also, remind students that if the first definition they look up makes no sense in the sentence they’re trying to understand, they must read on and find the appropriate meaning. Students often don’t bother to do this.
• If your school or department has a particular dictionary that all students are required to use, that makes it easier to teach dictionary usage. However, if that’s not the case, use the pages in the text to point out the various sections of a dictionary listing. In addition, you can photocopy a few pages from your favorite college dictionary to point out other features. Be sure to remind students that most dictionaries use dots between syllables to indicate where words can be divided at the end of a line.

**Using a Dictionary**

• Also, although most students use a dictionary to check spelling, many don’t realize that the dictionary provides help with **irregular plurals** (*criterion/criteria*) and spelling changes made when endings are used to make a verb into a noun (*occur/occurrence*). Some dictionaries include the *baby/babies* change, but others assume that the reader knows this. For **comparative** or **superlative adjectives**, dictionaries will include irregular changes (*bad/worse/worst*) and perhaps regular changes such as *busy/busier/busiest*. Irregular past tense and past participles can be found in the dictionary and special verb spelling changes as well, such as doubling the final letter before adding an ending (*plan/planned/planning*).

• Remind students that some dictionary definitions include identifications of famous people, well-known places, and word parts. They need to look in their own dictionaries carefully to see if this kind of information is in the main listing of words or in the back of the book. Encourage them to check the table of contents, too.

• Empower students to figure out how to pronounce words that are new to them by showing some sample words in pronunciation symbols and ask if they can figure out what the word is. Remind them that silent letters will not appear in pronunciation symbols. Point out the symbols usually at the bottom of each page, and be sure they know where the key to the pronunciation symbols is located in their dictionary.

**Purchasing a Dictionary**

• Encourage or even require students to purchase a college-level dictionary. Caution them about the fact that a red “Webster” dictionary is not necessarily *Merriam-Webster’s Collegiate Dictionary*. There are many generic versions on the market. Furthermore, encourage students to read the introductory material to the dictionary that they plan to use all semester. Doing so will give them valuable information, such as where the dictionary has explanations of the abbreviations it uses to identify parts of speech, levels, and types of language usage (such as *slang, regional, obsolete, colloquial*).
CLASSROOM ACTIVITIES

Definitions of the Week

• Have the students sign up for a day sometime later in the semester (maybe offer two days per week or whatever it takes to have a date for everyone available). A week in advance of this date, assign each student one or more words. Each student will be responsible for looking up the definition, coming up with sample sentences, and presenting the material to the class (either using the board or making a handout for everyone in the class). It is often a good idea to model this activity for them first by doing a sample definition.

Pronunciation Hunt

• Try this activity, which students can have fun doing with a partner. For this activity, every student should bring a dictionary to class. Pass out a list of tricky words to pronounce, and see if your students can figure out how to pronounce them. Also, tell them to find out if there is more than one correct pronunciation of a word. Remind them that they need to look at both of these: the pronunciation symbols and the stress mark(s) over words. Also, remind them that 1) some dictionaries put the stress mark before the word that must be stressed, and others put it after; 2) some longer words have secondary stress marks. Here are some words that you can use for this activity: plethora, plethoric, chaos, calm, schism, detonate, détente, err, aunt, irony, ironically, nuclear, pneumatic, acrimonious, prefer, preference, annihilate, alleviate, euphemism, and obsolete. Warn students that they may find some disagreement among dictionaries, and that some words have more than one correct pronunciation. (The first one listed is the preferred pronunciation.) After they’ve worked on this activity awhile, have each pair of students give their pronunciation of one word.

Word Bingo

• If your students need to review parts of speech, this game can be very useful to reinforce a short lecture on the subject. You will need to prepare Bingo sheets with various verbs, prepositions, adjectives, adverbs, and the like, on the grid. You will need one sheet per student for each game. You can pass out little pieces of paper to cover the words called (if you want to reuse your boards) or have students cross them out as you go. For instance, you call “B—adjective” and any adjectives in the B column are covered/marked. You can play for blackout or for words in a horizontal, vertical, or diagonal line. A simple prize for the winner is always appreciated—whether it is a nice dictionary or a candy bar.
ADDITIONAL WRITING ASSIGNMENTS

• Have students brainstorm lists of words with which they are familiar but may not be known by others in the class. This can be vocabulary specific to a sport or hobby in which they’re involved, an academic subject they’re taking, or a job they have or have had. Then have them write a brief definition and example to explain the word (or words). This would be a definition paragraph.

  1. Ask students to answer one of these questions: Was there ever a time when they used the wrong word accidentally and were embarrassed? Or was it a word that was mispronounced? What happened? This could be an interesting narrative paragraph.

  2. Drinking coffee is a habit common to many college students. Have the students write about another habit, whether good or bad, which students may have. How does this habit affect students? This might be a cause-and-effect paragraph.

  3. Have students write about how they would feel about a government policy that limited them to having only one child. Ask them to explain their thinking.

  4. Ask students to develop the following topic: What types of challenges or problems might “only children” face? Ask them to write an essay exploring some of these challenges.
CHAPTER 4

Vocabulary: Approaching Unknown Words

“One forgets words as one forgets names. One’s vocabulary needs constant fertilizing or it will die.”

—Evelyn Waugh

Introduction

• Write the following statements for students to read:

1. The English language now contains over one million words. (English is comprised of more words than any other language.)
2. A paperback dictionary includes about 100,000 words (10 percent).
3. The average high school graduate can recognize anywhere from 30,000 to 45,000 words (less than 30% of all the words in the English language.)

• To make this point further, challenge students to think of as many words as they can to use in place of the word asked. After they have spent a few minutes thinking, write their answers on the board going around the room round-robin until all answers are exhausted. The list will most likely contain 7-10 answers. Tell students there are many more interesting ways to say, “He or she asked ….” Give them some examples such as the ones below and encourage them to continue this list in the back of their notebook.

<table>
<thead>
<tr>
<th>queried</th>
<th>claimed</th>
<th>prayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>inquired</td>
<td>entreated</td>
<td>questioned</td>
</tr>
<tr>
<td>begged</td>
<td>requested</td>
<td>petitioned</td>
</tr>
<tr>
<td>quizzed</td>
<td>solicited</td>
<td>implored</td>
</tr>
<tr>
<td>beseeched</td>
<td>demanded</td>
<td>pleaded</td>
</tr>
<tr>
<td>requested</td>
<td>grilled</td>
<td>posed</td>
</tr>
</tbody>
</table>
CLASSROOM ACTIVITIES

Context Clue Conundrum

• Explain that a student who is unfamiliar with the word *intricate* might try to break it
down into parts, *in* – *tri* – *cate*. However, word parts don’t work with this word. While
*in*- is a word part that means *into*, *tri*-(three) does not work. Next, uncover the sentences
on the next page one by one, and ask students to look for clues that will help to define
this word. As they compose their definition, test it against each new sentence until you
have uncovered the last one. Then explain that these sentences are examples of the five
context clues explained in this chapter.

**Intricate**

(*in-tri-kət*)

*adj.*

1. The show choir sang an *intricate* song they had practiced
for many weeks.

Intricate means _______________________________________________.

2. The show choir sang an intricate song, but the younger group sang a much
simpler tune.

Intricate means _______________________________________________.

3. Fine lace, spiderwebs, and quilts often have intricate patterns.

Intricate means _______________________________________________.

4. The tourists marveled at the intricate ivory carvings with their complex
swirls and shapes.

Intricate means _______________________________________________.

5. The geometry problem was quite intricate—with many elaborate
steps to solve.

Intricate means _______________________________________________.
Five Types of Context Clues: Which sentence provides each kind of clue?

1. Definition
2. Example
3. Synonym
4. Contrast
5. Inference

Guided Note Taking

<table>
<thead>
<tr>
<th>Types of Context Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clue</strong></td>
</tr>
<tr>
<td>Definition</td>
</tr>
<tr>
<td>Example</td>
</tr>
<tr>
<td>Synonym</td>
</tr>
<tr>
<td>Contrast</td>
</tr>
<tr>
<td>Inference</td>
</tr>
</tbody>
</table>
Word Parts

• Learning the meanings of common word parts gives students a useful tool in determining the meanings of new words they read; it is a good idea to require them to learn some. To help students remember the word parts listed in Tables 1-1, 4-2, and 4-3, ask them to look in the dictionary and find two more words that begin with each. Assign a few word parts per week until you’ve assigned all of them. You might then give a word-part quiz.

• Since the prefix un- is in the title of this chapter, you might want to begin a discussion of word parts by asking students the meaning of un- (“not”). Draw a vertical line for two columns on the chalk board. Label one column “base word” and the other “un-.” Ask students to write, in the appropriate column, any words they can think of beginning with un-. Then, examine how many are actual words without the prefix un-. One example is fold and unfold.

• Point out that in dictionaries, prefixes and suffixes are identified by a hyphen. Prefixes have a hyphen after them (as in pre-), and suffixes have a hyphen before them (as in -able.) Have students look up less (the word) and -less (the suffix) and note the difference in meaning. Then have them look up the word able and the suffix -able, which are similar in meaning but grammatically quite different.

• To help students establish connections among words, ask them to find three words with the same prefixes, roots, and suffixes. Use the tables from the chapter to get them started. Students can usually do this by looking on the same dictionary page as their word, although you will frequently need to direct them to other parts of the dictionary in order to help them understand the power of prefixes and suffixes. So a student investigating inconceivable is led to the related words receive, conceive, and conceivability. Next, ask students to make word cards or use the chart that follows (“Understanding Word Structure”) where they quickly draw a picture of the concept of the word part, not the definition. A picture of the definition of a benevolent person is a person performing some type of charity. A picture of the concept of bene could be a heart. Assign each student several word parts to do. Encourage the use of markers and bright colors to tap into the strengths of the visual and kinesthetic learners. Upon completion, have them share their work with the class, and use these to learn the word parts from this chapter.
### Understanding Word Structure

<table>
<thead>
<tr>
<th>trans</th>
<th>Concept Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. transfer&lt;br&gt;2. transit&lt;br&gt;3. transition</td>
<td><em>trans</em> means __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>super</th>
<th>Concept Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. __________&lt;br&gt;2. __________&lt;br&gt;3. __________</td>
<td><em>super</em> means ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>mis</th>
<th>Concept Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.&lt;br&gt;2.&lt;br&gt;3.</td>
<td><em>mis</em> means ______________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>de</th>
<th>Concept Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1..&lt;br&gt;2..&lt;br&gt;3.</td>
<td><em>de</em> means ______________</td>
</tr>
</tbody>
</table>
• Continue to direct students to the text in order to discover how the words are used. Ask them to identify the part of speech that is frequently a function of the suffix and to conclude by writing a definition of the word. This will help students to understand the nuances of the English language.

• Draw the following template on the board for students to use to study vocabulary. Students can use this graphic aid to analyze a word visually. After analysis, students can see all of the information about their word at a glance, or isolate specific details for memorization.

• Challenge your students to develop a system for learning and remembering new words. Ask them to search the Internet to locate sites that teach a word a day. There are several good sites, and they will be more relevant if your students locate them.

• Finally, assign the “Self-Test Summary” at the end of the chapter.
CHAPTER 5

Complete Sentences Versus Sentence Fragments

“Grammar is the logic of speech, even as logic is the grammar of reason.”

—Richard Chenevix Trench

Introduction

• Grammar, which, Molière wrote, “rules even kings,” can seem dry and boring to many students. Even teachers sometimes approach this topic as if it were nothing more than a necessary evil. Making it relevant, understandable, and (yes, if possible) even a little fun is part of our job, but sentence fragments and other sentence issues can push our inventiveness at times. Breaking up the subject with other topics (rather than spending a whole week on this chapter alone) can help. You may want to teach this chapter in chunks, with other sections mixed in for variety.

• Bring in some examples of magazine ads that contain fragments. Ask the class to identify the fragments and then make suggestions about how to fit them.

• Ask students to think about their own use of fragments. When are they most likely to use fragments? How about texting? Ask for a volunteer to read a couple of non-offensive text messages directly from a cell phone. You might bring in a few sample e-mail messages to share. Admittedly, we talk in fragments all the time. “Why were you absent Monday?” You might answer, “Because I was sick.” That’s a more likely response than “I was absent because I was sick.” However, students need to realize, in academic writing, they are expected to write in complete sentences at all times.

CLASSROOM ACTIVITIES

Practice in Correcting Fragments

• Use the following handout to provide more practice. In addition, it’s a good idea to make your own handout from your students’ writing. Student interest perks up when they know they’re working on sentences from their own class. If necessary to make the handout provide sufficient and varied examples, you can supplement with writing from previous classes.
1. Sentence Fragments

**DIRECTIONS**: Fix the following sentences by eliminating the fragments. You may join items, add or delete words, change punctuation, or make other revisions.

1. Spring cleaning is important. For getting organized.

2. A cage of poodles, barking madly.

3. Because I like to swim.

4. I redecorated last month. Growing tired of my furniture.

5. The puppy ran into the room. To greet my friends.

6. Jim slammed his bike into the wall. And scratched the paint off of one side.
7. On the table, a large red candlestick.

8. Running across campus. I fell down a flight of steps.


10. Designer clothing that costs a small fortune.
Storytelling Game

- Have students break into groups of five or six students. Each student will need a piece of paper. To begin, each student should write two sentences. The first one will be a complete sentence, but the second one should be a sentence fragment. These should be the beginning of a story. For instance, a student might write, “Bob sat in his corner chair and listened to the wind howl. When a shot rang out.” Then each paper with a sentence and a fragment is passed to the next person in the group. This person reads what is there, fixes the fragment, and adds another complete sentence and a fragment to the story. As an example, the next student, upon getting the paper described above, might write, “When a shot rang out, Bob was frightened. He ran to the door to see where the noise came from but saw nothing there. Shivering and petrified.” The paper gets passed around the group, making at least one complete circuit (or more if there is time). Each student fixes the fragment written by the last person and then adds one complete sentence and one fragment to the story before passing it on. When you call an end, the last person writes two complete sentences to end the story. Have each group read its story aloud. Then collect the stories to check them for errors. If you find any, put the errors on the board at the next session, and have the group correct them.

Error Logs

- Analyzing and responding to error logs make good journal assignments. Following the directions in this chapter, have the students go over a draft that you have returned to them marked with comments. Afterwards, have them write a short paragraph detailing their reaction to the error log and the type(s) of mistakes they now see in their papers. If they have questions about what you wrote, these questions can be in their paragraphs.

- Review the answers to the Self-Test Summary at the end of the chapter.

ADDITIONAL WRITING ASSIGNMENTS

- For short in-class or at-home journal writing, ask students about one of the following:

  1. What grammar issue gives you the most trouble in your own writing?

  2. Some family events involving pets are so important, surprising, or humorous that they are talked about many years later. Can you think of any occurrence in your family that you still remember and retell when you get together with relatives?

  3. Write a paragraph describing pet ownership, including the benefits and drawbacks.
CHAPTER 6

Run-On Sentences and Comma Splices

Introduction

• Direct your students to turn to the “Think About It!” section on the first page of this chapter. Ask a volunteer to begin reading this paragraph aloud. Your students will probably realize this is a very difficult paragraph to understand. Ask your students to tell you why the paragraph is confusing.

• Display the following terms and review their definitions: dependent, independent, subordinating, coordinating, and conjunction. These terms are important for working through run-on sentences, but they often give our students trouble. Discuss the meanings and give examples.

• Many of your students have probably never used the semicolon in their writing. One way to make its use clear is to tell them that semicolons are like “super commas”—able to stop sentences in a single bound. They are like commas with super powers; semicolons go where periods could go, but they have the joining power of commas. Therefore, they must be used to connect ideas that are very closely related in meaning.

CLASSROOM ACTIVITIES

Additional Practice in This Manual

• Use the handouts in this section of the Instructor’s Manual entitled “Run-On Sentences and Comma Splices” as a review. You may want to have your students work on this exercise in class. Doing them with a partner makes it more fun and allows students an opportunity to teach one another.

Reading Backwards

• Because many of our students have difficulty spotting comma splices and run-on sentences, especially in their own writing, reading from the last sentence to the first sentence often lets them examine the structure more closely, focusing entirely on grammar rather than content. This is especially true if they read the sentences aloud. Have them try it in groups with one of their assignments; one person reads, and the others try to determine if it is a correct sentence.
Teaching from Your Students’ Errors

• Use the following handout for practice.

• Make a handout of sentences with run-ons and comma splices taken from the writing of your current group of students. (Supplement with sentences from past student writing if necessary to get enough examples.) Tell students that they are looking at their own writing. Have them correct the errors in class while you walk around, check their work, and help those that are confused. Discuss several ways to correct a few of the sentences. Then have students write, on the back of the paper, two sentences with run-ons and two with comma splices. Then have them write these sentences again with correct punctuation and/or wording. Again, walk around and offer help if needed. Next, have students discuss their sentences with a classmate and make any changes that seem necessary to them. Answer any questions they might have about particular sentences on side 1. Then collect the papers to look over their sentences, and set up a conference time to work (in small groups in your office) with students who don’t “get it.”
2. Run-On Sentences and Comma Splices

**DIRECTIONS**: Revise any sentence which is a run-on sentence or comma splice. You may add, delete, or change words. Try to vary the ways you fix the errors. If the sentence is correct, write *correct*.

1. Sharon promised to help Sally, she backed out at the last moment.

2. I gave up my trip to the Arctic Circle, I was afraid to get a cold.

3. After they finished their homework, the sisters went down to the neighborhood pool. It was a beautiful day, and the sun was shining it was so bright they were afraid to get sunburned and put on some lotion.

4. Ricky ran down the steps and tripped, hitting his head on the banister, he was fine although he had a bit of a headache.

5. As the submarine sank slowly into the ocean, the crowd waved goodbye to the crew one last time, it was leaving on a long voyage.
6. Mark, who usually did not do well in school, got a better grade in spelling than his brother last week, even though they both studied very hard.

7. The pearl necklace fit Kim perfectly, she had wanted it for Valentine’s Day, but her husband finally gave it to her a month later for her birthday.

8. Sonia started a new exercise program at the start of the year her clothes were getting too tight.

9. Patricia wrote a letter to the editor, they ran an article about her local diner’s closing, and it made her sad.

10. Richard’s new car, for which he had saved for many months, was scratched in the parking lot by some rude person on the first day he drove it.
ADDITIONAL WRITING ASSIGNMENTS

• After dealing with writing issues related to run-on sentences, ask students if they know any run-on talkers. (Hope they don’t say, “You!”) Some people talk a mile a minute and dominate a conversation until they drive listeners crazy. Ask students to write about their reactions to this type of person, someone who only wants to listen to himself or herself. Do they have some advice about how to get the run-on talker to try listening for a change?

• After reading the professional essay about the role of sports in this chapter, ask students to write about one of the following topics related to sports:

1. Some people think that sports has become too organized for children. They also think that parents are ruining the fun. Write about a time when you were on a recreational sports team and describe your experience.

2. Early in your life you were taught that winning isn’t everything. Write about lessons that you have learned from sports that had nothing to do with winning.

3. What advice do you have for students who want to play professional sports? What sacrifices do they have to be willing to make? What are their chances?

4. Coaches are often very influential people in students’ lives. Have you had such a coach? Describe this person and explain the effect this coach has had on your life.
CHAPTER 7

Using Verbs Correctly

Introduction

• Ask your students to read the dialogue beneath the image in “Think About It” exercise that begins this chapter. Then ask them to identify the verbs. Determine what your students already know about verbs and what they need to know. Verbs are an often overlooked part of our students’ sentence-structure problems. However, good verb usage and some variety in verb choices will greatly enhance their writing. This chapter, while some might think it looks too basic at first glance, is a much-needed review on a topic which is frequently ignored. Our students think they know how to use verbs, but when they get down to the details, too often they are at a loss.

• Discuss the difference between active and passive voice. Review the attributes of an active student with your class. See how many of these characteristics your students remember from the very first chapter. Then ask them to think about how the word active might relate to active voice and how passive might relate to and passive voice?

• Display the following sentences and ask students to take a guess as to which sentence is written in active voice and which one is written in passive voice. Then ask which seems more effective and why.

  A delicious dinner for the family was cooked by all the brothers.

  All the brothers cooked a delicious dinner for the family.

Inform the class that there are times when passive voice is preferred. Ask your students to examine this sentence and explain why passive voice is used.

  Our car was broken into last night.

• ESL students will not always use the correct verb tense or voice; in addition, they may not know all the irregular verbs. However, even native speakers of English make grating mistakes with verbs when they say or write “I didn’t went,” “He seen” or “You was…”

• Increasing your students’ reading (both for assignments and for recreation) is another way to increase their ability to use verbs correctly. Hopefully, you have already encouraged them to read items of interest for their own enjoyment and learning; now you can reinforce this by pointing out to students who struggle with this material that reading will increase their abilities.
CLASSROOM ACTIVITIES

Substitution Story

- You might be familiar with the game “Mad Libs, in which a story is told, but blanks are left at strategic points of the tale. These blanks are labeled with the part of speech needed. This game can be played for educational benefit, especially when working with verbs. Make a number of short stories with strategic blanks in the narrative, requesting verbs of various types (for example, indicating the tense you want, the voice—whether active or passive, or perhaps the modal auxiliary they must use) of verbs needed to fill in the tale properly. You can expand this activity to include other parts of speech you have reviewed in class as well. You can do this as a class, but it usually works better in small groups or with partners. The storyteller lists the words needed, for example, saying, “I need an irregular verb.” Then the other person or group suggests a word that fulfills the request. After all needed words are supplied, the story is told with the words placed in the appropriate blanks. Since the person supplying the missing words doesn’t know the rest of the story, the resulting story is usually quite funny. If students are working in pairs, each partner should get the chance to be the storyteller, so two stories at a minimum are needed. Whether you make some of the partners’ stories different from others or just have multiple copies of two stories depends on the amount of preparation you can give this activity.

Using the Thesaurus

- Our students tend to use the same verbs repeatedly and ignore more interesting and concrete word choices. Take a simple verb that describes a common action, and ask them to try to find as many possible substitutes as they can. Then look in a thesaurus to see what other verbs are listed. Put some of them on the board, and ask students which ones have positive or negative connotations. Ask how many students own a thesaurus and if they use one to get more variety in their writing vocabulary. Point out that this is a good idea.

Playing Tic-Tac-Toe with Irregular Verbs

- For this activity, divide the class in approximately half, perhaps men against women or one side of the room against the other. You supply a bag full of small papers, each with an irregular verb written on it. Each student draws a verb and writes the past tense and past participle on the board. (Teammates cannot help.) If the student uses the wrong verb or makes a spelling error, the same verb goes to the other team. When a verb is put on the board correctly, the student can put an X or O in a tic-tac-toe box. Of course, a horizontal, vertical, or diagonal line of Xs or Os wins. Play several rounds until all students have had a chance to write a verb on the board.
ADDITIONAL WRITING ASSIGNMENTS

• After reading “My Kids’ Father,” ask your students to describe a significant event that helped to change their lives. Help them map out the structure of their writing by first analyzing the structure of the paragraphs in the study essay.

• After reading “Scenes from a Service-Dog Graduation,” ask your students to do some research about service dogs. Ask them to write about some of the various ways that animals are used to help humans? Instruct them to discuss the benefits as well as any problems they discover.
Combining and Expanding Your Ideas

Introduction

• The first step in teaching this material is to make sure that students understand the meanings of the transitional words used to connect clauses and create complex and compound sentences. For example, ESL students and bilingual students especially may confuse words such as furthermore and therefore, and they may use nevertheless when a native speaker would use however. ESL students will have trouble punctuating sentences with so because they confuse so meaning “so that” (so followed by a purpose) and so followed by a result. Words such as otherwise and unless are also difficult for ESL students. All students may be wary of using nor since it requires reverse word order (question word order with the verb preceding the subject).

• Even when students do understand the meanings of the transitional words and phrases, they will often be resistant to using them in their own sentences. Students will figure out how to combine and expand their ideas within grammar assignments after a short time of working on this skill. However, many find it harder when they write their own papers. Therefore, it’s a good idea to do in-class practice connecting their ideas with a variety of transitional words and expressions. Then students must be encouraged (perhaps even required) to use some of the more sophisticated transitional words and phrases in their own paragraphs. A quick oral drill on more sophisticated ways to say and (furthermore, in addition, etc.), but (however, nevertheless, in spite of the fact that, etc.) and so (therefore, consequently, as a result, etc.) may help them overcome fears of using these less familiar words and phrases.

• The Word Parts Co- and Sub-

Because in this chapter the text uses the terms coordinating conjunctions and subordinating conjunctions, be sure students know the meanings of these word parts. Ask the class as a whole to call out to you words beginning with co-, con-, or com- in which these word parts mean “with” or “together.” Write the words on the board. Then do the same with sub-.

CLASSROOM ACTIVITIES

Sentence Completion

• Create a handout that provides sentence-writing practice in these two ways:

1. You write the first clause and the transitional word, and have students write the second clause. Here are four examples:
a. My grandfather just celebrated his 95th birthday, yet __________________
b. You should read the assigned chapter; otherwise, __________________
c. I need to write a second draft of my paragraph. Consequently, __________
d. I’ll go to the zoo with you tomorrow unless __________________

2. To make the exercise more challenging, add a few sentences in this style:
   a. ___________________; therefore, __________________
   b. ____________________. Furthermore, __________________
   c. ______________________, nor __________________

• You may add to this handout a few sentences based upon your students’ past writing. Walk around and help students who are making mistakes. Encourage students to exchange papers with a partner and get advice if they’re having trouble with the activity. Another way to do this activity is to project the sentences and have students respond orally. However, this method will not catch punctuation errors.

Modeling Sentence Structure

• Type up sentences on strips of paper—the longer the better, but keep it interesting—from a well-known author (E. B. White or someone else will do), and give them to the students. Have them identify the structures (phrases, dependent clauses, and independent clauses) and the subjects and verbs within the sentence. Then have them write their own similar sentence other topic but with exactly the same structure. If there is a conjunctive adverb at the start, they have to use one, too. Have some volunteers read some sample results.

• You can follow this activity with its opposite—using short sentences or a variety of sentence lengths. (Use Dr. Seuss or some other children’s author or find a Hemingway quotation.) Again, have students follow the same sentence structure in their own writing, and then have them read some results to the class.

Dating Narrative

• There are two ways to begin this entertaining in-class writing assignment. One takes preparation in advance and the other one does not. Either works well. The first way requires you to get a newspaper and go through the personal ads. You will need to cut out a bunch of ads—preferably without questionable content or difficult-to-understand abbreviations. Try to find ones from people of different ages and backgrounds. You will need as many ads as students, plus about five extras. Make them evenly divided by the gender of the writer. In class, have the students write personal ads that seek a date—half from the perspective of a man, half from the view of a woman. Now take your personal ads written by people seeking companionship from the newspaper—in two envelopes
(one labeled “man seeking woman” and the other “woman seeking man”). If they wrote a personal ad from the perspective of a man, they will now pull out an ad from a woman and vice versa.

• The second method starts in class. Have the students get out two sheets of paper. Assign half the class the gender of male, and half as female. They will now write a personal ad from that gender’s perspective. When they are done, they will copy it onto the second sheet. One copy will be turned in to you. Now you will pass out these copies to other people—making sure that those who wrote from a woman’s perspective now get a personal ad written from a man, and vice versa.

Whatever method you chose, you now have a class looking at two personal ads. One is written by a woman and one by a man. Tell them that these two people have been set up on a blind date. Their narrative will be what happens on the date. Warn them to “keep it clean.” They will first need to determine a point of view and a topic sentence. They can be one of the people in the story or someone else. The topic sentence should focus the point of the story, such as whether the date went well. They should choose between time or least/most arrangement. Remind them to be specific.

Once the students have written for awhile, have them stop and form groups of four. They will read the paragraphs and then choose their favorite from the group. Have the chosen paper marked with a star and read aloud to the class. You can collect and read all of them afterwards.

Then discuss the good features of narrative shown by these samples. Students seem to enjoy writing about dating. However, this dating narrative exercise is very time-consuming, usually taking an entire class period.

Students can revise this project out of class, with a special eye towards sentence structure, and turn it in later in the week for a grade.

Narratives to Music

• Bring in some music, preferably something with which the students won’t be too familiar (perhaps jazz or classical music). Tell them to get out a piece of paper. Play the music, and ask them to write about a situation which the music evokes. Have them try to mirror the mood of the music. Read some sample paragraphs to the class afterwards. Discuss the good features of the paragraphs and how they could be revised. Look at how sentence length can affect the mood of the piece. Slower pieces, for instance, might lead to longer sentences.
ADDITIONAL WRITING ASSIGNMENTS

1. After reading “Saying ‘Adios’ to Spanglish,” have students describe the heritage of someone who is different from themselves.

2. Have students write about whether they feel it is an advantage or disadvantage to grow up in a culturally diverse environment.

3. Write about three significant ways you can contribute to a sense of heritage for your own family.

4. After reading “Freedom to Buy Candy,” ask your students to describe a significant event that helped to change their lives. Help them map out the structure of their writing by first analyzing the structure of the paragraphs in the study essay.
CHAPTER 9

Revising Confusing and Inconsistent Sentences

“I rewrote the ending of *Farewell to Arms*, the last page of it, 39 times before I was satisfied.”
—Ernest Hemingway

“And I think what I’ve always recognized about writing is that I don’t put much value in so-called inspiration. The value is in how many times you can redo something.”
—John Irving

Introduction

• Ask your students to examine the following quotes and discuss their relevance to this chapter:

“That I rewrote the ending of *Farewell to Arms*, the last page of it, 39 times before I was satisfied.”
—Ernest Hemingway

“And I think what I’ve always recognized about writing is that I don’t put much value in so-called inspiration. The value is in how many times you can redo something.”
—John Irving

• Offer some extra credit for quotes by about the aspect of revising. Challenge students to find some quotes in other fields than writing. Pose the question: Who else other than writers finds it necessary to revise his or her work?

• Ask your students to examine the image in the section “Think About It” at the beginning of the chapter. Does it seem strange and inconsistent with what they might expect? If so, why? Then ask your students to read the sentences below and explain why they are humorous.

• Explain to your students that it is important to recognize that revising and editing their writing are normal and important parts of the process. It’s important for students not to be satisfied with the first draft of their work.

• Now that students have learned to add to their sentences by using more complex structures and modifiers, it is time to point out the problems that can come from doing this. Luckily, this can be a great deal of fun; dangling and misplaced modifiers (discussed in this chapter) often lead to unintentionally funny sentences. To find hilarious examples, just type *misplaced modifiers* and/or *dangling modifiers* into Google, and it will lead you to many Web sites on each.
• Some students, particularly nonnative speakers of English, have difficulty spotting
misplaced modifiers. They see only the right meaning, not the possible second meaning,
which could cause confusion or humor. Reading some of the exercises aloud can help, as
some students hear the problem but can’t seem to see it. Asking questions such as, “Who
is answering the door?” may also enable them to recognize the problem.

CLASSROOM ACTIVITIES

Sharing and Repairing Dangling and Misplaced Modifiers

• Show the class a few Web sites on dangling and misplaced modifiers. Alternatively, you
can ask students to look at one or two sites on each type of error and then share their
favorite (funniest) samples with the class. This activity can be done in small groups or
with the class as a whole. It can go fairly fast if each student writes one example on the
board, and then you read them all aloud. Have them put the dangling modifiers on one
section of the board and the misplaced modifiers on another to be sure they see the
difference. Have each student choose one to rewrite and fix, have them read some of
these revisions aloud, and collect the whole batch to check for students who don’t
understand.

• You could also bring in a clip of the old Abbott and Costello routine “Who’s on First?” to
show what can result from a misunderstanding.

Danger! The Troublesome Words With and Which

• Point out that unintentionally funny sentences can also be created by the careless use of
with. Ask students if they can think of two different meanings of with. If they can’t, write
these examples on the board:

I went to a movie with my cousin Ron. (Here, with means “accompanied by.”)
I wiped off the table with a sponge. (Here, with means “by using.”)

No problem with those two sentences. But how about this one? Write it on the board.

Mother and I scrubbed the kitchen floor with my little brother.

Let’s hope not. Clearly, it would be better to say it this way:

Mother and I scrubbed the kitchen floor, and my little brother helped.
OR
My mother, little brother, and I scrubbed the kitchen floor.
Classic comedians sometimes played around with *with* and came up with this sort of dialogue:

“Did you eat dinner with your girlfriend Sally last night?”
“Nope. I ate it with a fork and knife.”

• To demonstrate the confusion that can occur with *which*, display the following sentence:

   My great-aunt Matilda talked for hours about her abdominal surgery, which was distressing.

   Ask students to tell the two possible meanings of this sentence. Then ask them to rewrite the sentence to eliminate the ambiguity. (This is a good time to teach the word *ambiguous* if they haven’t already learned it.) Have several students put their new versions of the great-aunt Matilda sentence on the board. Hopefully, you’ll get versions with both possible meanings.

• Remind students that it’s a good idea for them to read their own writing aloud (to themselves and perhaps to an audience of one or two) in order to catch these kinds of blunders.

**ADDITIONAL WRITING ASSIGNMENTS**

• Hand out a list of clichés and well-known sayings. Be sure to go down the list and make sure all students understand the sayings. You might be surprised by how many of your students do not understand the message of “Don’t put all your eggs in one basket,” “Kill two birds with one stone,” or “Don’t look a gift horse in the mouth.” One that you could use as an example is “Anything worth doing is worth doing well.” It’s tempting to argue that this statement is wrong. After you’ve clarified the meanings of all the sayings, ask students to write about one of them, either agreeing or disagreeing with its message. This might be a good short in-class writing assignment or an at-home journal entry.

• Have students write a memo to their boss explaining why they deserve a raise. Make sure to discuss this in class first by asking what might be good reasons and what would not be convincing, such as “Joe got a raise last week, so I should, too.”

• After reading the student essay “When Someday Finally Came,” assign students to write an essay based on a lesson they learned the hard way.

• After reading “Computer Technology, Large Organizations, and the Assault on Privacy,” ask students to take write about the advantages or disadvantages of social networking sites such as Facebook.
CHAPTER 10

Main Ideas and Topic Sentences

Introduction

- Cut an apple into fourths. Ask students to name the item, and they will answer “an apple.” Assemble the pieces together and ask students to then name a topic that is more general than the word “apple,” and they will respond with “fruit.” Explain how this concept relates to a paragraph. The topic of a paragraph is like the word, “fruit.” The main idea is the “apple” and the slices are the equivalent of the supporting details. The seeds could be considered as minor supporting details. (Bring enough apples to share slices with the class.)

- Give students a blank sheet of paper and ask them to create their own visual concept of paragraph structure and ask them to explain the components. This simple exercise allows the artists to show off their skill, but is also a simple activity to explain the concept and get the class actively involved. Some ideas to help them get started are as follows:

  a chocolate chip cookie, a woman’s purse, a train, a house, a shopping mall, a baseball team, a pizza

CLASSROOM ACTIVITIES

- To help students understand the distinction between general and specific or between the topic of a paragraph and the details, present students with a list of items and ask them to label or identify the general characteristic of each item on the list.

- Next, after separating the lists into general and specific items, provide mixed lists of general and specific items and ask students to select the specific items from the list.

  (For example: sports, Volkswagen, baseball, Chevrolet, cars, football, tennis, Cadillac)

- One of the most difficult things for students is to move from a topic or thesis to a topic sentence or thesis statement. Frequently, students are not able to discern a fragment from a complete sentence. The following activity is designed to give them practice:

On index cards, write the following topics. Depending on the number of students in the class, make at least two copies of the topics below so that each student will be given a card and will have a partner in the class.

Special privileges college athletes receive
Things to look for when buying a used car
How to prepare for a job interview
After giving each student a card, model the activity by displaying the following concept map:

**Steps to follow for making a shot in basketball**

1. Balance
2. Eyes
3. Elbows
4. Follow-Through

Basketball players follow four steps (BEEF) in order to make baskets consistently and effectively.

- Explain how you took the general topic, or thesis, and expanded it into a complete sentence to create what could serve as a topic sentence in a paragraph. The steps raying out from the oval would serve as supporting details that could clarify, expand, and explain.

- Next, pair each student with the classmate who has the same thesis. Ask them to collaborate and create a logical topic sentence, which would be an expansion of the thesis. Again, point out that the thesis (topic) could sound like a title, but it should not be the topic sentence. After you have circulated the room to check on the students’ wording and accuracy of the topic sentence, allow the students to establish the supporting details. Explain that writers like to do things in threes, so they must have at least three supporting details. However, some topics (such as “Ways to End a Relationship”) will obviously have more. Again, circulate the room and check on the logic of the supporting details. (Point out that only the topic sentence needs to be a complete sentence.) Finally, have the students go to the board and share their conceptual maps. (Students may consider some of these choices as topics for subsequent writing assignments.)
• To facilitate students’ ability to recognize topic sentences, explain the possible locations discussed in the chapter (first, middle, last, as well as first and last). Next, introduce some of the operative words that writers of college texts may use as a springboard to discuss supporting details. Make a transparency of the variety of words that may indicate a topic sentence. Point out that while writers are not limited to the words on this list, these are the kinds of words that students will frequently encounter in textbook reading.

**Key Words for Locating and/or Writing Topic Sentences**

*Results, Consequences, Ways, Reasons, Methods, Kinds,*

*Causes, Outcomes, Steps, Levels, Factors, Types,*

*Traits, Categories, Examples, Attributes,*

*Characteristics, Conclusions,*

*Features; Stages, Instances,*

*Advantages, Benefits*

• Make a handout of several paragraphs from which you have deleted the topic sentences. Have the students create topic sentences for these sample paragraphs, and compare them with the original (deleted) topic sentences. Have them discuss how the details supported each idea.

• Using the index cards with topics that the students previously considered when changing topics to topic sentences, have groups of students organize an outline or conceptual map that would be a prewriting activity for paragraph or thesis writing. Give groups of three or four students one of the cards, markers, and chart paper. Have them organize supporting details (major and minor) that they would use in a paragraph or essay for that topic/topic sentence/thesis statement. Assign a leader who acts as a facilitator and selects a note-taker, someone who will write the group members’ ideas as they brainstorm; an artist, someone who puts the ideas on the chart paper; and a presenter, someone who will share with the class about the results of the activity. If you have more than four in the group, be sure everyone has a job by asking the leader to assign two people as artists, note-takers, and/or presenters. (This activity, which appeals to students with all learning styles, is even more successful if you bring in a camera and take pictures of the students in their groups. Then, as a follow-up, have the group come to the front of the room and present their chart to the class.)

• As a review, have your students complete the “Graphic Organizer for Chapter 10” that appears on the next page. Instruct them to complete as many items as they can, then go back to the text to locate information they are missing. Allow time for them to check their answers with their classmates.
Graphic Organizer for Chapter 10

Understanding Terms

1. A paragraph focuses on one subject, called the _______________.

2. The paragraph makes one point about that topic, called the _________________.

3. The main idea is often expressed in a single sentence called the _________________.

4. The rest of the paragraph, called ________________, explains the main idea.

5. A broad idea referring to several individual items is called a _________________.

6. An idea or term that is more detailed is called a ________________ idea.

7. The topic sentence will cover all the other ________________ in the paragraph.

Where to Find the Topic Sentence

8. To find the topic of the paragraph, ask “______________________________?”

9. In most paragraphs, the topic sentence comes _________________.

10. The second most likely place for a topic sentence to appear is _________________.

11. A topic sentence placed neither first nor last may appear in the _________________.

12. Sometimes the main idea may appear both at the beginning of a paragraph and again at the ________________ of the paragraph.

Paragraph Writing

13. A manageable topic for writing a paragraph, is one that is not too _______________ or too ________________.

14. An effective topic sent must _______________ what the paragraph is about and make a _______________ (an idea) about that topic.

15. A topic sentence should identify your topic and express an attitude or _________________.

Copyright © 2014 Pearson Education, Inc.
CHAPTER 11

Details, Implied Main Ideas, and Transitions

Introduction

• Begin with “Think About It” and ask the class if they can answer the questions that are listed below the image. What is required to be able to do this? Ask if anyone has ever played on a team that faired poorly because they didn’t practice the basic fundamentals (the details of a sport)

• Ask the students how painters do detailing—trimming. How do lawn-care workers detail a yard—trimming and edging, and so on?

• Most students have opinions about weddings. Ask your students to pretend that they are wedding planners and list the details that must be considered prior to the event. Write a list on the board of all their responses. Then ask students to take this list and group the items that seem to fit into the same category, that is, ceremony, flowers, expenses, menu, music, invitations, decorations, wedding party, and so forth. Students will quickly realize the importance of details and the necessity of organizing them in some fashion.

CLASSROOM ACTIVITIES

• Remind students of the difference in general and specific terms mentioned in Chapter 10 of the text. An additional practice exercise for emphasizing the relationships among the paragraph elements and demonstrating their interdependence is to use the sentence strip method. Select a paragraph and cut it up, so that each sentence is on a separate strip of paper. Scramble the strips and ask the students to rearrange them so that they form an organized paragraph.

• To provide further practice in recognizing supporting details, select two or three paragraphs that contain a clearly stated main idea on a closely related subject. Then, scramble the sentences that contain the supporting details. Ask the students to match each detail with the main idea it supports.

• Now that students have studied both main ideas and supporting details, ask them to create a “Main Idea Metaphor.” Explain that a metaphor is a direct comparison between two dissimilar objects and often helps the reader better understand a new concept. Invite your students to create their own metaphors using these examples and then share them with their classmates, explaining the metaphor.

Example: A main idea is a pizza. The pepperoni, cheese, and peppers are the details.
Display the following phrases and sentences, which are adapted from readings in their textbook, and have your students determine the topic, main idea, and three supporting details.

**Example 1:**

1. Students drink more alcohol if they mask the taste by mixing it into another kind of drink.

2. Alcohol combined with energy drinks

3. Mixing alcohol and energy drinks can be dangerous for several reasons.

4. Students report being unaware of intoxication when consuming energy drinks containing alcohol.

5. Students who mix energy drinks with alcohol reported are more likely to be victimized.
Example 2:

1. Asthma is a serious health issue for many Americans.

2. Asthma is caused by inflammation of the airways in the lungs.

3. Asthma symptoms include wheezing, chest tightness, shortness of breath, and coughing.

4. Some people have exercise-induced asthma.

5. Issues with asthma
Example 3:

1. Good listeners prepare in advance for a speech or lecture they plan to attend.

2. Good listeners choose their seats carefully in order to hear and see well.

3. The traits of effective listening

4. When a speech is over, good listeners review and evaluate the ideas that were expressed.

5. Effective listeners follow specific steps in order to achieve accurate understanding.
• As a review, ask students to answer the following true or false questions:

1. The general subject of a paragraph or an essay is the topic. True
2. A paragraph always has a topic. True
3. The stated main idea of a paragraph is the topic sentence. True
4. A paragraph will always have a main idea. True
5. A paragraph will always have a stated main idea. False

• When discussing implied main ideas, be sure to point out the definition of the following words:
  
  imply = to suggest
  implication = a suggestion
  infer = to conclude
  inference = a conclusion

• Point out that when we look for the implied main idea, we must look for the topic as well as the supporting details provided. In fact, we must focus on the supporting details to “back into” the implied main idea. Remind students that their knowledge of the transition words will be helpful in identifying the implied main idea. Have students consider the examples on pages on the next pages. Ask the students to use inductive reasoning to determine the implied main idea indicated by the details listed. To use this activity, make transparencies of each of the following conceptual maps. Using a Post-it note, cover the center with the answer. Show students the details and ask them to use inductive reasoning to determine a possible statement that would indicate the implied main idea. (There are many possible answers.)
Example 1:

- Puts clothes in closet after work
- Hangs up towels after shower
- Places dirty clothes in the laundry basket
- Empties all the garbage cans on a daily basis and straightens the kitchen every night
- Wipes sink after shaving
- Does the dishes
- Makes the bed

My husband is very neat.

Example 2:

- His car is always messy
- He bought a treadmill for his dog.
- He waits to see if someone else will answer the phone
- He seldom exercises.
- His mother cleans his house and does his laundry.

My friend is a very lazy person.
Example 3:

Has difficulty staying awake during the day

Develops pain in wrist

Gaming leads to conflicts at home and at work

Shows signs of increasing aggression

Playing games brings feelings of euphoria

Becomes more and more isolated

Ignores family while playing video games

- Recognizing transition words is critical for recognizing details. Use the following guided note-taking activity to discuss the information about transitions in the text. (Students are to fill in the underlined parts.)
Common Transitions

<table>
<thead>
<tr>
<th>Type of Transition</th>
<th>Common Examples</th>
<th>What Transitions Tell the Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Sequence</td>
<td></td>
<td>The author is arranging the ideas in the order in which they happened.</td>
</tr>
<tr>
<td>Spatial Arrangement</td>
<td></td>
<td>The author arranges details according to their position in space.</td>
</tr>
<tr>
<td>Least/Most</td>
<td>________________________</td>
<td>The author arranges ideas according to some quality or characteristic.</td>
</tr>
</tbody>
</table>

Practicing with Paragraphs

- Have students take a draft of one of their paragraphs and cut out each sentence. Have them rethink the order of the sentences and make changes from the original if that will improve the paragraph. Then tell them to glue each sentence onto a piece of paper but leave spaces between the sentences. Have them try to add details in the new blank areas. (Perhaps more detail isn’t needed in every blank space.) Then they can take it home and rewrite the paragraph adding transitions if needed. If you have a computer lab to which you can bring your class, you can do this activity there. Simply have your students hit “return” several times after each sentence of their paragraph.

- Have each student write down a topic sentence. Have other students evaluate it to see if it has a point of view. You can also have other students suggest examples to support it. Either have them pass the papers around in a small group, or have the papers left on desks, and have each student move about the room visiting as many desks as possible. All comments are written on the sheet (and initialed—to avoid anonymous comments which may be inappropriate).

- Have your students suggest a topic (or several topics from which you choose) and work out a topic sentence using an overhead projector, computer screen, or board. Go through the steps of the writing process, showing revisions. Have the students help you choose appropriate support. Write and revise the paragraph with their help. You can make some deliberate mistakes to see if they pick up on them. For example, you can put in an idea that doesn’t relate to the topic sentence or an idea that repeats something already expressed. You can also put ideas in the wrong order, breaking the most-to-least or least-to-most rule or ruining the chronological order. If you decide to make deliberate mistakes, tell your students beforehand that you may do this so that they won’t think you’re a terrible writer.
As a comprehension check, ask students to write the definitions of the following important terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant details</td>
<td></td>
</tr>
<tr>
<td>Sufficient details</td>
<td></td>
</tr>
<tr>
<td>Time sequence</td>
<td></td>
</tr>
<tr>
<td>Spatial arrangement</td>
<td></td>
</tr>
<tr>
<td>Least/most arrangement</td>
<td></td>
</tr>
<tr>
<td>Specific words</td>
<td></td>
</tr>
<tr>
<td>Transitional words and phrases</td>
<td></td>
</tr>
</tbody>
</table>

Assign a journal topic for this chapter.

Review the questions and the answers in the “Self-Test Summary”
CHAPTER 12

Patterns of Organization: Chronological Order, Process, Narration, and Description

Introduction

• Ask students to visualize their closets. Are they neatly organized, or are their clothes in a jumble on the floor? Isn’t it much easier to find the outfit they want if it is hanging neatly on a hanger? Explain that information works much the same way. Writers need a system to “group” information together in order to write in an orderly way. Human brains work best if information is presented in an organized fashion. Then it is much easier to understand.

• Have the students examine the picture from “Think About It!” in their text and discuss the patterns they see. Ask about other examples in nature where patterns can be observed. Explain that, if students can identify the author’s pattern of organization, they will be able to see the main points and how the details relate. This knowledge will be like a magic key because they will then know which information is important to study and how to best organize information in order to learn it and to write it.

• If you haven’t already dealt with the five-paragraph essay structure, now is a good time. Ask for a show of hands regarding how many people have been assigned (and perhaps struggled with) the five-paragraph essay in previous classes. Some students may be surprised to hear that an essay is not, by definition, a five-paragraph piece of writing. They need to realize that the goal is not to fit content into a predetermined structure but, rather, to let the content (guided by the purpose and audience) decide the structure. The number of body paragraphs is not necessarily three; it could be one, four, five or more. Teachers may assign a five-paragraph essay because they want to be sure students develop their ideas sufficiently and because this has become the standard length assigned in school. However, in real-world writing, authors keep going until they have said all they want to say about their topic.

• Here’s another caveat: Point out to students that, although, composition classes traditionally teach students to write in one of these modes, no professional author sits down at his computer and says to himself or herself, “I think I’ll write a comparison/contrast essay today.” A writer has something to say and uses whatever mode (or modes) help him or her to develop his or her message. Often, a piece of writing is predominantly one mode but incorporates a few others in its development. For example, when writing about one’s dream car, the author is probably writing a descriptive essay, but it’s also an essay that gives reasons why he or she likes it, and it may include some narrative elements.
• Note that *In Harmony* uses the phrases *patterns of organization* to refer to the categories included here. Point out to students that many writing texts use the term *rhetorical modes*, and discuss the meaning of the word *rhetoric*. Remind students that they have already studied three other methods of organization: chronological order (time sequence), most-to-least important, and least-to-most important. These are good to remember when organizing ideas that support a topic sentence or a thesis statement. The rhetorical modes, however, tend to indicate the **dominant purpose** of the piece of writing. For example, the purpose of a narrative essay is to tell a story that makes a point. The purpose of a descriptive essay is to paint a verbal picture (and often to stimulate the other senses as well). The purpose of an argumentative (persuasive) essay is to influence the reader’s beliefs and/or behavior.

• Use the exercise on the next page to establish connections between what the students already know and what they will learn. Make copies for each student and ask them to complete this exercise before and after completing the practice exercises in this chapter.

**CLASSROOM ACTIVITIES**

• Use 5 x 8 index cards and write one transition on each card. Place a magnet on the back and distribute these among your students. Write the categories of writing patterns on the board and ask students to place the cards in the appropriate category.

• Doodles: Ask students to draw four boxes on a blank sheet of paper. Distribute colored markers and ask them to create a visual image to represent each of the patterns. Ask for different volunteers to draw their images on the board and explain the connection. Remind students that images can serve as connectors to the brain and memory. This is also an organizational tool to make learning easier.
Connecting the Dots

Directions: Fill in the circles with a colored marker for each item that you are sure you can define or for which you can suggest an example. If you are not sure, leave the circle blank. After completing the practice exercises, repeat the directions.

Writing Patterns \(\bigcirc\) Time Sequence \(\bigcirc\)

Three Transitions That Signal Time

\(\bigcirc\) \(\bigcirc\) \(\bigcirc\)

Chronological Order

Process \(\bigcirc\) Narration

Common Description Transitions Description \(\bigcirc\)

Six Transitions That Signal Chronological Order and Process

\(\bigcirc\) \(\bigcirc\) \(\bigcirc\) \(\bigcirc\) \(\bigcirc\) \(\bigcirc\)
Practice Writing

Process and Chronological Order

• Give students a copy of the following recipe, and ask if there’s a problem with it.

“Take four cups of flour and add two large eggs. Blend well. Now take the whites from these eggs, put them in a different bowl, and add a half cup sugar.”

With luck, some students will realize that the eggs were already blended before the instructions said to separate out the whites from the yolk. Point out that in process writing it’s important to follow chronological order.

Topic sentences (for a paragraph) or the introduction (for an essay) should let us know why the process should be done. There is a myth that a donkey will move only if it is given a reason—either a carrot dangling in front of it (a reward) or a stick hitting it from behind (a punishment). Tell students that readers are like that—they won’t care about a process unless they are given a reason—either something that they can gain from reading it or a problem they can avoid.

• Conduct a demonstration in front of the class (or have a trusted student do so). The more unusual or funnier the demonstration is, the better. Afterwards, have the students write a paragraph describing the process, and then compare the results to note missing information, differences, and so forth.

• Have the students choose a simple activity, such as washing the family’s pet dog (or some other action with which they are familiar), and brainstorm a list of things not to do or things about which to be careful while engaging in the activity. For instance, you don’t want to get shampoo in a dog’s eyes. Then have them make a list of things that should be done to complete the activity and ask them to choose the most important warnings and mark where in the list they would insert these warnings. Remind them to think about inserting warnings when they write a “how to” process piece.

Narration

• Since narration often involves dialogue, this is a good time to review how to use quotation marks, commas, and other punctuation marks in dialogue. (See Section D.5 in Reviewing the Basics.) You should also point out where capital letters are needed in dialogue.
Here are some examples you could give students on a handout as a model of different dialogue formats:

“I love you,” Joe told Mary. “Do you love me?”
Mary replied, “Yes, I do.”
Joe then said, “That makes me very happy.”
“I’m glad,” Mary replied, “that you’re happy.”
“I think,” Joe told her, “that we should get married.”
“How about next week?” Mary asked. “Is that a good time for you?”

Point out to students where quotation marks, capital letters, and commas are needed in the dialogue above. Then, point out the rather unusual situation when the quotation is not the question, but there is a question about the quotation:

Did you say, “I really, really love you, Mary”?

In addition, give students these general rules: A period always goes inside the closing quotation marks, but a semicolon goes outside.

• Have students write their own four-sentence dialogue using quotation marks, commas, and capitals as shown in the dialogue above. Next, review the difference between direct and indirect quotations, and then use these sentences to point out common errors when the two are confused:

He told me that no matter what decision I made, “he would support me.”
She told me that, “I don’t think you should go.”

• Ask students to take the Joe/Mary dialogue and rewrite it in indirect quotation. Then have them compare their version with two other students’ versions. Ask for questions. When they are through correcting their dialogues, collect them to check. Point out to students that direct quotation is more emphatic than indirect quotation, so they should consider that difference when deciding which to use.

Description

• Probably the most common problem with description is getting students to make a point. Irrelevant description that has no unifying concept is the pitfall for beginners who have never tried to write effective description. Model an example of a bad description that wanders randomly. This often helps students, since they can usually recognize when other writers don’t come to a point even when their own writing has the same problem.
• As a review, make copies of the next page and allow students five minutes to fill in the blanks. This activity will “wake them up” and help them monitor what they have already learned and what they need to study.

• Review the questions and answers in the Self-Test Summary and assign a journal topic using one of the patterns.
Time for Review!

1. Three writing patterns discussed in this chapter are _____________________, ________________, and ________________.

2. The terms ________________ and ________________ both refer to the order in which something occurs or is done.

3. ________________ is used in essays where the purpose is to present a viewpoint or tell a story.

4. Some transitions that signal time order are ________________, ______________, ________________, ________________, ________________, and ________________.

5. Two types of process paragraphs are _________________________ and _________________________.

6. ________________ writing involves using words and phrases that appeal to the senses—taste, touch, smell, sight, and hearing.

7. When writing a narrative, you should consider ________________, and your ________________,
CHAPTER 13

Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast

Introduction:

• Begin with the photograph in “Think About It.” Ask students to contemplate what type of disaster might have caused this. Then ask them to respond orally to the options for organizing writing assignments that are given in the description. Can they think of any other examples of devastation? Can they guess at the effects of such a disaster? Were there any similar disasters they are familiar with that are similar?

• Assign students to read aloud the bulleted items in “Why Use Patterns of Organization.” Ask the class if they can think of any other times that patterns are useful in an academic setting.

• Read aloud a favorite children’s story and ask the class to identify any patterns they notice.

• Read brief passages from science and sociology and have students listen for cause-and-effect experiments from (simple observation experiments such as seeing how people react if you stand backwards in an elevator). Ask the class to think of some simple surveys or experiments where they would predict the effects (make a hypothesis), and then they would discuss the results.

CLASSROOM ACTIVITIES

• Continue adding to your students’ notes from Chapter 12. Ask your students to create a visual image to represent each of the patterns discussed in this chapter. Once again, ask for different volunteers to draw their images on the board and explain the connection.

<table>
<thead>
<tr>
<th>Example</th>
<th>Cause and Effect</th>
<th>Comparison</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Display the next two pages, asking students to fill out the graphic organizer on “Patterns of Organization” and using “Comparison: Methods of Development” in your explanation
Patterns of Organization

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Function</th>
<th>Common Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Example</td>
<td>________________ or ________________ that explain a general idea or statement.</td>
<td></td>
</tr>
<tr>
<td>(2) ____________________</td>
<td>Used to explain why an event causes another event or action.</td>
<td></td>
</tr>
<tr>
<td>(3) Comparison/Contrast</td>
<td>Used to show similarities and _____________.</td>
<td></td>
</tr>
</tbody>
</table>
Comparison: Methods of Development

One Side at a Time
Thesis Statement: covers both topics plus author’s attitude
First Item Being Compared: all points about it
Second Item Being Compared: all points about it
Conclusion: covers both with general statement about what can be concluded from the comparison
(Try this, comparing advantages of dogs and cats as pets.)

Point by Point
Thesis Statement: covers both topics plus author’s attitude
First Point: both topics
Second Point: both topics
Third Point: both topics
More: as many points as needed
Conclusion: what the comparison has shown
(Try this, comparing advantages of dogs and cats as pets.)

Similarities/Differences
Another variation would be to discuss similarities and then differences. This type of organization might be developed into a four-paragraph essay that would look like this:
Introduction: topics being compared and why
Similarities: in paragraph two
Differences: in paragraph three
Conclusion: perhaps stating that one is better in some way
(Try this, comparing advantages of dogs and cats as pets. In your opinion, which organizational pattern works best for this topic?)
• Bring several children’s books to class (choose Caldecott and Newbery Medal books). Divide the students into groups of three or four and give each group a book. Instruct them to read the story, compose a summary of it, and look for patterns of organization in the story. They will be asked to read their summary and explain the writing patterns they found in the book. (Many students will be surprised at the complexity of language used and will want to take these home to read to their own children.)

• Cut out cartoons from the Sunday paper and display them. Ask your students to identify causes and effects or comparisons and contrasts.

Practice Writing

Example

• Give students a general topic to discuss, and have them brainstorm a list of examples. Put these on the board, and then discuss which examples would best support a suggested topic sentence. Choosing outrageous examples or not providing sufficient or varied examples are the most common problems. Also, some students don’t realize that personal experience is a valid means of supporting a point. Some were told in high school never to use I in a paper. They need to be retrained to value personal stories as part of support.

Comparison and Contrast

• Bring in two items—perhaps two photos, two magazine ads, or two objects. Have students brainstorm and create a two-column list by asking them (individually or in groups) to identify similarities and differences.

• Remember the saying “You can’t compare apples to oranges”? But, in fact, you can. They are both fruit and have a lot in common, but they’re also quite different. Put the two items in a two-column list (on the board or transparency) and brainstorm characteristics about the two fruits. Then group items in your list and discuss different organizational methods for a paragraph about these two fruits. (Project or hand out copies of the paper on comparison/contrast from the previous page of this manual.)
Cause and Effect

• There are probably issues on campus that you could use to have students speculate about causes or effects. In addition to these, you can also try typical high school campus issues:

  Closed campuses during lunch  
  School uniforms  
  Strict dress codes  
  Removing soda machines  
  Removing junk food from vending machines

  Have the students discuss the probable causes (the reasons) why a school put these rules into effect and debate the possible results (both immediate and long-range).

• After students have read this chapter, check to see if everyone has understood the basic characteristics of each rhetorical mode by doing the following activity either as a homework assignment, working individually in class, working with a partner, or working in groups of three or four. If you think your students can handle the assignment working alone, that’s probably the best way to do it because it will enable you to see who’s having trouble with the concepts. Here’s the task: using the prompt dog or dogs, students must think of a thesis statement (or a topic sentence) for a piece of writing in each rhetorical mode in Chapter 13. Here are examples:

  **Example:** Many different kinds of dogs can be used for therapy.
  **Process:** Follow these five steps, and you’ll have a very well-trained dog.
  **Comparison/Contrast:** Which is easier to live with—a large dog or a small one?

If students are doing this assignment individually, you can collect and correct the work. If they’re doing it with a classmate or classmates, go through each mode and have some examples read aloud. Talk about those that are not examples of the mode they’re supposed to exemplify.

**ADDITIONAL WRITING ASSIGNMENTS**

• The following topics will lead to writing in a particular rhetorical mode. They may work better for essay writing than paragraph writing. If your students are just beginning to write essays, you can have them choose one of these for a three-paragraph essay.

  1. Discuss the causes and/or effects of misbehavior in children. You see a bratty child running loose in a restaurant—what are the possible causes of this and other bad behaviors? What effects, if any, do these behaviors have on those around them and on society? (Write on either causes or effects, not both.)
2. Compare and contrast different types of sports.

• The following topics tie in with the readings in this chapter. These could be used for paragraph-writing assignments.

1. Compare or contrast the situations and attitudes of the two authors whose work appears in this chapter (the student writer and the professional writer). Find similarities or differences.
CHAPTER 14

Revision and Proofreading

Introduction

• Display the terms “revision” and “proofreading.” Ask your students to name at least ten items that are connected with both of these. Take some time to talk about attitude and remind students of the famous authors who admit to rewriting over and over and over again.

• As Chapter 14 indicates, there are many reasons for underdeveloped paragraphs. Some are psychological. Some students are afraid to give their opinion. They don’t believe that their opinions are worth the writing. Some are very private people who don’t want to tell the world about their personal experiences, especially traumatic ones. Still others believe that they do not need to give many details. They will point to short paragraphs in the newspaper and say that they want to keep things simple. A few may be lazy, but the majority simply do not recognize when a paragraph is underdeveloped and therefore unclear and/or uninteresting. Remind them that journalistic writing with its short paragraphs is a different genre with a different audience and purpose; academic writing requires greater paragraph development.

• When you’re asking for writing that states their opinions, remind students that you do not grade them down because you disagree with them—only when they do not support their opinion or write unclearly about it.

CLASSROOM ACTIVITIES

• Each student should write a topic sentence that could be supported with examples. Then have everyone pass the paper to the next student, who should now write an example which would support that topic sentence. Then, they pass it along until they get a whole group of examples on each sheet. You might want to have students sign their initials next to their examples (so you can track down any troublemakers—although, knowing they can be identified usually curtails problems). Then, each sheet goes back to the original writer, who should mark the three or four best examples and decide on the order and transitions that would put these together into a coherent paragraph. Have students revise their paragraphs at home and, during the next class session, share them in small groups. Collect the paragraphs to look over. Whether you choose to correct these and give them a grade or not, put a few (good and not so good) on a handout to analyze with the class.

• Have students take a draft of one of their paragraphs and cut out each sentence. Have them rethink the order of the sentences and make changes from the original if that will improve the paragraph. Then tell them to glue each sentence onto a piece of paper but leave spaces between the sentences. Have them try to add details in the new blank areas.
(Perhaps more detail isn’t needed in every blank space.) Then they can take it home and rewrite the paragraph adding transitions if needed. If you have a computer lab to which you can bring your class, you can do this activity there. Simply have your students hit “return” several times after each sentence of their paragraph.

• Have each student write down a topic sentence. Have other students evaluate it to see if it has a point of view. You can also have other students suggest examples to support it. Either have them pass the papers around in a small group, or have the papers left on desks, and have each student move about the room visiting as many desks as possible. All comments are written on the sheet (and initialed—to avoid anonymous comments which may be inappropriate).

• Have your students suggest a topic (or several topics from which you choose) and work out a topic sentence using an overhead projector, computer screen, or board. Go through the steps of the writing process, showing revisions. Have the students help you choose appropriate support. Write and revise the paragraph with their help. You can make some deliberate mistakes to see if they pick up on them. For example, you can put in an idea that doesn’t relate to the topic sentence or an idea that repeats something already expressed. You can also put ideas in the wrong order, breaking the most-to-least or least-to-most rule or ruining the chronological order. If you decide to make deliberate mistakes, tell your students beforehand that you may do this so that they won’t think you’re a terrible writer.

• Have students review paragraphs they turned in for a grade earlier in the term. Have them identify the organizational methods and topic sentences in each. Have them idea map at least one of them. You can have them revise the paragraph or simply identify things which deserve revising. Have them idea map each paragraph slated to go into their end-of-semester portfolio. These can be brought to a conference or peer-review session for work and discussion.

• Transitions can be difficult at first, so sometimes it is useful to visualize the need for them. Have your students take an essay draft and circle the last sentence and first sentence of each paragraph. Now have them read these two sentences together. Do they flow well together? If not, have them write a sentence, phrase, or word that clarifies the relationship between the ideas. This is also a good time to review transitional words and which ones work best with each method of organization.

• Have students cut up one of their paragraphs so that each sentence is a separate piece. Then ask them to mix up the sentences and then hand them to a partner. That partner, without consulting the author, reassembles them into a paragraph. Any ideas which seem repetitive or do not support the topic sentence are left out, and the new order is taped to a paper. The partner should not be trying to reassemble the original version. He or she should just decide what could be made out of the sentences—the best order in his or her opinion. Then have each partner explain why this order was chosen. Partners can then compare each original with the new paragraph and see if the sentences are in the same
order in both. If not, they can decide which version is better. The partners can then discuss any further editing that might improve the paragraph. If they think more needs to be added, they should mark places that need expansion. Each student can then rewrite the paragraph at home and turn in his or her original stapled to the new version. Each student should also add a few sentences telling what changes improved the paragraph if he or she honestly believes that the new version is better.

- Instruct your students to follow the suggestions below that also appear on page 20 of In Harmony, “Work Successfully with Classmates.”

**When You Are the Writer**

1. Prepare your draft in readable form. Double-space your work and print it on standard 8.5” x 11” paper.

2. When you receive your peers’ comments, weigh them carefully. Keep an open mind, but do not feel that you must accept every suggestion that is made.

3. If you have questions or are uncertain about your peers’ advice, talk with your instructor.

**When You Are the Reviewer**

1. Read the draft through at least once before making any suggestions.

2. As you read, keep the writer’s intended audience in mind. The draft should be appropriate for that audience.

3. Offer positive comments first. Say what the writer did well.

4. Use the Revision Checklists and “Need to Know” boxes in this book to guide your reading and comments. Be specific in your review and offer suggestions for improvement.

5. Be supportive: put yourself in the place of the person whose work you are reviewing. Phrase your feedback in the way you would want to hear it!

- Make copies of the “Peer Review” sheet and the “Error Log” on the next page for your students.
Peer Review Sheet

Writer’s Name: ___________________________          Date: _____________________
Title: ____________________________________ Reviewer’s Name: ____________________

1. List two things the writer did well.
   a. _______________________________________________________________________
      _______________________________________________________________________
   b. _______________________________________________________________________

2. List two areas for improvement.
   a. _______________________________________________________________________
      _______________________________________________________________________
   b. _______________________________________________________________________

Other Comments
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
**ERROR LOG**

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>TYPES OF ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sentences</td>
</tr>
<tr>
<td></td>
<td>Run-on Fragments</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
</tr>
<tr>
<td></td>
<td>Misspelled Words</td>
</tr>
</tbody>
</table>

Name ___________________________
**CHAPTER 15**

Understanding and Organizing Information

**Introduction**

- Refer back to Chapter 12 when students were asked to visualize their closets. As writers, they understood that authors need a system to “group” information together in order to write in an orderly fashion. Human brains work best if information is presented in an organized fashion. Then it is much easier to understand. As readers, they can easily see that recalling information works much the same way. They need a system that groups information together in order to be able to recall it. Human brains work best if information is linked together and stored in an organized fashion. Then it is much easier to retrieve.

- Begin with an overview of the strategies:

  ![Strategies for Organizing Information](chart)

  - SQ3R
  - Outlining
  - Mapping
  - Paraphrasing
  - Summarizing

- Explain that the strategies (just like hangers in their closets) will help students:
  - Focus on important information.
  - Recall information for tests.
  - Recognize the author’s organization.
  - Save time.

- Introduce the topic of mapping with an exercise that demonstrates visual aids are often the most effective way to learn or recall information. First, give students a complicated written set of directions and a marked map, each showing how to get to a particular city. Next, ask them to read a lengthy description of an object, and then show them a picture. Finally, have them read a description of a process, and then show a diagram that clearly illustrates it. Discuss how, in each case, a visual aid is more easily understood and remembered than are words.

- To demonstrate the importance of summarizing, ask students to brainstorm a list of situations in which summarizing is necessary. Ask students to begin with everyday situations such as describing an accident at work and then move them to academic situations such as writing essay exam answers, taking notes on reading assignments, and writing research papers.
• Ask a student to orally summarize the plot of a movie he or she has seen. As the student summarizes, make notes on the chalkboard. When the student has finished, discuss the various characteristics of a summary, which the student’s summary demonstrated, pointing to your notes on the chalkboard, as appropriate. Characteristics may include reporting the key events in the movie in the order in which they happened, skipping details and less important events, beginning with a general sentence that sets the time and place of the film, and so forth.

CLASSROOM ACTIVITIES

• Re-create the guided note-taking activity on the next page for the lecture. Make a copy for each student and a transparency to use for the lecture. Students are to fill in the underlined information.

• If the class is large enough, divide it into two groups. (For smaller classes for which you teach multiple sections, designate one class section as Group One, another section as Group Two, etc.) Select a traditional textbook passage of about two to three pages, and prepare a set of multiple-choice questions based on it. As you present the passage, vary the instructions for the groups. Ask one group to read the passage only once and then answer the questions. Instruct the second group to apply the SQ3R method as they read and then to complete the questions. Next, score the multiple-choice questions for each and compare the results.

• Use another section from a textbook to practice the organization methods. Do a jigsaw activity where students are divided into groups of about four. Assign each group an activity that will use each type of organizational method. Once each group has worked out a response, form new groups that contain one member from each original group. These members are now “experts” and can share their work with the new group. At the end, share the results of each group with the entire class, pointing out the merits of each group’s work.
### Organizing Information

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Purpose</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SQ3R</strong></td>
<td>A system for study that combines both reading and study.</td>
<td>S______________________&lt;br&gt;Q______________________&lt;br&gt;R______________________&lt;br&gt;R______________________&lt;br&gt;R______________________</td>
</tr>
<tr>
<td><strong>Outlining</strong></td>
<td>Helps you organize information and discover relationships between ideas; forces you to select what is important; lists major and minor ideas; prepares you to write.</td>
<td>1. Read a section completely before writing&lt;br&gt;2. Don’t worry about _______________.&lt;br&gt;3. Use words and phrases or _______________.&lt;br&gt;4. Use your own _______________.&lt;br&gt;5. Don’t __________________________&lt;br&gt;6. Pay attention to _______________.</td>
</tr>
<tr>
<td><strong>Mapping</strong></td>
<td>Visual method of organizing information. Mapping involves drawing ___________________.</td>
<td>1. Think of the organization in terms of pictures that show that ideas are _______________.&lt;br&gt;2. Identify the overall _______________.&lt;br&gt;3. Identify major details that relate to the _______________.&lt;br&gt;4. Connect supporting details with _______________ to ideas that are already mapped.</td>
</tr>
<tr>
<td><strong>Paraphrasing</strong></td>
<td>Restates the idea of a passage in _______________. Useful for recording information from sources to use in a research paper or reading difficult material.</td>
<td>1. Read the entire material before writing.&lt;br&gt;2. Focus on both exact meaning and relationships among ideas.&lt;br&gt;3. Read each sentence and identify it’s _______________ meaning; Use _______________ to replace words.&lt;br&gt;4. Don’t try to paraphrase _______________.&lt;br&gt;5. Compare with original for completeness and _______________.</td>
</tr>
</tbody>
</table>
How to Paraphrase

Substitute Synonyms
- Be sure the new word fits the context.
- Keep a dictionary nearby.
- Do not try to replace every word.
- Avoid the thesaurus game. Don’t just change a few words by looking for synonyms of a few key words in a thesaurus.

Rearrange Sentence Parts
- Split long sentences into shorter ones.
- Take a later part of sentence and move it earlier in the sentence (if it doesn’t mess up the meaning).

Make It Your Own
- Most importantly, read the original and then ask yourself, “What does this mean?” Once you know that, just put it in your own words.
- Include both key and related ideas.
- Double check to be sure that you are accurate and true to the original.
How to Summarize

1. Read the entire work before writing anything.

2. Determine the main points of the reading.

3. Write an opening sentence that states the source (the author and title of the piece you’re summarizing) and the author’s thesis.

4. Explain the author’s most important supporting ideas.
   - Include any key terms, concepts, principles, or procedures. However, do not cover all examples and details—just the main points.
   - Present the ideas in the order in which they appear in the original source.

5. Reread your summary to determine if it contains sufficient information.
   - Readers should not be surprised by any ideas if they read the original source, because your summary should give a clear overview that covers all of the main points.
   - Do not give your opinion unless also asked to give a reaction. *Summary* usually means to tell just what is there—not what you think of it. On the other hand, if you’re asked to write a *summary/response* piece, you must include your reaction(s).
CHAPTER 16

Reading and Thinking Critically About Text

Introduction

• If possible, go to the following mythbusters Web site: http://dsc.discovery.com/fansites/mythbusters/db/myth-files.html and talk about some of the common myths presented here. Ask your students if they see any myths that are surprising. Then ask them to think about how they can avoid being mislead by wrong information.

• Another good Web site to explore is scambusters.org—http://www.scambusters.org/top10scams2.html. Ask students if they know of anyone who has been a victim of a scam. How can they protect themselves? How can they become better consumers?

• Ask students to provide some titles of nursery rhymes. Don’t be surprised if you have students who have never heard of nursery rhymes. (This is an excellent opportunity to discuss the importance of rhyming and learning language for little ones.) Hopefully someone will mention “Old Mother Hubbard.” Display the first verse on the screen and have students volunteer to read it several times. Discuss the literal meaning, but then challenge your students to find the origin of this poem. Who was Old Mother Hubbard? Who was the dog? What important historical event is associated with this poem? (Some historians say this poem is about King Henry VIII (the dog), who was refused a divorce by the Catholic Church. He then broke away from the Catholic Church (the cupboard), which led to the formation of the Protestant religion and was granted his divorce (the bone). Old Mother Hubbard was reputedly Cardinal Wolsey, an English Statesman and churchman who refused to grant the divorce.) Talk about the importance of having background knowledge in order to comprehend information. You can then branch off into a discussion of facts and opinions, because it’s possible to find several different versions of the origin of this poem. Explain that the goal of critical thinkers is to develop a healthy skepticism and to learn to corroborate what they hear and read.

• Ask your students if anyone has sat on a jury. What can he or she say about the experience? Jurors are asked to form an opinion, or a verdict, based on the facts presented to them in order to determine the truth.

• Discuss the trial of Casey Anthony in 2011, the Florida mother who was accused of killing her two-year-old daughter. Students may be more familiar with the problems actress Lindsay Lohan has faced with the law. Explain that jurors must not be swayed by emotion, but they must base their decisions on facts.

• Talk about the validity of information on the Internet. Many Web sites and their ads appear to contain information that is factual and believable. How can students judge whether or not the information is accurate?
CLASSROOM ACTIVITIES

- Make copies of the graphic organizer “Critical Reading and Thinking” and ask your students to complete them as they work through the information in this chapter. Be sure to give them time to check their answers with one another and then review them at the end.

- Use this visual while discuss the steps for making inferences.

![How to Make Inferences Diagram]

1. Be sure you understand the literal meaning.
2. Notice details.
3. Add up the facts.
4. Look at the writer’s choice of words.
5. Understand the writer’s purpose.
6. Be sure your inference is supportable.

- Display “Who Am I?” on the screen and read each paragraph out loud. Ask students to reread the paragraph use their inference skills to answer the questions that follow. Then ask them to explain the reasons from the passage for their choices. (Paragraph A is Alice in Wonderland from Through the Looking Glass by Lewis Carroll. The picture in Paragraph B is Tecumseh, Native American leader of the Shawnee who lead his people in battle against the Americans in the War of 1812. The speaker is Paragraph C is Ishmael from Moby-Dick by Herman Melville.

- Locate several editorials from the local paper. As your students read these, ask them to circle judgment words with a marker. Then ask them to locate examples of facts and opinions and discuss the validity of the editorial. Do they believable or not? Do they agree or disagree? Why or Why not?

107

Copyright © 2014 Pearson Education, Inc.
• Display the list of “Value Words” to familiarize your students with words that show judgment.
**Value Words**

**Directions:** Fill in the shapes with judgment words from your text. Can you add some of your own? Add as many shapes as you can.
Fact or Opinion

**Directions:** Copy and cut apart the “Fact/Opinion Statements that follow and distribute these to your students. Ask them to locate their “match” and determine whether their statements are facts or opinions. Then have your students read the statements aloud and explain their answers.

America’s treatment of the homeless is a disgrace, and it is an issue of deep concern.

Statistics show that the homeless spend more time in prison and in the hospital than their poor counterparts.

A distressing new trend is on the rise in America, as an increasing number of babies are born addicted to prescription painkillers because their thoughtless mothers were hooked on the drugs.

According to a recent study published in a national medical journal last year, approximately 13,500 babies were born addicted to prescription drugs—about one every hour.

Athletes, professional men, semi-skilled laborers, women, and, most alarmingly, adolescents take steroids—all linked by the desire to hopefully look, perform, and feel better, regardless of the dangers.

Steroid-based hormones have the unique characteristic that their side-effects may not be evident for months, years, or even decades later after taking them.

College professors agree that binge drinking is the worst problem on most college campuses.

One survey showed that the percentage of students who were binge drinkers remained constant from freshman to senior year.

College admission offices know that only about one-third of their students will make it to graduation.

Students who drop out of college usually suffer from lack of motivation, inadequate preparation, and poor study skills.

Bad landlords can be an incredible source of stress and needless anxiety.

Send a notarized letter by certified mail when dealing with a bad landlord, as it provides a paper trail for when information was sent and received.
Graphic Organizer for Critical Reading and Thinking

Reading critically means ____________________________, ____________________________, and __________________________ what you read.

How to read critically:
A. Read the selection ____________________________.
B. Read with a ___________ or __________________________ in your hand.
C. Make ____________________________ as you read.
D. ____________________________ as you read.

Examples of critical questions:
A. What do you know about the _______________________? Read the ____________________________ to find information about the writer or the context in which the piece was written.
B. ______________ was the piece written?
C. What ____________________________ does the reading stir in you?
D. What doesn’t sound ________________ or seems _____________________ or ________________________.

Inferences
An inference is an ____________________________ or ____________________________ about something unknown based on available facts and information.

How to make inferences:
A. Be sure you understand the ____________________________ meaning.
B. Notice details.
C. Add up the ____________________________.
D. Look at the writer’s choice of ____________________________.
E. Understand the writer’s ____________________________.
F. Be sure your inference is ____________________________.

Copyright © 2014 Pearson Education, Inc.
Author’s Purpose – three types

A: __________________________ (Authors write to present information.)

B. __________________________ (Authors write to convince readers to accept a particular idea or take a particular action.)

C. __________________________ or __________________________ (authors may write to tell an amusing story, share an entertaining meaningful experience, or make a comment on human behavior.)

How to identify the author’s purpose:

A. Ask yourself, “What is the writer __________________________? What does he or she want me to do or __________________?"

B. Pay close attention to the title of the piece and the source of the material.

C. Look for ______________ or statements about ______________ in the beginning and concluding paragraphs.

Facts and Opinions

Statements that can be verified are __________________.

Statements that express a writer’s feelings, attitudes, or beliefs are ____________.

The opinion of experts is known as ___________________ ________________________.

Deliberately presenting a one-sided picture of a situation is known as ____________.

Think critically when writing:

A. __________________________

B. Focus your purpose.

C. __________________________

D. Use fact and opinion.

E. __________________________
Who Am I?

A. There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” (when she thought it over afterward, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but, when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

1. Is the speaker male or female? __________
2. Is the speaker young or old? _____________
3. Is this story fiction or nonfiction? ____________
4. Who is the speaker? _____________

B. The history of Tecumseh’s nation was not recorded in cold print between the covers of a book; it lived in the memories of the elders and on the lips of orators and sachems. In impassioned language and with graphic gesture the deeds of the past were conjured up before the minds of the listeners. By the light the camp-fire the stripling heard, with kindling eye and throbbing pulse, the tales of the heroic dead; and he early formed the ambition to become a leader of his race. Some sachem would sadly sketch the smiling scenes of health and happiness in the days before the pale-face came to wrest from the Indians their land, the gift of the Great Spirit. And as the boy listened to these stories of encroachment and oppression, a fierce impulse fired his blood and bade him check the advance of the whites and win back the land of which his people had been robbed. Thus was moulded his life’s high purpose; thus was fanned that spark of eloquence which later burst into flame and fired the hearts of his race, from Florida to the Great Lakes.

Copyright/License: This work was published in 1922 or earlier. It has therefore entered the public domain in the United States. URL: http://www.warof1812-bicentennial.info/imagedesc/tecumseh_story_271.php.

1. Is this a man or a woman? ______________
2. What is the age of this person in the narrative? Young or old? ________________
3. Is this person educated or uneducated? ____________
4. Did this person live in the U.S. or another country? ______________
C. Some years ago—never mind how long precisely—having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world. It is a way I have of driving off the spleen and regulating the circulation. Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people’s hats off—then, I account it high time to get to sea as soon as I can. This is my substitute for pistol and ball. With a philosophical flourish Cato throws himself upon his sword; I quietly take to the ship. There is nothing surprising in this. If they but knew it, almost all men in their degree, some time or other, cherish very nearly the same feelings towards the ocean with me.

1. Is the speaker male or female? _________________
2. Is the speaker young or old? ___________________
3. Is the speaker educated or uneducated? _________________
4. Is the speaker wealthy or poor? _____________________
5. Is the speaker happy or sad? _________________________
6. Who is the speaker? ___________________________
CHAPTER 17

Planning, Drafting, and Revising Essays

Introduction

• Ask your students to make a list of all their fears about writing essays. Tell them to describe the negative associations they have with papers and writing assignments. Give them about ten minutes to work on this. When time is up, tell them to crumple that paper up and throw it on the floor. (Students will have fun, and a blizzard will break out.) At the end of the class, pick up a few papers and read a statement aloud. Then ask the class to suggest ways to overcome this fear.

• Since it is nearing the end of the semester, have your students brainstorm all the things they have learned. Give them two minutes. Then break them into groups, and have them combine and expand their lists. Let them use notes and the textbook, if necessary. Tell them that in a few minutes you will start having groups go to the board. Here’s the process: The first group writes ten items they have learned in this class. The second group then goes up and writes ten new items, being careful not to repeat any. The third group then adds ten new items, and so on until all groups have written on the board. You may have sixty or more items on the board. You may have to help the last group think of ten new items. When your students begin generating their group lists, tell them that those who are not concentrating will be the last group to come to the board—a place nobody wants in this activity. This threat tends to motivate them.

• Now discuss how much has been learned. Towards the end of the semester, students sometimes forget just how much ground has been covered. This little game reminds them. Also, if your final exam is coming up, you might tell them which items on the board are likely to be on the test.

• Now, at the end of the class, pick up a few of the crumpled papers on the floor and read a statement aloud. Then ask the class to suggest ways to overcome this fear.

• Show examples of effective introductions, thesis statements, body paragraphs, and conclusions.

Classroom Activities

• Essay writing as a group project is a good way to introduce this new skill. Group essays can be an interesting project, although the activity will take three to five class meetings. For students, it’s more fun and much less frightening than tackling a whole essay on their own. Moreover, they learn from each other, and they may pay more attention to peer instruction than they do to your instruction.

➢ Begin work on the group essays by assigning students into groups, preferably with about three or four students. If you can, mix up the levels of writing ability without
letting the students know, and keep friends from working together. One way to accomplish this is to assign them five minutes to write on one of three or four topics, and then have them break into sections according to which topic they chose. Then put those people into smaller groups. This way they have self-selected by topic, but you still have control of who works together.

➢ The students will now work on generating ideas on the chosen topic. The group will write the introduction, thesis, and conclusion. The individual students are responsible for one body paragraph each. Class time will be used for planning, coordination, introductions, and conclusions. Students will write their body paragraphs as homework. Tell them their body paragraphs must contain at least five sentences. After the body paragraphs have been inserted, class time will be needed for revising, adding transitions, and, eventually, proofreading.

Sample topics:

1. How to succeed in college
2. How to find a date
3. How to impress a person on a first date
4. How to manage your money

➢ If all of the topics you assign are “how to” (process) topics, suggest chronological order as perhaps the most logical method of organization, though there are other possibilities, such as least to most or most to least. For this project, two grades can be given—one grade for the group work (introduction, thesis, organization, conclusion, transitions, or in other words, the degree of success of the totality)—and another grade for the individual work (each student’s body paragraph).

• Have the students write a thesis statement and then list the supporting points for the body paragraphs. Have other students evaluate this work based on the guidelines for writing thesis statements. You can have them do this in small groups or by leaving their papers on the desk and having the students go from desk to desk to read the various sheets and leave (initialed) comments. Have each student revise his or her thesis based upon the comments received from classmates and his or her own evaluation of these comments. Then go around the room, and have each student read his or her thesis aloud for further comment. (If there is insufficient time for this last step, collect the work and write your comments on the papers.)

• Have your students bring one of their recent paragraphs to class, preferably a longer one on a relatively complex topic. Have them explore what it would look like as a short essay. Their topic sentence is the draft of the thesis. Now they need to write an introduction to go with it. Each major point is its own paragraph, and they will need to write more support (or at least list possible ideas to pursue if they were to revise this into an essay). Their concluding sentence(s) is now its own paragraph and needs development. Point out
that an essay is just a big “exploded” paragraph. All the parts from the paragraph are in the essay, just more spread out and with more detail.

- After the students have a draft of an essay, have them try a new introduction. They should seek to make it as interesting as possible yet still get to the thesis. Tell them to consider beginning with an anecdote, a question, a surprising statistic or other unusual fact, or a short, snappy statement that arouses curiosity about what’s coming next. (“I’ll never do that again.”) Have them compare the two introductions (the first draft and the new one) and decide which is more interesting.

- Take a student paper (it can be from this class or a previous semester but it should not have the student’s name on it) and either give copies to your students or display it. (You can also provide them with a copy of a paper you wrote as an undergraduate if you have one that could stand improvement, but don’t tell them the origin of it until they have torn it apart and suggested revisions). Using an idea map of this sample paper, suggest revisions to the author as if the person is there. (If the student is in the room, ask that this person not identify him/herself or defend the paper—just listen). If this is your paper, thank them at the end and tell them about your experience writing it as an undergraduate (If you go this route, be sure that the paper has flaws, and be prepared for criticism. Don’t be defensive when you do this.)
CHAPTER 18

Using Sources When You Write

Introduction

• This chapter presents a systematic approach to locating, reading, and evaluating academic sources other than textbooks. Students need to know that this type of reading is much different than reading their textbooks where a high level of retention and recall is the goal. Assignments from other sources such as magazines, journals, newspaper articles, abstracts, and online sources require a different approach.

• Stress to your students that research and reference sources are organized much differently than their textbooks. Consequently, they must adapt their reading strategy to suit the reading assignment. They may need to search for a specific piece of information such as evidence to support an argument or a statistic, or they may need to read widely in order to gain an overall familiarity with a subject.

• Invite your college librarian to your class to provide an introduction to online searches and a description of the data banks that are available.

• Introduce your students to the following Web site: http://easybib.com/ This is a free site that creates a bibliography and makes citations easily for students.

• Have a frank and open conversation about plagiarism and the damage it can do to one’s credibility. Stress the importance of learning when and how to cite sources.

Classroom Activities

• Ask students to discuss the difficulty of keeping up with outside readings in addition to the textbook. Remind them that their lecture class often gives a framework for a course, but they may need to expand on this further by reading more widely. Ask students to think about how they will manage their time, the reading assignments, and a system for keeping track of the information they are learning. Mention the dangers of procrastination given the amount of reading each of their classes will require.

• Divide your class into groups and assign each group a different section of the chapter to teach to the class. Give them guidelines as to what you expect from the groups.

• Bring in a collection of various sources, most scholarly, some not. Divide your students into several small groups and give each group three of the sources. Instruct them to read and analyze the sources and provide the following information:
  Type? Organization?
  Author’s credentials?
  Publication date?
  Intended audience?
  What type of assignment would make appropriate use of the source?
  Is this article suitable as a scholarly source? Why or why not?
# PART III: OVERHEADS/HANDOUTS/

## TABLE OF CONTENTS

### A. Invention and the Writing Process

1. Invention Techniques
2. More Suggestions for Generating Ideas

### B. Punctuation, Transitions, and Word Choice

1. Punctuation Practice
2. Useful Transitional Words and Phrases
3. More Useful Transitional Words and Phrases
4. Words and Phrases to Avoid

### C. Revision, Essay Writing, and Grading

1. Revision Checklist
2. Proofreading Checklist
3. Grading Expectations Chart for Essays
4. Format for College Papers
5. Instructor’s Progress Report on a Student Essay
A.1 Invention Techniques

Freewriting

1. Write nonstop.
2. If necessary, pick a phrase such as “I’m stuck” to use when you can’t think of something to write—and write it until more ideas come to mind.
3. Write whatever comes to mind about your topic.
4. Give yourself a time limit, then stop and review your work.

Brainstorming

1. List all ideas about the topic that come to mind.
2. List words and phrases and any thoughts without worrying about correcting things while you’re brainstorming.
3. Give yourself a time limit, then stop and review your work.

Branching/Clustering

1. Write and circle your topic in the middle of your page.
2. As you think of related ideas, write them down around the circle and connect them with lines to show relationships.
3. Add additional branches as you think of new ideas.
4. Note which areas have more circles or lines and pursue that topic.

Questioning

2. Ask any other questions that come to mind after the first round.
3. Include any answers, if you know them.
A. 2 More Suggestions for Generating Ideas

Don’t listen to the editor in your head!

- It doesn’t matter if there are spelling errors or grammar problems right now.
- Don’t worry about evaluating how good an idea is until later.

Try different tools several times before deciding which ones to keep in your personal writing tool box.

- Sometimes processes seem awkward until you get used to them.
- Some writing techniques work better on some topics than others.
- Not everyone is the same, so a technique that one person likes may not work for you.

“Prewriting” is not just for the beginning of an assignment.

- Beat writer’s block by using some of the invention techniques to generate more ideas or just to get something written and get back in the mood.
- You will often need more development and specifics after writing the first draft. Invention techniques can create them for you.
B.1 Punctuation Practice

Insert a comma, semicolon, or period wherever one is needed. Also, change the capitalization if necessary.

1. Joe are you coming with us or are you staying home?
2. A few weeks ago I bought a car so that I could drive to California.
3. I got a part-time job last month so now I’ve increased my income.
4. He rode his bicycle to the zoo the library the store and the park.
5. John spends money foolishly for example last week he went to a very expensive restaurant and spent $42 for dinner just for himself.
6. First we went to the movies then we took a long leisurely walk.
7. My sister Jane who lives in New York is going to move to Chicago.
8. When I was in high school I studied French but I couldn’t pronounce it well.
9. I studied French when I was in high school and learned to speak the language fluently.
10. I went back to the car dealer on Broadway near Wilson Avenue and bought the car that you recommended.
11. I bought a 1995 Ford Taurus which is my favorite car.
12. “You shouldn’t smoke, it’s bad for your health” Maria’s mother said.
   “If I quit will you buy me a new dress?” Maria asked.
13. After work Joe was very tired however he decided to go out with us.
14. A week from next Saturday I’m going to Milwaukee Wisconsin because I want to visit the zoo there.
15. The movie that we saw last weekend was terrible you shouldn’t waste your time and money by going to see it.
16. First I called my sister then I called my brother.

Remember to proofread your papers a few times, each time looking for a different type of mistake. Proofread for punctuation errors separately from grammar and spelling errors.
B.2 Useful Transitional Words and Phrases

Most-Least/Least-Most
most important, above all, especially, particularly important

Spatial
above, below, behind, beside, next to, inside, outside, to the west (north, etc.), beneath, under, near, nearby, next to

Time Sequence
first, next, now, before, during, after, eventually, finally, at last, later, meanwhile, soon, then, suddenly, currently, after, afterward, after a while, as soon as, until, while, when, at the same time, simultaneously

Narration/Process
first, second, then, later, in the beginning, when, while, after, following, next, during, again, after that, at last, finally
B.3 More Useful Transitional Words and Phrases

**Example**
- for example, for instance, to illustrate, in one case

**Classification**
- one, another, second, third, last, finally

**Definition**
- means, can be defined as, refers to, is

**Comparison**
- likewise, similarly, in the same way, too, also

**Contrast**
- however, nevertheless, on the contrary, unlike, on the other hand, although, even though, but, in contrast, yet

**Cause and Effect**
- because, consequently, since, as a result, for this reason, therefore, thus, so
B.4 Words and Phrases to Avoid

1. Don’t announce your topic with phrases like these:
   In this paper, I will…
   I want to tell you about…
   My thesis is…

2. Don’t use trite and/or wordy expressions such as these:
   In this day and age…
   Since the beginning of time…
   Since men and women first walked the planet…
   At this point in time…
   In today’s society…
   Everyone on earth knows…
   Every day of my life…

3. When you want to emphasize an idea, don’t use the word *really*, as in “I was really angry.” Instead, use a stronger, more specific adjective, such as *furious*.

4. For emphasis, don’t use *very*. Instead of saying, “I was very tired,” say, “I was exhausted.”
C.1 Revision Checklist

1. Who is your audience? How much does it know about your subject? Is your paragraph or essay suited to your audience?

2. What is your purpose? Does your paragraph accomplish your purpose?

3. Is your main point clearly stated in your topic sentence or thesis statement? Have you avoided making an “announcement” sentence with “I wish to discuss” structure?

4. Is each detail relevant? Does each explain or support the topic sentence directly?

5. Have you supported your topic sentence or thesis statement with sufficient detail to make it understandable and believable?

6. Did you use specific and vivid words to explain each detail?

7. Did you connect your ideas with transitional words and phrases?
C.2 Proofreading Checklist

1. Does each sentence end with the appropriate punctuation (period, question mark, exclamation point, or quotation marks)?

2. Is all punctuation within each sentence correct (commas, colons, semicolons, apostrophes, dashes, and quotations marks)?

3. Is each word spelled correctly? (Don’t just trust the spell-checker—reread your writing carefully!)

4. Have you used capital letters where needed?

5. Are numbers and abbreviations used correctly?

6. Are any words omitted?

7. Have you corrected all typographical errors?

8. Are your pages in the correct order and formatted properly according to instructions for the class?

9. Have you checked for sentence fragments and run-ons?

10. Have you checked for the errors you typically make? (Keep track of your most common mistakes so you can check for them before turning in papers.)
C3: GRADING EXPECTATIONS CHART FOR ESSAYS

The **A** paper has one or more of these characteristics:
- It is free from all or most grammatical and typographical errors and is in the correct format.
- It fulfills all parts of the assignment.
- It is handed in on time.
- It is well-organized and uses the appropriate pattern of development (the one assigned).
- It contains effective transitions between sentences and paragraphs.
- It contains paragraphs with clear topic sentences.
- It has a compelling and interesting thesis statement, which is then well-supported in the rest of the assignment in a way that shows some original thought.
- It acknowledges any resource material/research and integrates the material logically.
- It contains an introduction and conclusion that is compelling and fulfills its role in the essay.

The **B** paper has one or more of these characteristics:
- It is free of most grammatical or typographical errors and is in the correct format, although there may be minor errors that do not affect comprehension.
- It fulfills the assignment in all ways and is on time.
- The development may not be completely correct or appropriate.
- It is generally well-developed, but the development may not be clearly linked to the thesis or topic sentence.
- It acknowledges any research, but the integration of such research may be awkward.
- It contains introductions and conclusions which are generally compelling but may not be as smoothly written as an **A** paper.

The **C** paper has one or more of these characteristics:
- It fulfills the assignment on a general level, although the paper may have been penalized for being late. Some material may not be completely developed or show a hurried completion.
- It contains some errors in grammar or format, although they don’t affect comprehension.
- It contains some support which does not relate to thesis or a topic sentence.
- It may lack transitions.
- It acknowledges some of the research but not all of it, and the research is not integrated well.
- It contains a conclusion that may be abrupt or simply restate a position in the exact words used earlier in the paper.

The **D/F** paper has one or more of these problems:
- It is too brief and undeveloped.
- It may be late or missing parts of the assignment.
- It lacks focus, clear topic sentence or thesis statement; the conclusion is missing or incomplete.
- It is plagiarized. Essays plagiarized (entirely or partly) receive a grade of **F**.
- It contains sentences that are not complete, and there are many grammatical errors, sometimes interfering with comprehension.
- Development of ideas is insufficient, disorganized, choppy, and/or vague.
Format for College Papers

Student papers must meet the expectations of the readers. There are several accepted formats for college papers, but many classes use the MLA (Modern Language Association) as a general guideline. Basically, you put the identifying information in the upper-left corner. Normally, you put your name (first name followed by last name), the instructor’s full name, the course title, and the date. Many people add the assignment name and number, something which is useful to you later in the semester when you are identifying returned papers.

Papers usually have titles, centered with each major word capitalized. The first and last word of the title is always capitalized. Most other words are also capitalized but not articles or short prepositions such as in and short conjunctions (such as and). Try to have an unusual and catchy title which relates to what you have to say. Just using the assignment number or the topic as a title does not make your paper stand out from the others.

Notice that in the upper-right corner, the student’s last name and the page number are indicated. This is particularly important for multipage documents, in case the staple comes loose, and the pages get separated.
When writing an essay, which, of course, has multiple paragraphs, you should double space throughout, but do not add an extra line between paragraphs. Instead, indicate paragraphs by an indentation (usually five spaces). Margins are usually about an inch all the way around, which makes a paper easy to read and still leaves space for the instructor to comment. Do not make the margins wider unless instructed to do so. (Some composition instructors may want more white space in which to write comments.) Very wide margins make it appear as if you are trying to reach a page limit by padding your paper with white space. The same comment goes for font size. A Times New Roman font at size 12 is good; a large font makes it obvious that you are trying to make a too-short paper look longer.

These general guidelines should be appropriate for many college papers. The most important rule of all, however, is to follow your teacher’s instructions so that he or she is not so distracted by unexpected formatting oddities and therefore can’t concentrate on what you have written.
C5. INSTRUCTOR’S PROGRESS REPORT ON A STUDENT ESSAY

Student’s name: ________________________________________________
Assignment: ____________________________________________________

EVALUATION OF CONTENT
1. Is the message clear? _____ Yes _____ No
2. Is your thesis well supported? _____ Yes _____ No
3. Is the content interesting and original? _____ Yes _____ No
Suggestions for improvement: ________________________________________________________
_____________________________________________________________________________

PARAGRAPH DEVELOPMENT
1. Does the beginning of the first paragraph catch the reader’s interest? _____ Yes _____ No
2. Does the first paragraph contain a clear thesis statement? _____ Yes _____ No
3. Does each paragraph have a topic sentence? _____ Yes _____ No
4. Are paragraphs free of ideas that don’t relate to the topic sentence? _____ Yes _____ No
5. Are the paragraphs organized in a logical, effective order? _____ Yes _____ No
6. Is the concluding paragraph effective? _____ Yes _____ No
Suggestions for improvement: __________________________________________________________
_________________________________________________________________________________

MECHANICS AND GRAMMAR
You need to work on the following:
_____ spelling  _____ punctuation  _____ capital letter rules  _____ grammar
Suggestions for improvement: __________________________________________________________
_________________________________________________________________________________

GENERAL EVALUATION
_____ You satisfied the requirements of this assignment.
_____ You did not satisfy the requirements of this assignment for the following reason(s):
_____________________________________________________________________________

_____ Very good work!
_____ grade on this paper
_____ no grade because this is not a final draft
CHAPTER 1, *The Reading Process: An Overview*

**EXERCISE 1-2, ANALYZING ASSIGNMENTS**

1. Find some background information on Angelou; read the poems several times, once for an overview, and then in-depth; highlight key words/phrases/lines
2. Identify the purpose of the lab; highlight important steps; review the steps after reading
3. Discover how the article relates to course content; highlight key ideas; write marginal notes about how the article relates to course content
4. Read quickly to determine if the article is useful for your paper; If so, highlight each leadership style; note how they are similar or different

**EXERCISE 1-3, EVALUATING YOUR PREVIEWING**

T 1. It is important to let bodily arousal cool down before expressing anger.
F 2. You should take it personally if you feel that you have been insulted.
T 3. Driving increases everyone’s level of physiological arousal.
F 4. All cultures share the same verbal and nonverbal language.
T 5. Consider the results you want when you think about how to express anger.

**EXERCISE 1-4, MAKING PREDICTIONS**

   *opposed to nuclear testing*
   *cafeteria food lacks nutritional value*
   *violence is an acceptable part of sports*

**EXERCISE 1-5, MAKING PREDICTIONS**

*Answers will vary.* Possible answers include whether it is better to express anger or hold it in, strategies for anger management, ways to appropriately express anger.

**EXERCISE 1-6, FORMING GUIDE QUESTIONS**

B 1. Is loneliness unusual?
C 2. What are management’s four basic functions?
C 3. How do surface and depth listening differ?
A 4. How did the Cold War start?
B 5. Why are some people more powerful than others?
EXERCISE 1-7, WRITING GUIDE QUESTIONS (POSSIBLE ANSWERS)

1. Why should you let bodily arousal cool down before expressing anger?
2. Why is it important not to take a possible insult personally?
3. What is road rage? Why should you beware of road rage in yourself and others?
4. How can you use the right verbal and nonverbal language?
5. What results do you want from expressing your anger?

EXERCISE 1-9, HIGHLIGHTING AND ANNOTATING

Is Bottled Water Safer Than Tap Water?

1. Bottled water has become increasingly popular during the past 20 years. It is estimated that Americans drink almost 9 billion gallons of bottled water each year. Many people prefer the taste of bottled water to that of tap water. They also feel that bottled water is safer than tap water. Is this true?

2. The water we drink in the United States generally comes from two sources: surface water and groundwater.
   - Surface water comes from lakes, rivers, and reservoirs. Common contaminants of surface water include runoff from highways, pesticides, animal wastes, and industrial wastes. Many of the cities across the United States get their water from surface-water sources.
   - Groundwater comes from spaces between underground rock formations called aquifers. Many people who live in rural areas consume groundwater pumped from a well as their main water source. Hazardous substances leaking from waste sites, dumps, landfills, and oil and gas pipelines can contaminate groundwater. Groundwater can also be contaminated by naturally occurring substances, such as arsenic or high levels of iron in soil.

3. The most common chemical used to treat and purify our water is chlorine, which is effective in killing many dangerous microbes. Water treatment plants also routinely check water supplies for hazardous chemicals, minerals, and other contaminants. Because of these efforts, the United States has one of the safest water systems in the world.

4. The Environmental Protection Agency (EPA) sets and monitors the standards for our municipal water systems. The EPA does not monitor water from private wells, but it publishes recommendations for well owners to help them maintain a safe water supply. Local water regulatory agencies, such as cities and counties, must provide an annual report on specific water contaminants to all households served by that agency.

5. In contrast, the Food and Drug Administration (FDA) regulates bottled water. It does not require that bottled water meet higher quality standards than public water. Despite many people’s assumptions, bottled water is taken from either surface-water or groundwater sources, the same as tap water. However, bottled water is often treated and filtered differently than tap water, which changes its taste and appearance.

6. Although bottled water may taste better to some than tap water, there is actually no evidence that it is safer to drink. Look closely at the label of your favorite bottled water. If the label states “From a public water source,” it has come directly from the tap! Some types of bottled water may contain more minerals than tap water, but there are no other additional nutritional benefits of drinking bottled water. Micron filtration
and reverse osmosis are two treatments that are very effective against the most common waterborne disease–causing microorganisms. Purification of bottled water by filtration, carbon-filtration, particle-filtration, or treatment with ultraviolet light or ozone may be less effective, since these methods have not been proven to be effective against the most common disease-producing microbes.

Should you spend money on bottled water? The answer depends on personal preference and your source of drinking water. If you live in an area where you don’t have reliable access to safe drinking water, bottled water may be your only safe water source. Whenever you choose to drink bottled water, look for brands that carry the trademark of the International Bottled Water Association (IBWA). This association follows the regulations of the FDA.

Be wary of vending machines dispensing filtered water where you can fill your own bottles. These machines may not be cleaned, and the filters may not be changed on a regular basis, so before using them, contact the vendor to determine how often and how they are serviced. If you get your water from a water cooler, make sure the cooler is cleaned once per month according to the manufacturer’s instructions.

If you use a special or additional filtration system at home, be familiar with the specific contaminants it removes from your water, and make sure you change the filters regularly as recommended by the manufacturer. Be cautious of companies making claims about impurities in your tap water. If a private company tests your water and reports contamination, confirm those results with your local water agency. It could save you hundreds or thousands of dollars on an unnecessary or ineffective home water-purifying system.

For more information on drinking water safety, go to the EPA website at www.epa.gov. For information on bottled water, search the FDA website at www.fda.gov.

—Thompson and Manore, Nutrition for Life, p. 233

**EXERCISE 1-16, READING AND ANALYZING GRAPHICS**

1. Only about 2 percent of U.S. companies employ 100 workers or more.

2. 1964, 1994, 1966

**EXERCISE 1-17, READING AND ANALYZING CHARTS, DIAGRAMS, AND INFOGRAPHICS**

1. The two most common bias-based crimes are based on racial bias (50.8 percent) or religious bias (18.4 percent).

2. False

3. sensory or afferent neurons

4. interneurons

5. Answers will vary. Difference in salaries for men and women

6. Whatever level of education men have, they earn more than women with the same level of education.
READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. interpersonal (paragraph 1) between people
2. superficial (paragraph 2) surface, external
3. validation (paragraph 6) confirmation
4. disclosed (paragraph 9) told, shared
5. prophecy (paragraph 10) prediction
6. binding (paragraph 19) uniting
7. evolve (paragraph 20) develop; turn into

EXAMINING THE READING: Using Idea Maps
CHAPTER 2, The Writing Process: An Overview

Answers to the exercises throughout this chapter will vary.

INTEGRATING READING AND WRITING

READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. minimal (paragraph 3) the least amount
2. underscore (paragraph 5) emphasize
3. conjure (paragraph 9) imagine
4. peril (paragraph 9) danger
5. primal (paragraph 11) deepest, most basic
6. innately (paragraph 15) by nature
7. profound (paragraph 16) deep, intense

EXAMINING THE READING: USING AN IDEA MAP
CHAPTER 3, Vocabulary: Working with Words

EXERCISE 3-1, USING A DICTIONARY
1. *Answers will vary.* (Encarta Dictionary lists thirty-eight.)
2. ğail’ ǒk-sôț-ĕ
3. Yes, it can be used a noun, meaning strong objection or complaint.
4. *earliest, distinguishing mark, to prepare for painting, to prepare a pump to start*
5. *ability to act appropriately in a situation*
6. *mistake, penalty, shortcoming*
7. *dreamy, daydream, dreamful, dreamed*
8. *addenda*
9. *to make a fresh start*
10. *to add water to rehydrate food. Reconstituted orange juice does not taste fresh.*

EXERCISE 3-2, FINDING MULTIPLE MEANINGS
*Answers will vary.*
1. She is a woman of culture who values music, literature, and art. My uncle is very involved with the culture of roses.
2. The parrot spent most of its day on its perch. The small cabin was perched high in the mountains.
3. The small boat was capsized by the sudden surge. The music surged through the auditorium.
4. The blacksmith wore a leather apron. Park your car on the apron beside the garage.
5. Your behavior is highly irregular. New England’s coastline is irregular.

EXERCISE 3-3, FINDING THE RIGHT MEANING
1. *slightest trace*
2. *a round in a race*
3. *courses of action; procedures*
4. *principal division within a musical symphony*
5. *hard-surfaced area in front of an airplane hangar*

EXERCISE 3-4, REFINING SYNONYMS
1. *form, figure shape:* All refer to the external outline of a thing, but *form* is its outline and structure as opposed to its substance; *figure* refers to form as established by bounding or enclosing lines; *shape* implies three-dimensional definition indicating both outline and bulk or mass.
2. bright, brilliant, radiant: All refer to what emits or reflects light, but bright is the most general; brilliant implies intense brightness and sparkling, glittering, or gleaming light; radiant radiates or seems to radiate light.

3. offend, insult: Both mean to cause resentment, humiliation, or hurt, but offend is to cause displeasure, hurt feelings, or repugnance in another; insult implies gross insensitivity, insolence, or contemptuous rudeness resulting in shame or embarrassment.

4. perform, accomplish, achieve: All mean to carry through to completion, but perform is to carry out an action, observing due form or exercising skill or care; accomplish connotes the successful completion of something requiring tenacity or talent; achieve is to accomplish something through effort or despite difficulty, implying a significant result.

5. complex, complicated: Both mean having parts so interconnected as to make the whole perplexing, but complex implies a combination of many associated parts, whereas complicated stresses elaborate relationship of parts.

**EXERCISE 3-5, USING ANTONYMS**

*Answers will vary.*

1. prohibit allow
2. obtuse sharp, alert
3. tedious challenging
4. compliant disagreeable
5. rebuke accept

**EXERCISE 3-6, USING A THESAURUS**

*Answers will vary.*

1. alternated
2. festive
3. desired
4. boom
5. was talkative
6. milky
7. burgundy, ruby
8. decrease, plummet
9. sorrowful, doleful, desolate
10. colorless, pedestrian, uninspiring, stodgy
EXERCISE 3-7, USING CONNOTATION TO MAKE A POINT

1. exorbitant
2. rigid
3. frugal
4. pressured
5. dispute
6. warned
7. wavered
8. bold
9. forceful
10. dedicated

EXERCISE 3-8, UNDERSTANDING CONNOTATIVE MEANINGS

Answers will vary.
1. *Admonish* implies giving advice or warning so that a fault can be rectified or a danger avoided (more positive), whereas *reprimand* refers to sharp, often angry, criticism (more negative).
2. A *rival* is one who seeks to equal or surpass another, and an *opponent* is one who opposes, resists, or combats opposition.
3. An *accomplice* is one who aids a lawbreaker in a criminal activity (negative), whereas a *colleague* is an associate, a peer, a fellow member of a profession (positive).
4. *Pithy* is forceful and brief, precisely meaningful (more negative); *concise* is clear and succinct, expressing much in few words (more positive).
5. *Perpetual* means lasting for eternity or continuing indefinitely (as in perpetual friendship); *interminable* is more negative, as something endless, tiresomely long, wearisome (an interminable wait); and *eternal* is without beginning or end, seemingly endless, with a spiritual connotation.
6. *Idle* is not employed or busy, avoiding work (negative connotation of laziness); *lethargic* is a sluggish, drowsy dullness possibly caused by illness, *fatigue* or overwork; and *languid* implies a lack of energy or spirit in one who is satiated by a life of luxury or pleasure.
7. *Proficiency* implies a learned competence; *aptitude* implies an inherent ability or talent; and *dexterity* can mean skill or grace, especially in the use of hands, or mental skill and cleverness.
8. *Antique* is typical of an earlier period, belonging to ancient times (implies value); *old-fashioned* is of a style or method formerly in vogue, now outdated; *obsolete* is no longer in use, outmoded in design, style, or construction; and *dated* is outmoded.
9. *Wary* is on guard, watchful, characterized by caution; *vigilant* is also watchful, alert, aware (may imply more aggressive watchfulness); and *careful* is attentive to potential danger, error, or harm.
10. An *excursion* is a pleasure trip or outing; *pilgrimage* implies a spiritual aspect, as in a journey to a sacred place; *vacation* is a holiday from work; and *tour* is a trip to various places for business, pleasure, or instruction.
EXERCISE 3-9, UNDERSTANDING FIGURATIVE EXPRESSIONS

1. extremely difficult
2. looked unhappy
3. overly sweet
4. smooth
5. stuffed with food
6. she spoke in a cold, unwelcoming manner
7. warmth
8. an extremely unpleasant sound
9. making him anxious to spend it
10. outdated

EXERCISE 3-10, DEFININGIDIOMS

Answers will vary
1. to observe carefully
2. to learn something new
3. in a crazed or frenzied manner
4. a man who enjoys observing naked or sexually active people
5. to use someone else’s ideas without his or her consent
6. a practical rule or guideline, often based on estimation rather than exact science
7. from the highest authority or original source
8. uninformed
9. slightly ill
10. to reveal a secret

EXERCISE 3-11, UNDERSTANDING EUPHEMISMS

Answers will vary.
1. bodies
2. failure
3. deliberately misleading information (lies)
4. garbage dump
5. firing
6. loss of money
7. was overweight, heavy
8. used
9. argued
10. killed

EXERCISE 3-12, IDENTIFY COMMONLY CONFUSED WORDS
1. accept
2. wait for, set
3. their, they’re, there
4. complement
5. two, than
6. principal, advice
7. effect, explicit
8. it’s, your, you’re
9. allusions, infer, imply
10. elicit, whose

EXERCISE 3-13, USING COMMONLY CONFUSED WORDS CORRECTLY
Answers will vary.
1. bring: Please bring a dessert.
   take: Take the leftovers home with you.
2. conscience: Peter’s conscience bothered him because he failed to report the crime.
   conscious: Josée was conscious of the error.
3. real: The gemstone was real.
   really: Peter said he was really sorry for his rudeness.
4. good: I really need a good hamburger.
   well: The performance went well.
5. loose: There was a loose stone in the ring.
   lose: I lose my glasses frequently.
READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. converse (paragraph 2)   talk
2. inextricably (paragraph 4) so closely tied as to be difficult to separate
3. transmit (paragraph 5) communicate
4. resides (paragraph 7) is located in, lives
5. static (paragraph 7) unchanging
6. elicit (paragraph 9) draw out
7. hedge (paragraph 10) are cautious about

EXAMINING THE READING: Using Idea Maps
CHAPTER 4, Vocabulary: Approaching Unknown Words

EXERCISE 4-1, DIVIDING WORDS INTO SYLLABLES

1. po/lit/i/cal
2. ir/reg/u/ lar
3. or/di/nal
4. hal/low
5. ju/di/ca/ture
6. in/no/va/tive
7. ob/tuse
8. ger/mi/cide
9. fu/tile
10. ex/tol
11. tan/ge/lo
12. sym/me/try
13. te/lep/a/thy
14. li/brar/i/an
15. hid/e/ous
16. te/nac/i/ty
17. mes/mer/ize
18. in/tru/sive
19. in/fal/li/ble
20. fa/nat/i/cism

EXERCISE 4-2, USING DEFINITION CLUES

A  1. the study of ancestry
B  2. three-part race
D  3. file of documents
B  4. process of hearing
S  5. Designer

EXERCISE 4-3, USING SYNONYM CLUES

D  1. continuous
D  2. agreement
C 3. selfless
B 4. brief description
B 5. model
B 6. take away
B 7. uncertain
G 8. shunned
E 9. support
G 10. Deadly

**EXERCISE 4-4, USING EXAMPLE CLUES**

C 1. drugs
D 2. reserved
B 3. seasonings
B 4. friendly
B 5. shrewd
B 6. yielding to the control of another
C 7. helpful
C 8. materials
C 9. threat
C 10. blameworthy

**EXERCISE 4-5, USING CONTRAST CLUES**

A 1. innocent
D 2. disagreed
B 3. sociable
A 4. quiet and reserved
C 5. wealthy
B 6. doubtful
C 7. spoke out against
A 8. prevented
A 9. reserved
C 10. led by females
**EXERCISE 4-6, USING INFERENCE CLUES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>1. force</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>2. clear and brief</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>3. extreme</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>4. strengthen</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>5. remembered</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>6. restricted</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>7. experienced</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>8. suspicious</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>9. relevant</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>10. Prevent</td>
</tr>
</tbody>
</table>

**EXERCISE 4-7, USING CONTEXT CLUES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C</strong></td>
<td>1. separated</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>2. another option</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>3. shelter</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>4. useless</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>5. constantly</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>6. distasteful</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>7. painful experience</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>8. modestly</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>9. pass</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>10. Communicate</td>
</tr>
</tbody>
</table>

**EXERCISE 4-8, USING CONTEXT CLUES**

*Answers will vary.*

1. change
2. silent
3. disabilities
4. gruesome
5. useless
6. not intended
7. limit
8. burned
9. travel plan
10. good (harmonious) connection

**EXERCISE 4-9, USING CONTEXT CLUES**

*Answers will vary.*
1. social position
2. highlight
3. situation
4. hold
5. lasts

**EXERCISE 4-10, USING PREFIXES**

*Answers will vary.*
1. *interoffice:* between offices
2. *supernatural:* above natural; unusual; exceeding normal bounds
3. *nonsense:* not making sense
4. *introspection:* looking within oneself
5. *prearrange:* arrange ahead of time
6. *reset:* set again
7. *subtopic:* a topic below or of less importance than a main topic
8. *transmit:* to send from one place to another
9. *multidimensional:* having many dimensions
10. *imperfect:* not perfect; flawed

**EXERCISE 4-11, USING PREFIXES**

1. A person who speaks two languages is *bi* lingual.
2. A letter or number written beneath a line of print is called a *sub* script.
3. The new sweater had a snag, and I returned it to the store because it was *im* perfect.
4. The flood damage was permanent and *ir* reversible.
5. I was not given the correct date and time; I was *mis* informed.
6. People who speak several different languages are *multi* lingual.
7. A musical *inter* lude was played between the events in the ceremony.
8. I decided the magazine was uninterestingboring, so I *dis* continued my subscription.
9. Merchandise that does not pass factory inspection is considered \textit{sub standard} and is sold at a discount.

10. The tuition refund policy approved this week will apply to last year’s tuition as well; the policy will be \textit{retro active} to January 1 of last year.

11. The elements were \textit{re acting} with each other when they began to bubble and their temperature rose.

12. \textit{Contra ceptives} are widely used to prevent unwanted pregnancies.

13. All of the waitresses were required to wear the restaurant’s \textit{uni form}.

14. The \textit{inter viewer} asked the presidential candidates unexpected questions about important issues.

15. The draperies were \textit{dis colored} from long exposure to the sun.

**Exercise 4-13, Using Prefixes to Figure Out Words**

\textit{Answers will vary.}

1. reconcile: to make compatible or consistent

2. contradictory: situation in which two or more ideas are opposite or inconsistent

3. irregular: \textit{not regular}

4. stereotypical: following a set image or type

5. inappropriate: \textit{not suitable}

6. unaccounted for: \textit{not explained}

7. homosexuals: individuals attracted to those of the same sex

8. heterosexual: individuals attracted to those of the opposite sex

9. self-images: concepts of ones’ selves

10. independence: freedom, not dependent

11. unstable: \textit{not steady, easily changed}

12. ultraviolet: rays beyond violet in the visible spectrum

13. antioxidants: substances that prevent or inhibit oxidation

14. inactivating: \textit{stopping the activity of}

15. cardiovascular: pertaining to the heart and blood vessels

**Exercise 4-14, Completing Sentences**

1. The jury brought in its \textit{verdict} after one hour of deliberation.

2. She closed her eyes and tried to \textit{visualize} the license-plate number.

3. The \textit{spectators} watching the football game were tense.

4. The doctor \textit{prescribed} two types of medication.

148

Copyright © 2014 Pearson Education, Inc.
5. The list of toys the child wanted for his birthday was **extensive**.
6. The criminal appeared **apathetic** when the judge pronounced his sentence.
7. The runners **synchronized** their watches before beginning the race.
8. The study of the way different parts of words sound is called **phonics**.
9. The movie was about a(n) **extraterrestrial**, a creature not from Earth.
10. Through his attention-grabbing performance, he **captivated** the audience.

**EXERCISE 4-15, USING ROOTS**

*Answers will vary.*

1. porter: one who carries or transports something
2. credentials: written evidence of one’s qualifications
3. speculate: to guess, reflect, take a risk
4. terrain: a tract of land; the character or quality of land
5. audition: sense of hearing; tryout by actor or singer for potential role
6. astrophysics: a branch of physics dealing with the stars
7. capacity: ability to hold or absorb
8. chronicle: a record of events in time order or sequence
9. autograph: a person’s signature
10. sociology: a study of human social behavior

**EXERCISE 4-16, USING ROOTS TO DETERMINE MEANING**

*Answers will vary.*

1. projections: estimates into the future
2. population: total number of inhabitants
3. humankind: the human race
4. productivity: ability to produce or create
5. urbanization: creation of a city-like environment
6. agriculture: related to the science of farming
7. communal: shared by the community
8. nationalized: converted from private to government ownership
9. exporting: shipping goods out of the country
10. relocated: moved to a new place
11. undernourished: not given a sufficient amount of food
12. injustice: a wrong, a violation of rights

149

Copyright © 2014 Pearson Education, Inc.
13. instability: not constant, not reliable or dependable
14. prevalence: widely or commonly occurring
15. inhabitant: one who occupies an area

**EXERCISE 4-18, ADDING SUFFIXES**
1. compare: comparison, comparable, comparer
2. adapt: adaptation, adaptable, adaptability
3. right: rightful, rightly, righteousness
4. identify: identification, identity, identical
5. will: willful, willing, willfulness
6. prefer: preferable, preferred, preferring
7. notice: noticeable, noticed, noticing
8. like: likeable, likeness, likely
9. pay: payable, payee, payment
10. promote: promotion, promotable, promoter

**EXERCISE 4-19, USING SUFFIXES**
1. eat: edible
2. compete: competition
3. decide: decisive
4. Portugal: Portuguese
5. active: activist
6. parent: parenthood
7. vaccine: vaccinations
8. member: membership
9. drive: drivable
10. celebrate: celebrity

**EXERCISE 4-20, USING PREFIXES, ROOTS AND SUFFIXES TO DETERMINE MEANING**
*Answers will vary.*
1. professional engaged in a profession
2. livelihood means of support, subsistence
3. romanticized invested with romance(adventure, chivalry, idealism, etc.)
4. safecrackers people who break into safes
5. counterfeiters  *people who produce fake currency*
6. political  *related to the affairs of government*
7. corporation  *body legally recognized to conduct business*
8. respectability  *quality of being respected; regarded as worthy and proper*
9. publicity  *coverage by the media*
10. expendable  *not worth saving; open to sacrifice*
11. retribution  *punishment; something justly deserved*
12. heinous  *abominable, very wicked and hateful*
13. incapacitator  *something that stops people acting in a certain way*
14. capricious  *unpredictable, subject to whim*
15. irrational  *not logical*

**INTEGRATING READING AND WRITING**

**READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY**

1. perceived (paragraph 2) viewed  
2. emits (paragraph 3) produces; puts forth  
3. rife (paragraph 4) widespread; rampant  
4. resonate (paragraph 4) have meaning or significance  
5. suppressed (paragraph 5) subdued; put down  
6. surreal (paragraph 8) strange, unreal  
7. wielding (paragraph 8) *carrying*
EXAMINING THE READING: Using Idea Maps

CHAPTER 5, Complete Sentences Versus Sentence Fragments

EXERCISE 5-1, IDENTIFYING SUBJECTS

1. The **thrush** was singing.

2. **Digging the hole** was a strenuous task.

3. After the lecture, **we** are going to the movies.

4. **Vanessa** organized the performance.

5. It was only a raccoon outside.

6. Do **you** want to eat the last cookie?

7. **The weeds** spread quickly.

8. **To swim the English Channel** is my goal.
9. **Antoan** went running.
10. They circumnavigated the globe.

**EXERCISE 5-2, IDENTIFYING VERBS**
1. **May** I sit here?
2. Jay **practiced** the saxophone every day.
3. The divers **found** the wreckage of an eighteenth-century schooner.
4. Camila **had written** several articles for the school newspaper.
5. Some whale vocalizations **can be heard** for many miles.
6. You **must wear** your seatbelt in my car.
7. She **lost** her keys down the storm drain.
8. The flood **damaged** several homes on River Road.
9. A cracking whip **does break** the sound barrier.
10. Mr. Park **hired** three new employees.

**EXERCISE 5-3, IDENTIFYING COMPOUND PREDICATES**
1. The dog **ran along the fence and barked with excitement.**
2. The toddler **slipped and fell down the last few stairs but was unhurt.**
3. I **can neither snap my fingers nor raise one eyebrow.**
4. In the meantime, Diego **finished his homework and made himself a snack.**
5. The final step is to **add the wet ingredients and mix until smooth.**

**EXERCISE 5-4, REVISIGN FRAGMENTS BY ADDING SUBJECTS**
1. The president waved as he left the building. Then he **got in the car and drove away.**
2. The novel was complex. **It was also long and drawn out.**
3. The scissors were not very sharp. **They were old and rusty, you see.**
4. Hundreds of students waited to get into the bookstore. **They milled around until the manager unlocked the door.**
5. My roommate Tonya is an excellent skater. **He gets teased sometimes about his name.**
6. The computer printed out the list of names. Then it **beeped loudly.**
7. Fans crowded the stadium. And cheered after each touchdown.

8. Many guests arrived early for the wedding. Unfortunately, they were not seated until ten o’clock.

9. The delivery man put the large package down. Then, he rang the doorbell.

10. The big black dog sat obediently. But it growled nonetheless.

EXERCISE 5-6, IDENTIFYING VERBS

1. Preschools teach children social and academic skills.
2. Exercise clubs offer instruction and provide companionship.
3. Millions of people have watched soap operas.
4. Essay exams are given in many college classes.
5. The audience will be surprised by the play’s ending.

EXERCISE 5-7, CORRECTING FRAGMENTS BY ADDING VERBS

Answers will vary

1. Lourdes was photographing the wedding all day.
2. Sarah and Joe hope to have a family after they graduate.
3. Anthony hung up the suit in the closet.
4. Lucas decided what to have for dinner.
5. We wanted to attend the awards ceremony.
6. Alfredo was writing the speech in the library.
7. The student attempted to sketch a diagram.
8. Maria unexpectedly decided to quit her job.
9. Anne will be making the paper less repetitious in her next draft.
10. The car is old and in disrepair.

EXERCISE 5-9, IDENTIFYING CLAUSES

D 1. While Arturo was driving to school.
I 2. Sesame Street is a children’s educational television program.
I 3. Samantha keeps a diary of her family’s holiday celebrations.
D 4. Because Aretha had a craving for chocolate.
I 5. Exercise can help to relieve stress.
D 6. When Peter realized he would be able to meet the deadline.
I 7. A snowstorm crippled the Eastern Seaboard states on New Year’s Eve.
D 8. Unless my uncle decides to visit us during spring break.
9. Long-distance telephone rates are less expensive during the evening than during the day.

10. As long as Jacqueline is living at home.

EXERCISE 5-10, REVISION FRAGMENTS BY ADDING INDEPENDENT CLAUSES

Answers will vary. Possible corrections follow:
1. Since the surgery was to be expensive, I questioned the doctor carefully.
2. As long as my boss allows me, I plan to walk during my lunch break.
3. Because I want to be a journalist, I am doing an internship with my local newspaper.
4. The roof will be covered with a tarp until it is repaired.
5. Once I returned the library books, I took out three more.
6. I arrive on campus early so that I do not miss the class.
7. Provided that Marietta gets the loan, she will purchase a used car.
8. Let’s go bowling, unless you would rather go to the movies.
9. If the thunderstorm comes during the barbecue, we will move indoors.
10. Although we visited Disney last summer, we hope to return next year.

EXERCISE 5-11, REVISION FRAGMENTS

Answers will vary.
1. The radio that Trevor had purchased last night was defective.
2. The official who had signed the peace treaty was honored upon his return to the U.S.
3. The athlete who won the tennis tournament had practiced extensively.
4. Mark, whose nose had been broken in a fight, wore a bandage.
5. The advice that his lawyer gave him was sound.
6. The student who needed the scholarship the most did not win one.
7. The answering machine that is in the kitchen needs to be removed.
8. Sarah, whom I knew in high school, is my daughter’s teacher.
9. The problems that the professor assigned were difficult.
10. The men who signed the Declaration of Independence are famous.

EXERCISE 5-12, REVISION FRAGMENTS

Answers will vary.
1. We rented a DVD of the movie *The Hunger Games*.
2. Spices that have been imported from India can be expensive.
3. The police officer walked to Jerome’s van to give him a ticket.
4. My English professor, with the cup of tea he brought to each class, greeted us as we arrived.
5. After the table is refinished, it will look much better.
6. Roberto memorized his lines for the performance tomorrow night.
7. A tricycle with big wheels was painted red.
8. On the shelf, an antique crock used for storing lard was priced at thirty dollars.
9. Because I always wanted to learn Spanish, I enrolled in a conversational Spanish course.
10. Because I was looking for the lost keys, I was late for class.

**EXERCISE 5-13, REVISING A PARAGRAPH**

*Answers will vary.*

Social networks such as Facebook and MySpace appeal to college students for a variety of reasons. Social networks are a way of having conversations. Staying in touch with friends without the inconvenience of getting dressed and meeting them somewhere. Friends can join or drop out of a conversation whenever they want. Social networks also allow college students to meet new people and make new friends. Members can track who is friends with whom. Students may choose to share only portions of their profiles. To protect their privacy. Some students use social networks to form groups. Such as clubs, study groups, or special interest groups. Other students use networks to screen dates. And discover who is interested in dating or who is already taken.

**EXERCISE 5-15, REVISING SENTENCE FRAGMENTS**

*Answers will vary.*

More than 300 million cubic miles. That’s how much water covers our planet. However, 97 percent being salty. Which leaves 3 percent fresh water. Three-quarters of that fresh water is in icecaps. And in glaciers. Sixteen thousand gallons. That’s how much water the average person drinks in a lifetime. Each family of four, using more than 300 gallons per day. Although the world’s demand for water has more than doubled since 1960. There is still a sufficient supply to take care of humanity’s needs. However, regular water shortages in certain parts of the world. Because the pattern of rainfall throughout the world is uneven. For instance, 400 inches of rain per year in some parts of India, but no rain for several years in other parts of the world.

More than 300 million cubic mile of water covers our planet. However, 97 percent is salty, leaving only 3 percent fresh water. Three-quarters of that fresh water is in icecaps and in glaciers. The average person drinks sixteen thousand gallons of water in a lifetime with each family of four using more than 300 gallons per day. Although the world’s demand for water has more than doubled since 1960, there is still a sufficient supply to take care of humanity’s needs. However, certain parts of the world are still experiencing regular water shortages because the pattern of rainfall throughout the world is uneven. For instance, 400 inches of rain falls per year in some parts of India, but there has been no rain for several years in other parts of the world.

**EXERCISE 5-16, FINDING KEY IDEAS**

*Answers will vary.*

1. Every summer my parents travel to the eastern seacoast.
2. Children learn how to behave by imitating adults.
3. William Faulkner, a popular American author, wrote about life in the South.
4. Psychologists are interested in studying human behavior in many different situations.

5. Terminally ill patients may refuse to take their prescribed medication.

6. The use of cocaine, although illegal, is apparently increasing.

7. The most accurate method we have of estimating the age of the Earth is based on our knowledge of radioactivity.

8. Elements exist either as compounds or as free elements.

9. Attention may be defined as a focusing of perception.

10. The specific instructions in a computer program are written in a computer language.

**EXERCISE 5-17, IDENTIFYING MODIFIERS**

*Answers will vary.*

- **how** 1. You can relieve tension through exercise.
- **which** 2. Many students in computer science courses can spend 12-hour days using computers.
- **why** 3. Many shoppers clip coupons to reduce their grocery bills.
- **when** 4. After class I am going to talk to my instructor.
- **where** 5. The world’s oil supply is concentrated in only a few places around the globe.
READ AND REVISE

There are many events that happened during my lifetime, but the main one that echoes in my mind is Coming to America. I’m originally from Port-au-Prince, Haiti. I moved to the United States at the age of 10, which changed my life in many ways. Coming to America took away all the pain and suffering I went through growing up as a child. I didn’t have an education, and now it’s possible. The hardest thing to learn a new language.

Imagine living in a place where there is severe violence, hunger, and poverty. Where there are no jobs. Kids and adults crying from hunger, waiting for a miracle. Most of the time they have to steal or make a kill to have something on their plate. Losing friends and family members day by day from sickness or disease. Because there was no hospital to go to. People were killing themselves because they were suffering too much and couldn’t take the pain anymore. That’s something I had to see every day. For the 10 years that I lived in Haiti. My father was in America, and I prayed every day that he would come and get me and my brother. Until one day my prayers were answered. We were coming to a better place. Haiti is not the best place to live, but I respect and cherish where I am from, for who I am today.

READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. rendition (paragraph 2) version, performance
2. provocatively (paragraph 3) with the intent to provoke, incite, or irritate
3. palpable (paragraph 3) plainly seen, heard, or felt
4. incoherently (paragraph 4) without making sense
5. impassively (paragraph 6) calmly, unemotionally
EXAMINING THE READING: Using Idea Maps

CHAPTER 6, Run-on Sentences and Comma Splices

EXERCISE 6-1, IDENTIFYING RUN-ON SENTENCES

---

1. Parking spaces on campus are limited/often I must park far away and walk.
2. Before exercising, you should always stretch and warm up to prevent injury.
3. Theodore’s car wouldn’t start/fortunately Phil was able to use jumper cables to help him get it started.
4. The skydiver jumped from the plane/when she had fallen far enough she released her parachute.
5. Radio stations usually have a morning disc jockey whose job is to wake people and cheer them up on their way to work.
6. It continued to rain until the river overflowed/many people had to be evacuated from their homes.
7. Calla bought a bathrobe for her brother as a birthday gift/it was gray with burgundy stripes.
8. The rooms in the maternity section of the hospital have colorful flowered wallpaper/they are cheerful and pleasant.
9. Because my cousin went to nursing school and then to law school, she is going to practice medical malpractice law.
10. We rented *Rocky* to watch on the DVD player/later we practiced boxing moves.
---
EXERCISE 6-2, CORRECTING RUN-ON SENTENCES BY MAKING SEPARATE SENTENCES

1. Parking spaces on campus are limited. Often I must park far away and walk.
2. Theodore’s car wouldn’t start. Fortunately Phil was able to use jumper cables to help him get it started.
3. The skydiver jumped from the plane. When she had fallen far enough, she released her parachute.
4. It continued to rain until the river overflowed. Many people had to be evacuated from their homes.
5. Calla bought a bathrobe for her brother as a birthday gift. It was gray with burgundy stripes.
6. The rooms in the maternity section of the hospital have colorful flowered wallpaper. They are cheerful and pleasant.
7. We rented Rocky to watch on the DVD player. Later we practiced boxing moves.

EXERCISE 6-3, CORRECTING RUN-ON SENTENCES USING SEMICOLONS

✓ 1. The economic summit meeting was held in Britain; many diplomats attended.
✓ 2. I especially enjoy poetry by Emily Dickinson; her poems are intense, concise, and revealing.
✓ 3. The Use and Abuse of Drugs is a popular course because the material is geared for conscience majors.
✓ 4. The food festival offered a wide selection of food; everything from hot dogs to elegant desserts was available.
✓ 5. Since the flight was turbulent, the flight attendant suggested that we remain in our seats.
✓ 6. The bowling alley was not crowded; most of the lanes were open.
✓ 7. Swimming is an excellent form of exercise; it gives you a good aerobic workout.
✓ 8. When the space shuttle landed, the astronauts cheered.
✓ 9. The two-lane highway is being expanded to four lanes; even that improvement is not expected to solve the traffic congestion problems.
✓ 10. Before visiting Israel, Carolyn read several guidebooks; they helped her plan her trip.

EXERCISE 6-4, CORRECTING RUN-ON SENTENCES USING COMMAS AND CONJUNCTIONS

1. Jameel got up half an hour late, so he missed the bus.
2. My creative-writing teacher wrote a book, but our library did not have a copy.
3. Ford is an interesting first name, but we did not choose it for our son.
4. Smoking cigarettes is not healthy, yet it can cause lung cancer.
5. My paycheck was ready to be picked up, yet I forgot to get it.
6. The window faces north, so the room gets little sun.
7. I may order Chinese food for dinner, or I may bake a chicken.

8. Miranda had planned to write her term paper about World War I, but she switched her topic to the Roaring Twenties.

9. The journalist arrived at the fire, and she began to take notes.

10. The table is wobbly, so we keep a matchbook under one leg to stabilize it.

**Exercise 6-5, Revising Run-On Sentences Using Subordinating Conjunctions**

1. David wants a leather jacket, even though it is very expensive.

2. Margery runs ten miles every day, so that she can try out for the cross-country squad in the spring.

3. The television program ended, because Gail read a book to her son.

4. The pool was crowded, because it was 95 degrees that day.

5. Industry is curbing pollution, because our water supply still is not safe.

6. I always obey the speed limit, while speeding carries a severe penalty in my state.

7. The crowd fell silent, because the trapeze artist attempted a quadruple flip.

8. The school year ended, because I have had more time for my hobbies.

9. The storm approached, because I stocked up on batteries.

10. The moon is full, because our dog is restless.

**Exercise 6-7, Correcting Comma Splices**

*Answers will vary*

_____ 1. The stained glass window is beautiful, it has been in the church since 1880.

_____ 2. Replacing the spark plugs was simple, because replacing the radiator was not.

_____ 3. School buses lined up in front of the school, because three o’clock was dismissal time.

_____ 4. The gymnast practiced her balance-beam routine, she did not make a single mistake.

_____ 5. A huge branch fell on the driveway, it just missed my car.
6. The receptionist answered the phone, she put the caller on hold.

7. The couple dressed up as Raggedy Ann and Andy for Halloween, but their red-yarn wigs kept falling off.

8. Bill left his notebook in the cafeteria, he was confused later when he was unable to find the notebook.

9. The strawberries were red and sweet, the blueberries were not ripe yet.

10. There had been a severe drought, so the waterfall dried up.

**EXERCISE 6-8, IDENTIFYING AND CORRECTING RUN-ON SENTENCES AND COMMA SPLICES**

1. Inez packed for the camping trip, she remembered everything except insect repellant.

2. A limousine drove through our neighborhood, everybody wondered who was in it.

3. The defendant pleaded not guilty, the judge ordered him to pay the parking fine.

4. Before a big game, Louis, who is a quarterback, eats a lot of pasta and bread, he says it gives him energy.

5. Four of my best friends from high school have decided to go to law school, I have decided to become a legal secretary.

6. Felicia did not know what to buy her parents for their anniversary, so she went to a lot of stores, she finally decided to buy them a camera.

7. After living in a dorm room for three years, Jason found an apartment, the rent was very high, so he had to get a job to pay for it.

8. The cherry tree had to be cut down, it stood right where the new addition was going to be built.

9. Amanda worked every night for a month on the needlepoint pillow that she was making for her grandmother.

10. Driving around in the dark, we finally realized we were lost, Dwight went into a convenience store to ask for directions.
EXERCISE 6-9, Identifying and Correcting Run-on Sentences and Comma Splices

If you work in an office with cubicles—small partitioned workspaces—make sure to observe cubicle etiquette. Most cubicles are composed of three chest-high partitions, the fourth side is an open entryway. Cubicle etiquette is designed to minimize invasions of personal space, for example as you walk past a cubicle, resist the temptation to peer down at the person. If you need to talk to a cubicle occupant, do not startle the person by entering abruptly or speaking loudly. Similarly, do not silently lurk in the entryway if the person’s back is turned, speak quietly to announce your presence. Try to keep cubicle conversations or phone calls brief, in deference to your coworkers in adjacent cubicles. Finally, remember that odors as well as noise can “pollute” the cubicle environment, don’t even think about eating leftover garlic pasta at your desk!

EXERCISE 6-10, Revising a Paragraph

Answers will vary. Possible answers provided.

1.  The oldest map we have dates back to ancient Babylonia. It shows an estate surrounded by mountains. As in so many other undertakings, the Greeks were ahead of their time in mapmaking. Their maps showed the world as round rather than flat. The Greeks also developed a system of longitude and latitude for identifying locations. The Romans were excellent administrators and military strategists; therefore, it was no surprise that they made reliable road maps and military maps. The most famous mapmaker of ancient times was Claudius Ptolemy of Alexandria, Egypt; he created a comprehensive map of the world.

2.  It seems there is a problem on the Internet with certain types of messages that people post. There are people who argue that anyone has the right to say anything on the Internet because people do have the right to freedom of speech. However, the line should be drawn when it comes to hate messages. It is immoral—and should be illegal—to make remarks that are racist, sexist, and anti-Semitic. After all, these verbal actions are no longer tolerated in the classroom or in the workplace. Why should the Internet be different? The problem with the Internet is that there seem to be no established rules of etiquette among users. Maybe there should be some
guidelines about what people should and should not say on the Internet. Why should people be subjected to hate-filled speech in order to preserve the right of free speech?

EXERCISE 6-11, USING COMMAS TO IDENTIFY LESS IMPORTANT INFORMATION

1. Undeniably, industrialization made a strong impact on society.
2. That is, no member of the Congress should serve more than three years in any six.
3. How is it, then, that we perceive depth as a third dimension?
4. Perhaps even more important, when humans think, they know they are thinking.
5. Graphite, on the other hand, is made of carbon layers stacked one on top of the other, like sheets of paper.

EXERCISE 6-12, USING PUNCTUATION TO IDENTIFY LESS IMPORTANT INFORMATION

1. Local restaurateurs have begun to use social media—Facebook, Twitter, LinkedIn, and Yelp—to garner publicity and gain new customers.
2. While Gabe is in town, we plan to explore a mix of old and new attractions: the Liberty Memorial, the Sea Life Aquarium, Legoland Discovery Center, and the Kansas City Zoo.
3. The poodle has been a popular choice for cross-breeding with other dogs, resulting in new mixed-breeds such as the Labradoodle, a Labrador/poodle combination; the Schnoodle, a Schnauzer/poodle combination; and the Whoodle, a Wheaten terrier/poodle combination.
4. Many types of plants will grow well in dry shade: hosta, Lenten rose, wild ginger, epimedium, lily of the valley, and Japanese painted fern.
5. The variety of foreign languages spoken by students—Spanish, Vietnamese, Swahili, Mai-Mai, Kurdish, and Arabic—is proof of the school’s growing diversity.
READ AND REVISE

Everyone in their lives faces a life changing experience. February 9, 2008 was the day I became a mother. On this very day my daughter Kamber was born, and my life from that point on has been different in every aspect. The responsibilities and obstacles I face, who I am, and the joy that comes along as being a mother, are just the few things that have changed. There are no words that sum up the feeling I had when she was placed in my arms on this very day, all that matters is she is the greatest gift I have ever been blessed with. The impact that a child has on a parent is tremendous, it molds you into a whole new human being.

Run-on Life is a revolving cycle. We grow into adults, have children, raise them, and . They then they follow our steps and have a family of their own, and it just repeats itself. Maybe I wasn’t ready financially for having a child but I believe things happen for a reason. I use a lot of the same techniques my mother did with and me I also develop my own. There are sad times as a mother. When your child is sick, or gets hurt, for example. The feeling of them only wanting their mommy, at those times is overwhelming. We all fall in love in our lives but the love of a child is such a different but amazing emotion.

READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. latent (paragraph 2) underlying
2. dysfunctional (paragraph 3) not functioning normally
3. accessible (paragraph 4) available
4. attentive (paragraph 5) paying special attention
5. excel (paragraph 7) be the best at
6. predominantly (paragraph 10) mainly

EXAMINING THE READING: Using Idea Maps

CHAPTER 7, Using Verbs Correctly

EXERCISE 7-1, IDENTIFYING VERB FORMS

1. Planes (take, takes) off from the runway every five minutes.
2. I (enjoy, enjoys) sailing.
3. She (own, owns) a pet bird.
4. We (climb, climbs) the ladder to paint the house.
5. Engines (roar, roars) as the race begins.
6. They always (answer, answers) the phone on the first ring.
7. That elephant (walk, walks) very slowly.
8. You (speak, speaks) Spanish fluently.
9. He (say, says) his name is Luis.
10. Dinosaur movies (scare, scares) me.

**EXERCISE 7-2, USING THE PRESENT TENSE**

1. call  Mark calls his grandmother weekly.
2. request  Sam requests an answer by tomorrow.
3. laugh  They laugh together, and they cry together.
4. grow  Yolanda grows a vegetable garden each summer.
5. hide  My son hides under the table.

**EXERCISE 7-3, USING THE SIMPLE PAST AND SIMPLE PRESENT TENSES**

*Answers will vary.* Possible answers are shown.

1. dance  I danced until midnight.
   We will dance until midnight.
2. hunt  My uncle hunted elk in Canada.
   My uncle will hunt elk in Canada.
3. joke  The professor joked with the class.
   The professor will joke with the class.
4. watch  We watched the sunset.
   We will watch the sunset.
5. photograph  We photographed the sunset.
   We will photograph the sunset.

**EXERCISE 7-5, USING STANDARD VERB FORMS**

1. After I watched the news, I (does, did) my homework.
2. You (be, were) lucky to win the raffle.
3. The electrician (have, has) enough time to complete the job.
4. When I am reading about the Civil War, I (am) captivated.
5. All the waitresses I know (have, has) sore feet.
6. We (was, were) at the grocery store yesterday.
7. He (does, does) his studying at the library.
8. We (did, done) the jigsaw puzzle while it rained.
9. Alice Walker (be, is) a favorite author of mine.
10. You (was, were) in the audience when the trophy was awarded.

**EXERCISE 7-6, USING IRREGULAR VERBS**

*Answers will vary.* Possible answers are shown.

1. do Do you know the answer?  
   does Tammy does know the answer.

2. was Ellen was late for class.  
   were Were you late for class?

3. is Is class cancelled?  
   be When will you be out of class?

4. do Do you know where I live?  
   did Did you lose your parking spot?

5. am I am going bowling.  
   was Was the exam difficult?

**EXERCISE 7-7, USING IRREGULAR VERBS**

*Answers will vary.* Possible answers are shown.

1. do We do not want to be overcharged.  
   did We did not attend the lecture.

2. are We are leaving at two o’clock.  
   be Dion and Taye will be late for dinner.

3. have Students often have specific career goals.  
   had Maria and John had planned to leave campus at noon.

4. are The leaves are falling.  
   were The leaves were falling yesterday.

5. be We will be late for the movie.  
   were Sal and Anthony were planning to be home for dinner, but their plans changed.

**EXERCISE 7-8, USING IRREGULAR VERBS**

Sometimes first impressions of people is very inaccurate and can lead to learned problems. My brother, Larry, learn this the hard way. When he was 17, Larry and I looked was driving to the mall. Larry decided to pick up a hitchhiker because he looks noticed safe and trustworthy. After the man got in the car, we notice that he was wearing a knife. A few miles later, the man suddenly tell us to take him to Canada. So my brother said we’d have to stop for gas and explained that he did not have any money. The man get out of the car to pump the gas. When he goes up
to the attendant to pay for the gas, we took off. We do not stop until we reach the police station, where we tell the officer in charge what happens. The police caught the man several miles from the gas station. He had been serving time in prison for burglary and had escaped over the weekend. Later, Larry said, “I was lucky that my first impression were not my last!”

**Exercise 7-9, Using Irregular Verbs**

1. The chef set the mixer on “high” to beat the eggs.
2. I prefer to lay on the hammock rather than on a chaise.
3. The students set in rows to take the exam.
4. After putting up the wallboard, Santiago laid the hammer on the floor.
5. Bags of grain set on the truck.
6. I’m going to lay down and take a short nap.
7. Because we came late, we set in the last row.
8. The kitten laid asleep in the laundry basket.
9. Bob set the groceries on the counter.
10. Completely exhausted, Shawna laid on the sofa.

**Exercise 7-10, Using Active Voice**

1. The mother read Goodnight Moon to her daughter.
2. The telephone company trimmed the maple tree.
3. Mr. Fernandez repaired the vacuum cleaner.
4. The fraternity donated many bags of flour.
5. Alice made six quarts of strawberries into jam.

**Exercise 7-11, Choosing Correct Verbs**

1. The hubcaps that fell off the car were expensive to replace.
2. The conductor and orchestra members ride a bus to their concerts.
3. A Little League team practices across the street each Tuesday.
4. Here is the computer disk I borrowed.
5. Not only the news reporters but also the weather forecaster is broadcasting live from the circus tonight.
6. Nobody older than 12 ride the merry-go-round.
7. The discussion panel (offer, offers) its separate opinions after the debate.
8. Terry’s green shorts (hang, hangs) in his gym locker.
9. Several of the cookies (taste, tastes) stale.
10. A mime usually (wear, wears) all-black or all-white clothing.

**EXERCISE 7-12, CHOOSING CORRECT VERBS**

1. Physics (is, are) a required course for an engineering degree.
2. Most of my courses last semester (was, were) in the morning.
3. The orchestra members who (is, are) carrying their instruments will be able to board the plane first.
4. Suzanne (sing, sings) a touching version of “America the Beautiful.”
5. Here (is, are) the performers who juggle plates.
6. Kin Lee and his parents (travel, travels) to Ohio tomorrow.
7. A box of old and valuable stamps (is, are) in the safe-deposit box at the bank.
8. The family (sit, sits) together in church each week.
9. Judith and Erin (arrive, arrives) at the train station at eleven o’clock.
10. Directions for the recipe (is, are) on the box.

**EXERCISE 7-13, CORRECTING SUBJECT-VERB AGREEMENT ERRORS**

Los Angeles have some very interesting and unusual buildings. There are the Victorian houses on Carroll Avenue, for example. The gingerbread-style trim and other ornate architectural features make those houses attractive to tourists and photographers. The Bradbury Building and the Oviatt Building were both part of the nineteenth-century skyline. They were restored as office buildings that now house twentieth-century businesses. Some of the architecture in Los Angeles seems to disguise a building’s function. One of the most startling sights is a building that looks like a huge ship.

**EXERCISE 7-14, REVISIONING A PARAGRAPHR**

*Answers will vary.* Possible revision is shown.

Now that the fascination with exercise has been in full swing for a decade, the public is starting to get tired of our nation’s overemphasis on fitness. It seems as though every time we turn on the TV or pick up a newspaper or talk with a friend, all we hear about is how we don’t exercise enough. The benefits of
exercise are clear, but do we really need to have them repeated to us in sermon-like fashion every time we turn around? Each of us is at a point now where we are made to feel almost guilty if we haven’t joined a health club or, at the very least, participated in some heavy-duty exercise every day. It may be time we realized that there are better ways to get exercise than these. Americans might be better off just exercising in a more natural way. Taking a walk or playing a sport usually fits in better with our daily routines and isn’t so strenuous. It could even be that our obsession with extreme forms of exercise may be less healthy than not exercising at all.

**Exercise 7-16, Using Verbs**

*Answers will vary.* Possible revision is shown.

1. We were impressed with the restaurant menu.
2. The children detest Halloween.
3. Nick lazes at the pool every weekend.
4. We delighted in our trip to Minnesota.
5. The dog raced to the water’s edge and then plunged into the lake.
READ AND REVISE

The summer I turned ten, I learned the difference between being alone and being lonely. Growing up in a large family, I never had much time to myself, but that summer I visit my aunt for three weeks. She lived in the country, and I was the only kid for miles around. At first, I had felt lonely without my brothers and sisters, but then I discover the boulders in the woods. The jumble of huge rocks were endlessly fascinating. Some days I was an explorer, moving from one rock to another, surveying the countryside from the tallest boulder. Some days, I retired to my secret fort, tucked in a shadowy crevice. I furnished my rocky fort with an old cushion to sit on and a cigar box for collecting treasures. On sunny mornings, before the air has lost its early chill, I lay on the flattest boulder, its smooth surface warming my skinny arms and legs. The boulders were my audience when I read aloud the stories I had written. I remember many things about my time alone in the woods that summer, but I don’t recall ever feeling lonely.

READ AND RESPOND: A PROFESSIONAL ESSAY: STRENGTHENING YOUR VOCABULARY

1. adjacent (paragraph 1) nearby
2. mitigate (paragraph 3) help to treat or relieve
3. advocated (paragraph 5) worked on behalf of
4. augmented (paragraph 5) supported, expanded
5. cheekily (paragraph 7) humorously, irreverently
6. monitors (paragraph 8) observes
7. prospective (paragraph 8) potential, future
8. complement (paragraph 11) something that completes
EXAMINING THE READING: Using Idea Maps

Title
Scenes from a Service-Dog Graduation

Thesis
Paws & Effect trains working dogs to assist veterans and others.

Paws & Effect has trained psychiatric service and mobility dogs since 2006

Trains dogs to help those with PTSD or limited range of movement

Educates and advocates for service-animal access to public spaces

Helped by trainers from Canine Craze and volunteer puppy-raisers

Veterans work with their new service dogs for two weeks

Learn to navigate public venues and air travel

Train with their dogs at the Dodge House

Meet puppy-raisers at graduation

Volunteers work with Paws & Effect to raise puppies

Puppy-raiser relationship lasts 18 months

Costs up to $25,000 in supplies, care, and training

Prepare legacy books documenting dogs’ early lives

Conclusion
The graduation ceremony is a joyful celebration of possibilities for the veterans and their new canine partners.
CHAPTER 8, Combining and Expanding Your Ideas

EXERCISE 8-1, USING COORDINATING CONJUNCTIONS

1. I might study math, or I might review for my history exam.
2. The average person spends 56 hours a week sleeping, and the average person spends seven hours a week eating dinner.
3. Checking Facebook is tempting, but I usually log out before I start studying.
4. I do not feel like starting my research paper, nor do I feel like reviewing math.
5. I am never sure of what to work on first, so I waste a lot of time deciding.
6. A schedule for studying is easy to follow, for it eliminates the need to decide what to study.
7. My cousin has a study routine, and she never breaks it.
8. Ernesto studies his hardest subject first, and then he takes a break.
9. I know I should not procrastinate, yet I sometimes postpone an unpleasant task until the next day.
10. I had planned to study after work, but my exam was postponed.

EXERCISE 8-2, COMPLETING SENTENCES

1. My psychology class was canceled, so I studied in the library.
2. I waste time doing unimportant tasks, and then I feel guilty.
3. The phone used to be a constant source of interruption, but setting up voicemail solved the problem.
4. I had extra time to study this weekend, for my three sons visited their grandfather.
5. I had hoped to finish reading my biology chapter, but I still have ten pages to go.
6. Every Saturday I study psychology, or I review for an upcoming exam.
7. I had planned to finish work early, yet my boss asked me to stay until six o’clock.
8. I can choose a topic to write about, or I can use one my instructor suggested.
9. I had hoped to do many errands this weekend, but a winter storm has changed my plans.
10. I tried to study and watch television at the same time, but I could not concentrate on my reading.

EXERCISE 8-3, COMBINING SENTENCE USING COORDINATING CONJUNCTIONS

Answers may vary.

1. Some tasks are more enjoyable than others, so we tend to put off the unpleasant ones.
2. Many people think it is impossible to do two things at once, but busy students soon learn to combine routine activities.
3. Marita prioritizes her courses, and she allots specific blocks of study time for each.

174

Copyright © 2014 Pearson Education, Inc.
4. Marcus may try to schedule his study sessions so they are several hours apart, or he may adjust the length of his study sessions.

5. Sherry studies late at night, so she does not accomplish as much as she expects to.

6. Marguerite studies without breaks, and she admits she frequently loses her concentration.

7. Alfonso studies two hours for every hour he spends in class, so he earns high grades.

8. Deadlines are frustrating, for they force you to make hasty decisions.

9. Juan thought he was organized, but he discovered he was not.

10. Monica sets goals for each course, and she usually attains her goals.

**Exercise 8-4, Completing Sentences**

*Answers will vary.* Possible answers are shown.

1. Our professor did not complete the lecture nor did he give an assignment for the next class.

2. A first-aid kit was in her backpack consequently, the hiker was able to treat her cut knee.

3. The opening act performed at the concert next, the headline band took the stage.

4. I always put a light on when I leave the house and I often turn on a radio to deter burglars.

5. Shania politely asked to borrow my car furthermore, she thanked me when she returned it.

6. My roommate went to the library therefore, I had the apartment to myself.

7. Steve and Mario will go to a baseball game or they will go to a movie.

8. Mia looks like her father however her hair is darker and curlier than his.

9. Mi-Cha took a job at a bookstore subsequently, she was offered a job at a museum.

10. Our neighbors bought a barbecue grill likewise, we decided to buy one.

**Exercise 8-7, Adding Subordinating Conjunctions**

*Answers will vary.*

1. Because math requires peak concentration, I always study it first.

2. When Andres starts to lose concentration, he takes a short break.

3. Julia never stops in the middle of an assignment unless she is too tired to finish.

4. Since she likes to wake up slowly, Shannon sets her alarm for ten minutes before she needs to get up.

5. After Sofia took a five-minute study break, she felt more energetic.

6. Alan worked on his math homework while he did the laundry.

7. Even if Jamille increases his study time, he may not earn the grades he hopes to receive.

8. Once Marsha completes an assignment, she crosses it off her “To do” list.
9. Since Robert did not know when he wasted time, he kept a log of his activities for three days.

10. So that noises and conversation do not interfere with my concentration, I wear a headset with soft music playing.

**EXERCISE 8-8, COMPLETING SENTENCES**

*Answers will vary. Possible answers are shown.*

1. I fed my fish after I finished studying.

2. Because my job is part-time, I can work on my journal every day.

3. Once I finish college, I am going to join the Peace Corps.

4. The accident occurred when I was not concentrating.

5. If you schedule blocks of study time, you will accomplish more.

6. I forget my own birthday unless I carry a pocket planner.

7. Although English is my favorite subject, I do think 7 a.m. is too early for the class to meet.

8. There is no mystery I cannot solve, as far as I can tell.

9. Even if I finish by eight o’clock, there is no way I can get to the concert on time.

10. As soon as I decide what to do, I will tell you.

**EXERCISE 8-9, COMBINING SENTENCES**

*Answers will vary.*

1. Since Christine has a six-month-old child, she must study while the baby sleeps.

2. Because Taj is often distracted by stray thoughts, he jots them down in a notepad to clear them from his mind.

3. Gary ordered a pizza as a reward because he had just finished a difficult biology assignment.

4. Because it takes Anthony 45 minutes to drive to school, he records lectures and listens while he drives.

5. Ada made a list of assignments and due dates because she felt disorganized.

6. As Juanita walked from her history class to her math class, she observed the brilliant fall foliage.

7. Rather than skip meals and eat junk food, Kevin signed up for a cooking class.

8. When Lian joined the soccer team, she became the first woman to do so.

9. During dinner on Saturday night, John reviewed his plans for the week with his less-than-fascinated date.

10. While Frank waited for his history class to begin, he wondered if he was in the right room.
**Exercise 8-12, Adding Conjunctions**

*Answers will vary.*

1. *Because* Sarah’s sociology class required class discussion of the readings, she scheduled time to review sociology before each class meeting *so that* she would have the material fresh in her mind.

2. *Although* making a “To do” list takes time, Deka found that the list actually saved her time, *for* she accomplished more when she sat down to study.

3. *When* Terry’s history lecture was over, he reviewed his notes, *and* when he discovered any gaps, he was usually able to recall the information.

4. Many students have discovered that distributing their studying over several evenings is more effective than studying in one large block of time *because* it gives them several exposures to the material, *and* they feel less pressured.

5. We have tickets for the concert, *but* we may not go *because* Jeff has a bad cold.

**Exercise 8-14, Using Clues from Sentence Structure**

1. condition
2. opposite idea / circumstance
3. alternative
4. time
5. opposite idea
6. reason
7. reason
8. condition
9. reason
10. reason
I was a victim, a victim of circumstance. I was introduced to this life as a small child. I was the baby out of ten children, five boys and five girls. I watched my parents work for little or nothing. My mom worked odd jobs as a CNA, a waitress, and a short order cook. My dad worked in a restaurant for as little as two dollars and fifty cents per hour. He did earn small tips that helped a little. Although there were many hardships, he never complained. My mom and dad would come home, their feet would be swollen. They would have burns on their arms. They still did not have enough money to feed the family. Often I would think, “It’s going to be another long night of hunger. Or maybe just peanut butter on a spoon. Whatever gets us through.”

I watched this same scene repeat itself over and over again until I was about thirteen years old. That’s when my life became almost the same as theirs. I was speaking with one of my closest friends—I trusted her deeply. I described to her my life and the situations I faced. I told her I faced them every day. It was at that moment she told me that her mother owned a farm. People under the age of sixteen were allowed to work there. They were paid a minimum wage, but they were allowed to take home second-day old produce. They could also take produce that was spotted or not top quality. I thought to myself, “Yes! I can help my parents feed my brothers and sisters now.”
READ AND RESPOND: A PROFESSIONAL ESSAY: CHECKING YOUR COMPREHENSION

1. in the poorest neighborhoods of El Paso, Texas
2. She chose friends from affluent, non-Hispanic families; she pretended not to understand Spanish and would not speak it; she joined the English literacy club rather than Chicano clubs; at home she spoke Spanish only to her mother.
3. She wanted English to be his first and only language.
4. She started watching Spanish telenovelas and listening to Spanish radio shows.
5. She speaks to him only in Spanish, and her husband speaks to him only in English.

STRENGTHENING YOUR VOCABULARY

1. bilingual (paragraph 1) able to speak two languages fluently
2. affluent (paragraph 2) wealthy
3. bonded (paragraph 5) became emotionally attached; formed a friendship with
4. enunciating (paragraph 5) pronouncing clearly or carefully
5. eloquent (paragraph 5) expressive, well-spoken
6. empowered (paragraph 6) enabled or permitted
7. irreversible (paragraph 7) impossible to reverse or undo; permanent
EXAMINING THE READING: *Using Idea Maps*

**CHAPTER 9, Revising Confusing and Inconsistent Sentences**

**EXERCISE 9-1, CORRECTING PRONOUN REFERENCE ERRORS**

1. You should try to be honest, so you do not get caught telling lies.
2. When I bought the shirt, I told the sales clerk that I would pay with my credit card.
3. Jamal told Rob, “he had received an A in the course.”
4. James did not know anyone else at the party, so he talked with Bill.
5. The teachers told the school board members, “We need more preparation time.”
6. The board of directors decided that the company would have to declare bankruptcy.
7. The gallery owner hung a painting that was blue on the wall.
8. The registrar sent our grades at the end of the semester.
9. The Constitution says everyone has the right to bear arms.
10. Antique cars filled the parking lot on Sunday.
EXERCISE 9-2, REVISING SENTENCES

A notice on

1. On the bulletin board it says there will be a fire drill today.

2. Laverne and Louise they pooled their money to buy a new CD player.

3. They said on the news that the naval base will be shut down.

4. The street that was recently widened is where I used to live.

5. Ivan sat on the couch in the living room that he bought yesterday.

6. “Sarah,” the tutor advised, “you should underline in your textbooks for better comprehension.”

7. Christina handed Maggie the plate she had bought at the flea market.

8. Bridget found the cake mix in the aisle with the baking supplies that she needed for tonight’s dessert.

9. Rick told Larry, he was right.

10. It said in the letter, my payment was late.

Correct

Correct

Correct

Correct

Correct

Correct

Correct

Correct

Correct

Correct

EXERCISE 9-4, CORRECTING AGREEMENT ERRORS

1. Each gas station in town raised their prices in the past week.

2. Neither the waitress nor the hostess received her paycheck from the restaurant.

3. The committee put his or her signatures on the document.

4. An infant recognizes its parents within the first few weeks of life.

5. The Harris family lives by his or her own rules.

6. Lonnie and Jack should put his ideas together and come up with a plan of action.

7. An employee taking an unpaid leave of absence may choose to make their own health-insurance payments.
8. The amount of time a student spends researching a topic depends, in part, on their familiarity with the topic.

9. Alex and Susana lost her way while driving through the suburbs of Philadelphia.

10. Neither the attorney nor the protesters were willing to expose himself to public criticism.

**EXERCISE 9-5, CORRECTING PRONOUN-ANTECEDENT ERRORS**

1. Someone left their jacket in the car.

2. Everything Todd said was true, but I did not like the way he said them.

3. In my math class, everyone works at their own pace.

4. When someone exercises, they should drink plenty of liquids.

5. No one should be forced into a curriculum that they do not want.

6. No one will receive their exam grades before Friday.

7. Many of the club members do not pay their dues on time.

8. Both of the cooks used her own secret recipes.

9. No one was successful on their first attempt to run the race in less than two hours.

10. Each of the workers brought their own tools.

**EXERCISE 9-6, CORRECTING AGREEMENT ERRORS**

**Correct**

1. Many of the residents of the neighborhood have had their homes tested for radon.

2. Each college instructor established their own grading policies.

3. The apples fell from its tree.

4. Anyone may enter their painting in the contest.

5. All the engines manufactured at the plant have their vehicle identification numbers stamped on them.

**Correct**

6. No one requested that the clerk gift wrap their package.

7. Either Professor Judith Marcos or her assistant, Maria, graded the exams, writing their comments in the margins.

8. James or his parents sail the boat every weekend.
9. Most classes were not canceled because of the snowstorm; it met as regularly scheduled.

10. Not only Ricky but also the Carters will take their children to Disneyland this summer.

**Exercise 9-8, Correcting Shifts in Person and Number**

*Students have*

1. Each student has to plan their schedules for the semester.
2. Eva said she doesn’t want to go to the wedding because you have to bring a gift.
3. In some states, continuing education is required for doctors or lawyers; after you pass the board or bar exam, you are required to take a specified number of credits per year in brush-up courses.
5. I swim with a life vest on because you could drown without it.
6. A good friend is always there when you need them most.
7. The first and second relay racers discussed his strategies.
8. I always tell myself to think before acting.
9. Patients often expect their doctors to have all the answers, but you should realize doctors are not miracle workers.
10. Each giraffe stretched their neck to reach the leaves in the trees.

**Exercise 9-9, Correcting Shifts in Verb Tense**

1. In the morning, the factory workers punch in, but they have not punched out at night.
2. José looked muscular; then he joined a gym and looks even more so.
3. I ran two miles, and then I rested.
4. Quinne called me but hangs up on my answering machine.
5. Until I took physics, I will not understand the laws of aerodynamics.
6. While the rain fell, the campers take shelter in their tent.
7. Because the moon will be full, the tide was high.
8. Katie drives me to work, and I worked until 9:30 p.m.
9. Richard went to the mall because he needed to buy a suit for his job interview.
10. The speaker stood at the podium and cleared his throat.

**EXERCISE 9-10, REVISING SENTENCES**

1. When people receive a gift, you should be gracious and polite.
2. When we arrived at the inn, the lights were on and a fire is burning in the fireplace.
3. Before Trey drove to the cabin, he packs a picnic lunch.

**Correct**

4. The artist paints portraits and weaves baskets.
5. The lobsterman goes out on his boat each day and will check his lobster traps.
6. All the cars Honest Bob sells have a new transmission.
7. Rosa ran the 100-meter race and throws the discus at the track meet.
8. Public schools in Florida have air-conditioning systems.
9. Office workers sat on the benches downtown and are eating their lunches outside.
10. Before a scuba diver go underwater, you must check and recheck your breathing equipment.

**EXERCISE 9-12, MISPLACED OR DANGLING MODIFIERS**

*Answers will vary.*

1. Running at top speed, the horse kicked up dirt.
2. While I was swimming to shore, my arms got tired.
3. On his head, the soldier wore a helmet with a red circle to represent his nationality.
4. To answer your phone, you must lift the receiver.
5. As I walked up the stairs, the book dropped and tumbled down.
6. Twenty-five band members picked up their gleaming instruments from their chairs and began to play.
7. The cat chased the laughing girl.
8. When you are skating, you must keep your skate blades sharp.
9. The ball that was round and red bounced off the roof.
10. As Andy ducked, the snowball hit him on the head.
**Exercise 9-13, Correcting Misplaced or Dangling Modifiers**

1. At the zoo, Tricia saw an animal that had black fur and long claws.
2. Before I answered the door, the phone rang.
3. From the bedroom window, I could see large snowflakes falling.
4. Felicia walked in front of the car with the honking horn.
5. After we left the classroom, the door automatically locked.
6. As the audience applauded and cheered, the band returned for an encore.
7. The waiter brought a birthday cake with 24 candles to our table.
8. Books about every imaginable subject lined the library shelves.
9. While everyone was sobbing, the sad movie ended and the lights came on.
10. As I turned the page, the book’s binding cracked.

**Exercise 9-15, Examining Parallelism**

1. intelligent, successful, **responsibly**, mature
2. happily, quickly, hurriedly, **hungry**
3. wrote, answering, worked, typed
4. to fly, **parachutes**, to skydive, to drive
5. were painting, **drew**, were carving, were coloring
6. sat in the sun, played cards, **scuba diving**, ate lobster
7. thoughtful, **honestly**, humorous, quick-tempered
8. **rewrote my résumé**, arranging interviews, buying a new suit, getting a haircut
9. buy stamps, cash check, **dry cleaning**, return library books
10. eating sensibly, **eight hours of sleep**, exercising, drinking a lot of water

**Exercise 9-16, Correcting Parallelism Errors**

1. Accuracy is more important than **being speedy**.
2. The teller counted and **recounts** the money.
3. Newspapers are blowing away and **scattered** on the sidewalk.
4. Judith was pleased when she graduated and **received an honors diploma**.
5. Thrilled and **exhausting**, the runners crossed the finish line.
6. Our guest speakers for the semester are a radiologist, a **student studying medicine**, and a hospital administrator.
7. Students shouted and **were hollering** at the basketball game.
8. We enjoyed seeing the Grand Canyon, riding a mule, and photography.

9. Laughing and relaxed, the co-workers enjoyed lunch at the Mexican restaurant.

10. Professor Higue is well known for his humor, clear lecturing, and scholarship.

**Exercise 9-17, Correcting Parallelism Errors**

1. The priest baptized the baby and congratulates the new parents.

2. We ordered a platter of fried clams, a platter of corn on the cob, and fried shrimp.

3. Lucy entered the dance contest, but the dance was watched by June from the side.

4. Léon purchased the ratchet set at the garage sale and buying the drill bits there, too.

5. The exterminator told Brandon the house needed to be fumigated and spraying to eliminate the termites.

6. The bus swerved and hit the dump truck, which swerves and hit the station wagon, which swerved and hit the bicycle.

7. Channel 2 covered the bank robbery, but a python that had escaped from the zoo was reported by Channel 7.

8. Sal was born when Nixon was president, and Johnson was president when Rob was born.

9. The pediatrician spent the morning looking at sore throats, answering questions about immunizations, and treating bumps and bruises.

10. Belinda prefers to study in the library, but her brother Marcus studies at home.

**Exercise 9-20, Working Together, Revising a Paragraph**

Robert Burns said that the dog is “man’s best friend.” To a large extent, this statement may be more true than you think. What makes dogs so special to humans is their unending loyalty and unconditional love that they love unconditionally. Dogs have been known to cross the entire United States to return home.

Unlike people, dogs never make fun of you or criticize you. They never throw fits, and they always seem happy to see you. This may not necessarily be true of your family, friends, and those who live near you. A dog never lies to you, never betrays your confidences, and never stayed angry with you for more than five minutes. Best of all, he or she never expects more
from you than the basics of food and shelter and a simple pat on the head in return for his or her devotion. The world would be a better place if people could only be more like their dogs.

**Exercise 9-21, Revising a Paragraph**

The first practical pair of roller skates was made in Belgium in 1759 and is designed like ice skates. The skates had two wheels instead of being made with four wheels as they are today. The wheels were aligned down the center of the skate, but were containing no ball bearings. The skates had a life of their own. Without ball bearings, they resisted turning, then were turning abruptly, and then refused to stop. Finally, they jammed to a halt on their own. Until 1884, when ball bearings were introduced, roller-skating was unpopular, difficult, and it was dangerous for people to do. However, when skating technology improved, roller-skates began to compete with ice-skating. Later, an American made roller skates with sets of wheels placed side-by-side rather than by placing them behind one another, and that design lasted until recently. Since 1980, however, many companies have been manufacturing skates based on the older design. In other words, inline skates are back, and more and more people are discovering rollerblading joys and that it benefits their health.

**Exercise 9-22, Understanding Difficult Sentences**

*Answers will vary.*

1. Eating fattening and sugary foods over a long period can hurt your ability to think.
2. A natural monopoly occurs when one firm can meet the entire market demand at a lower average total cost than two or more firms could.
3. Older people usually have normal sensitivity to light touch and surface pain, but decreased sensitivity to deep pain and heat or cold.
4. The five major seas that surround Europe are connected through channels that are important for trade and military reasons.
5. The executive branch of government is divided into specialized units and subunits which employ experts in each field.
High Tide

The tide rolls in. Two girls, sisters, are stuck in the water, knowing not that the water is rising all around them. The ocean not only is a picture of beauty but a picture of danger and destruction. The girls have two choices of fate; either you will see the ocean’s beauty again, or it will be their deathbed. The trip to visit their grandparents in Massachusetts planned a lot of activities to keep the girls busy for them. The grandparents have a lot planned to keep busy while they are there. The one event that does not have to be scheduled is going out on your grandfather’s boat. In fact, it is their favorite part of the entire visit. They feel peaceful on their the boat with the wind blowing one’s hair, seagulls crying above them, and the sun beams down on the waves. The ocean feels free and inviting. One sunny day, the ocean beckons the sisters. The day will start out as usual. Their grandma is in the kitchen making sandwiches, their father and grand- the others are putting father are in the living room talking, and everyone else put on their bathing suit. The girls told her parents they were too excited to wait another minute to rush into the ocean. Little did they know that fate would provide a test of their courage and strength.

READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. violation (paragraph 2) illegal action
2. retrieved (paragraph 6) recovered; brought back
3. impersonally (paragraph 7) in an objective or businesslike manner
4. surveillance (paragraph 10) observation
5. erode (paragraph 11) wear away; reduce

Copyright © 2014 Pearson Education, Inc.
EXAMINING THE READING: *Using Idea Maps*

<table>
<thead>
<tr>
<th>Title</th>
<th>Computer Technology, Large Organizations, and the Assault on Privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Today's organizations pose a growing threat to personal privacy.</td>
</tr>
<tr>
<td></td>
<td>Organizations using information about us has led to:</td>
</tr>
<tr>
<td></td>
<td>Increase in public safety</td>
</tr>
<tr>
<td></td>
<td>Increase in cases of identity theft</td>
</tr>
<tr>
<td></td>
<td>Decline in personal privacy</td>
</tr>
<tr>
<td></td>
<td>Loss of privacy results from:</td>
</tr>
<tr>
<td></td>
<td>Increasingly complex computer technology</td>
</tr>
<tr>
<td></td>
<td>Number and size of formal organizations</td>
</tr>
<tr>
<td></td>
<td>Personal information is collected by:</td>
</tr>
<tr>
<td></td>
<td>Government agencies</td>
</tr>
<tr>
<td></td>
<td>Business organizations</td>
</tr>
<tr>
<td></td>
<td>Surveillance cameras are used increasingly:</td>
</tr>
<tr>
<td></td>
<td>United Kingdom has 4 million</td>
</tr>
<tr>
<td></td>
<td>New York City has 4,000 and plans for more</td>
</tr>
<tr>
<td></td>
<td>Government monitoring has expanded since the September 11, 2001, attacks Some legal protections remain.</td>
</tr>
<tr>
<td></td>
<td>State laws:</td>
</tr>
<tr>
<td></td>
<td>Let citizens examine employer bank statements and credit records</td>
</tr>
<tr>
<td></td>
<td>Federal Privacy Act of 1974:</td>
</tr>
<tr>
<td></td>
<td>Limits the exchange of personal information among government agencies</td>
</tr>
<tr>
<td></td>
<td>Lets citizens examine and correct government files</td>
</tr>
<tr>
<td></td>
<td>Conclusion: The privacy issues concerning computer technology and large organizations lead us to consider additional privacy issues.</td>
</tr>
</tbody>
</table>
CHAPTER 10, Main Ideas and Topic Sentences

EXERCISE 10-1, Revising a Paragraph
1. Answers will vary.
2. flowers
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

EXERCISE 10-2, Identifying General Ideas
1. C
2. D
3. C
4. A
5. B

EXERCISE 10-3, Identifying General Ideas
1. pounds, ounces, kilograms, weights
2. soda, coffee, beverage, wine
3. soap operas, news, TV programs, sports specials
4. home furnishings, carpeting, drapes, wall hangings
5. sociology, social sciences, anthropology, psychology

EXERCISE 10-4, Identifying General Ideas
1. B
2. A
3. D
4. B
5. C

EXERCISE 10-5, Identifying the Topic
1. C
2. A
3. D
4. C
5. B

EXERCISE 10-6, Identifying the Topic
1. locavores
2. monopolies
3. values
4. modular hotels
5. commercials
EXERCISE 10-7, TOPIC SENTENCES
1. Overall, studies have shown pizza to be highly nutritious.
2. In recent years there have been many cases of college students dying from binge drinking, which involves having at least five drinks in a row for men or four drinks in a row for women.
3. In fact, consumers should go home and evaluate and weigh the purchase decision.
4. Assessing the characteristics of your audience will allow you to make inferences about its values and interests and enable you to tailor your speech to those interests.
5. Thus, there are significant cultural differences in the way people are taught to view themselves.
6. In the same way that companies celebrate the viral spread of good news, they must also be on guard for online backlash that can damage a reputation.
7. Elections serve a critical function in American society.
8. Darwin hypothesized sexual selection as an explanation for differences between ales and females with a species.
   Sexual selection explains the differences between males and females in many species.
9. Giving “gifts” in exchange for getting business is common and acceptable in many countries, even though this may be frowned on elsewhere.
10. The standards of our peer groups tend to dominate our lives.

EXERCISE 10-8, EVALUATING TOPICS
1. ______ a. team sports
   ✔ b. what a child can learn by participating in team sports
2. ______ a. the U.S. Marshal Service
   ✔ b. the role of U.S. marshals in witness protection
3. ✔ a. driving contracts between parents and teenagers
   ______ b. driving
4. ✔ a. birthday traditions in your family
   ______ b. holiday celebrations
5. ______ a. the percentage of Americans who live on farms
   ✔ b. a typical visit to your grandparents’ farm

EXERCISE 10-10, EVALUATING TOPIC SENTENCES
A  1. I will describe what causes the hiccups and how to cure them.
G  2. Summer camps are excellent for children.
S  3. Asking a professor for a recommendation is an important part of applying for a summer internship.
E  4. Palliative care programs offer many benefits to seriously ill patients and their families.
A  5. This paper will explain why the best place to get your next dog or cat is at an animal shelter.
S  7. The number of students who participate in practical work experiences while studying abroad has increased by 35 percent.
G  8. African American soldiers played an important role during war time.
There are five factors to consider when choosing a major.

The process of chocolate-making from bean to bar.

EXERCISE 10-11, REVISIGN TOPIC SENTENCES

Possible answers are shown.

1. Short stories are fun to read.
   REVISED too general
   *Short stories often convey a message about an issue or personal concern.*

2. I will explain the steps in teaching a child how to swim.
   REVISED makes an announcement
   *The steps in teaching a child to swim are easy to follow.*

3. The Eastern Cougar was declared extinct in 2011.
   REVISED: too specific
   *The Eastern Cougar is an example of the growing problem of species extinction.*

4. Food deserts in urban areas.
   REVISED incomplete thought
   *Food deserts in urban areas make it difficult for residents to purchase healthy...

5. A knowledge of world geography is important for everyone.
   REVISED too general
   *A knowledge of world geography is important when studying political conflicts.*

EXERCISE 10-13, REVISIGN TOPIC SENTENCES

Answers will vary. Sample answers provided.

1. REVISED My math course this semester is more challenging than I expected it to be.
2. REVISED The video camera I bought last week will be used to preserve family memories.
3. REVISED The soft rock playing in the dentist’s office soothed some nervous patients but made me fish for my earplugs.
4. REVISED Because his daily existence depends on news and weather, Sam has three televisions and four radios in his household.
5. REVISED The one oak tree on my street provides a canopy for children’s games and play.
6. REVISED Many people wear headphones on their way to work to shut out surrounding noise and distractions.
7. REVISED The three exams our sociology professor will give us will force us to keep up with the reading assignments.
8. REVISED The first hurricane of the season is predicted to strike land tomorrow, and tourists are panicking.
9. REVISED My four-year-old son has learned the alphabet, so he is eager to learn to read.
10. REVISED Juanita enrolled her son in a day-care center to encourage him to play cooperatively with other children.

EXERCISE 10-14, REVISIGN TOPIC SENTENCES

Answers will vary. Sample answers are provided.

1. REVISED I would like to try writing songs as a way to express parts of myself that most people never see.
2. REVISED Brazil is an ideal vacation spot for people who like to relax and enjoy the scenery.
3. REVISED Asbestos in older buildings is a serious health hazard for people who plan to remodel these buildings.

4. REVISED The space program has enabled scientists to make technological advances that are useful to us in everyday life.

5. REVISED Learning Japanese will be an asset to anyone who wants to work in international trade.

6. REVISED To safeguard our drinking water, we must protect our lakes and rivers from industrial pollution.

7. REVISED Lani feels the most important things she can teach her daughter are self-control and independence.

8. REVISED The mystery novel Decider, by Dick Francis, contains many details on English horse racing that only a former jockey would know.

9. REVISED Sports fans can find a magazine to satisfy their craving for inside knowledge on almost any sport.

10. REVISED Honesty with friends is important to maintain a trusting relationship.

**EXERCISE 10-15, BROADENING TOPIC SENTENCES**

*Answers will vary.* Sample answers are provided.

1. REVISED I planted enough vegetable plants in my garden to produce tasty salads throughout the summer.

2. REVISED The students complained that the cafeteria serves high-fat, calorie-laden foods.

3. REVISED Orlando’s soulful singing is intended to appeal to his audience.

4. REVISED Suzanne equipped her desk with supplies to enable her to work more efficiently.

5. REVISED Koalas, marsupials from Australia, are lovable animals that have become popular attractions at zoos.

6. REVISED Boothbay Harbor is a picturesque New England coastal town that is ideal for a weekend vacation.

7. REVISED Homemade bread is healthier than most commercially made loaves.

8. REVISED At Halloween, the girl dressed as a witch to frighten her younger brothers.

9. REVISED The comedian told several jokes that made fun of the dental profession.

10. REVISED Each year, our family has a portrait taken for Christmas, which helps us trace our growth and changes in our family.
READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. depleted (paragraph 2) used up
2. degrading (paragraph 3) damaging
3. bountiful (paragraph 3) abundant, plentiful
4. aquatic (paragraph 7) related to water
5. heightened (paragraph 13) increased
6. incorporate (paragraph 14) include

EXAMINING THE READING: Using Idea Maps
CHAPTER 11, Details, Implied Main Ideas, and Transitions

EXERCISE 11-1, IDENTIFYING SUPPORTING DETAILS

1.  ✓ a. Voice changes in boys begin to occur at age at age 13 or 14.
    ✓ b. Facial proportions may change during adolescents.
    ✓ c. Adolescents, especially boys, gain several inches in height.
    □ d. Many teenagers do not know how to react to these changes.
    ✓ e. Primary sex characteristics begin to develop in both boys and girls.

2.  ✓ a. By the time an infant is six months old, he or she can make 12 different speech sounds.
    □ b. Mindy, who is only three months old, is unable to produce any recognizable syllables.
    ✓ c. During the first year, the number of vowel sounds a child can produce is greater than the number of consonant sounds he or she can make.
    □ d. Between six and 12 months, the number of consonant sounds a child can produce continues to increase.
    ✓ e. Parents often reward the first recognizable word a child produces by smiling or speaking to the child.

3.  ✓ a. By becoming involved with the actors and their problems, members of the audience temporarily forget about their personal cares and concerns and are able to relax.
    □ b. In America today, the success of a play is judged by its ability to attract a large audience.
    ✓ c. Almost everyone who attends a play expects to be entertained.
    □ d. Even theater critics are often able to relax and enjoy a good play.
    ✓ e. There is a smaller audience that looks to theater for intellectual stimulation.

4.  □ a. McAdams & Co. is the largest importer and processor of licorice root.
    ✓ b. Licorice blends with tobacco and provides added mildness.
    ✓ c. Licorice provides a unique flavor and sweetens many types of tobacco.
    □ d. The extract of licorice is present in relatively small amounts in most types of pipe tobacco.
    ✓ e. Licorice helps tobacco retain the correct amount of moisture during storage.

5.  ✓ a. The automobile industry is a good example of an oligopoly, even though it gives the appearance of being highly competitive.
    ✓ b. The breakfast cereal, soap, and cigarette industries, although basic to our economy, operate as oligopolies.
    □ c. Monopolies refer to market structures in which only one industry produces a particular product.
    □ d. Monopolies are able to exert more control and price fixing than oligopolies.
    ✓ e. In the oil industry there are only a few producers, so each producer has a fairly large share of the sales.
EXERCISE 11-2, IDENTIFYING DETAILS

A.

Main Idea
Odor can communicate 4 types of messages.

1. first
2. also
3. third
4. finally

EXERCISE 11-3, UNDERSTANDING SUPPORTING DETAILS

A.

Main Idea
Small group discussions have 4 phases.

1. first
2. second
3. third
4. final

EXERCISE 11-4, IDENTIFYING TYPES OF SUPPORTING DETAILS

1. description
2. step/procedure
3. reason
4. statistics, reasons
5. reasons, facts, statistics
EXERCISE 11-5, IDENTIFYING TYPES OF DETAILS

1. statistic
   example
   fact/reason
   step

2. description or step
   fact/statistic
   reason
   fact/statistic

3. reason
   example
   illustration
   statistic

4. statistic
   example
   reason
   fact

5. reason
   statistic
   fact
   step

EXERCISE 11-6, ANALYZING IMPLIED MAIN IDEAS

1. 

<table>
<thead>
<tr>
<th>Topic: Divorce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
</tr>
<tr>
<td>1920 — divorce rate is one in seven marriages</td>
</tr>
<tr>
<td>50 years later — divorce rate is one in three marriages</td>
</tr>
<tr>
<td>Now the divorce rate is highest of any major industrialized nation (almost one divorce for every two marriages)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implied Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>The divorce rate has increased dramatically since 1920.</td>
</tr>
</tbody>
</table>
EXERCISE 11-7, UNDERSTANDING IMPLIED MAIN IDEAS

Paragraph A
1. 
2. 

Paragraph B
3. 
4. 
5. 

EXERCISE 11-8, USING TRANSITIONS

1. As a young poet, e. e. cummings was traditional in his use of punctuation and capitalization. Later, he began to create his own grammatical rules.
2. Many fruits are high in calories; vegetables, on the other hand, are usually low in calories.
3. In order to sight-read music, you should begin by scanning it. Next, you should identify the tempo and whether the piece is written in a major or minor key.
4. Many rock stars have met with tragic ends. For example, John Lennon was gunned down, Buddy Holly and Ritchie Valens were killed in a plane crash, and Janis Joplin died of a drug overdose.
5. Hernando’s sister made a delicious birthday cake for him. In addition, she surprised him with a big party.
6. Using your birthdate as your computer password is not advisable because hackers may be able to guess your password and access your files.
7. Some scientists believe that intelligence is determined equally by heredity and environment. Other scientists, however, believe that heredity accounts for about 60 percent of intelligence and environment for the other 40 percent.

8. Tigers tend to grow listless and unhappy in captivity. Similarly, pandas grow listless and have a difficult time reproducing in captivity.

9. American voters tend to vote according to the state of the economy. For example, if the economy is good, they tend to vote for the party in power and if the economy is poor, they tend to vote for the party not in power.

10. Lia refused to go to her friend’s wedding because she knew her ex-husband would be there.

**EXERCISE 11-9, UNDERSTANDING TRANSITIONS**

E 1.  
G 2.  
J 3.  
A 4.  
I 5.  
H 6.  
C 7.  
D 8.  
B 9.  
F 10.

**EXERCISE 11-10, IDENTIFYING TRANSITIONS**

A. 1. first 2. second 3. third 4. finally  
B. 1. in contrast 2. however 3. on the other hand  
C. 1. also 2. further  
D. 1. begins 2. then 3. finally  
E. 1. such as 2. for example

**PRACTICE EXERCISE**

1. ✔ a. Professor Valquez gives a lot of homework. 
   ✔ b. Professor Valquez assigns 20 problems during each class and requires us to read two chapters per week.

2. ☐ a. In Korea, people calculate age differently. 
   ✔ b. In Korea, people are considered to be one year old at birth.

3. ☐ a. It was really hot Tuesday. 
   ✔ b. On Tuesday the temperature in New Haven reached 97 degrees.
**EXERCISE 11-11, REVISIGN SENTENCES**

*Answers will vary.* Sample answers are provided.

1. On Tuesday, I took the Red Line train to Cambridge to visit my cousin.
2. Making pizza involves three simple steps: stretching prepared dough, adding toppings, and baking.
3. The Fourth of July is fun because my town has a big parade and picnic.
4. I bought a used, ten-horsepower John Deere lawnmower from Drake’s Garden Shop.
5. My brother’s 1976 Chevy van blew a gasket.

**EXERCISE 11-13, SELECTING RELEVANT DETAILS**

1. **TOPIC SENTENCE** People should take safety precautions when outside temperatures reach 95 degrees or above.
   
   **DETAILS ✓**
   
   a. It is important to drink plenty of fluids.
   
   b. If you are exposed to extreme cold or dampness, you should take precautions.
   
   c. To prevent heat exhaustion, reduce physical activity.
   
   d. Infants and elderly people are particularly at risk for heat exhaustion.

2. **TOPIC SENTENCE** Cuba is one of the last nations with a communist government.
   
   **DETAILS ✓**
   
   a. Cuba is an island nation and thus is able to keep out other political philosophies and opponents of communism.
   
   b. Cuba earns high revenues from cigar sales despite the U.S. boycott against Cuba.
   
   c. Fidel Castro was not chosen by the Cuban people.
   
   d. The movement to overthrow communism in Cuba is centered in Miami and thus is not very effective within Cuba itself.

3. **TOPIC SENTENCE** Freedom of speech, the first amendment to the United States Constitution, does not give everyone the right to say anything at any time.
   
   **DETAILS ___**
   
   a. The Constitution also protects freedom of religion.
   
   b. Freedom of speech is a right that citizens of most Western countries take for granted.
   
   c. Freedom of speech is restricted by slander and libel laws, which prohibit speaking or publishing harmful, deliberate lies about people.
   
   d. Citizens may sue if they feel their freedom of speech has been unfairly restricted.

4. **TOPIC SENTENCE** Family violence against women is a growing problem that is difficult to control or prevent.
   
   **DETAILS ✓**
   
   a. Abusive partners will often ignore restraining orders.
   
   b. Violence shown on television may encourage violence at home.
   
   c. New laws make it easier for observers of child abuse to report the violence.
   
   d. Battered women frequently do not tell anyone that they have been battered because they are ashamed.
   
   e. Violence against the elderly is increasing at a dramatic rate.
EXERCISE 11-16, USING TIME SEQUENCE

  3 a. Find out which of the courses that you need are being offered that particular semester.
  1 b. Study your degree requirements and figure out which courses you need to take before you can take others.
  4 c. Then start working out a schedule.
  2 d. For example, a math course may have to be taken before an accounting or a science course.
  6 e. Then, when you register, if one course or section is closed, you will have others in mind that will work with your schedule.
  5 f. Select alternative courses that you can take if all sections of one of your first-choice courses are closed.

EXERCISE 11-18, USING SPATIAL ARRANGEMENT

  3 a. She usually wears an oversized, baggy sweater, either black or blue-black, with the sleeves pushed up.
  6 b. Black slip-on sandals complete the look; she wears them in every season.
  5 c. On her feet she wears mismatched socks.
  1 d. Her short, reddish hair is usually wind-blow, hanging every which way from her face.
  2 e. She puts her makeup on unevenly, if at all.
  4 f. The sweater covers most of her casual, rumpled skirt.
EXERCISE 11-21, WRITING TOPIC SENTENCES

Answers will vary. Sample answers are provided.

1. **TOPIC SENTENCE** My golden retriever and my two-year-old granddaughter react in similar ways to household events.
   **METHOD OF ARRANGEMENT** Least/most

2. **TOPIC SENTENCE** I was going to drop my math class, but instead I met with my teacher and she helped me line up a tutor.
   **METHOD OF ARRANGEMENT** Time sequence

3. **TOPIC SENTENCE** Recently, a number of mishaps have increased my level of stress.
   **METHOD OF ARRANGEMENT** Time sequence or least/most

4. **TOPIC SENTENCE** For Thanksgiving dinner I served broccoli soup, roast turkey with chestnut stuffing, and pecan pie.
   **METHOD OF ARRANGEMENT** Time sequence

5. **TOPIC SENTENCE** The Super Bowl is an annual event in which two championship teams display their talents.
   **METHOD OF ARRANGEMENT** Least/most

EXERCISE 11-24, USING TRANSITIONS

Answers will vary. Possible answers are shown.

1. Suddenly
2. to the west (north, etc.)
3. Above all
4. First
5. Next
INTEGRATING READING AND WRITING

READ AND REVISE

Facebook gives users a very good way to meet new people and make friends. If one doesn't go out much, it's really hard to get to meet new people. Going through Facebook, a user can read about people before taking an interest in them. In addition, if the user is just a shy person and doesn't really like to talk a lot but likes to write, this can be an awesome way to meet new people.

Making and meeting new friends through Facebook is the biggest thing right now. Twitter is another way to connect with people. Always remember that the user is the one in control of confirming and ignoring a request to be a friend.

Facebook also has this amazing way of letting the user create an event so that it can be sent out to all those he or she chooses to invite. A Facebook invite saves money, time, and stamps; stamps are expensive now and so are invitations. It's a quick means to make contact with hundreds of people just by creating one of these events. If someone was trying to get a business started they would send out an event invite explaining their new business venture. Free advertising on Facebook is a money saver for those just getting started. Let's say there's going to be a family reunion; his or her invitation will indicate the date, time, place and any other special instructions, but the event will only be sent to close family members and be seen by those he or she chooses to invite.

Family reunions can be really hard to organize. Another thing that event invites do is raise money for people who are sick and need help paying their medical bills; these kinds of benefits really help the less fortunate. An event can be created in just minutes and the word can be spread rapidly.

READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. civilian (paragraph 2) a person acting in a nonofficial capacity

2. normality (paragraph 5) the state of being normal or typical

3. undisputed (paragraph 6) without argument
4. speculated (paragraph 6)  guessed
5. constitute (paragraph 10)  make up, include
6. hypersensitivity (paragraph 11)  having increased sensitivity to something
7. afflicts (paragraph 11)  badly affects
8. skeptical (paragraph 13)  doubtful
EXAMINING THE READING: *Using Idea Maps*

**Title**

*Wireless Interference: The Health Risks*

**Thesis**

We live in a world filled with electromagnetic fields (EMFs), and the effects of radiation from EMFs on human beings are unknown.

Examples of people experiencing adverse effects:

- Alison Hall’s family and farm after installation of cell phone tower
- Michele Hertz after installation of wireless utility meter
- Other “electrosensitives” around the world

**Facts and statistics about EMFs:**

- 5.2 billion *cell phones* in use as of October 2010
- More than one cell phone per person in many countries
- Swedish government reports EHS affects 3 percent of population

**Conflicting reports about EMFs:**

- IARC classifies cell phone electromagnetic frequencies as *possibly carcinogenic*
- European Environment Agency suggests *RF radiation* could lead to health crisis
- Australian neuroscientists discover *power boost in brain waves* from cell phone RFs
- The American Cancer Society finds no link between cell phone use and the development of tumors
- Cell phone industry lobbyists claim cell phone radiation is *safe*; University of Washington survey shows conflicting results
- World Health Organization reports no scientific link between EHS symptoms and EMF exposure

**Conclusion**

We have become so attached to technology that we have not demanded to know the possibly deadly consequences of the EMFs that surround us.
CHAPTER 12, Patterns of Organization: Chronological Order, Process, Narration, and Description

EXERCISE 12-1, USING CHRONOLOGICAL ORDER

1. 
   2
   1
   4
   3

2. 
   3
   2
   4
   1

3. 
   2
   3
   1
   4

4. 
   3
   2
   4
   1

5. 
   4
   1
   3
   2

EXERCISE 12-2, ANALYZING CHRONOLOGICAL ORDER/PROCESS PARAGRAPHS

1. Topic: traditions

   Steps: place evergreen on top of building, throw front door key on roof

2. Topic: jury selection

   Steps: pool is selected, potential jurors fill out questionnaire, bias is evaluated, jurors stricken or excluded, jurors impaneled and sworn in
3. Topic: the *Lusitania*

Steps: ship set sail May 1, 1915; reached Ireland six days later; submarine fired torpedo; boiler exploded; ship listed and sank in 19 minutes

**EXERCISE 12-11, USING TRANSITIONS**

1. *After* we left the theater, we stopped for coffee.

2. *During* the movie, an audience member’s loudly ringing cell phone distracted everyone.

3. After a long drive, we finally reached our destination.

4. To evaluate the reliability of a Web site, examine its source and then next check the date of posting.

5. To preview a textbook chapter, first check the title. Second, read the chapter objectives. Third, read the introduction.

**EXERCISE 12-14, READING DESCRIPTIVE PARAGRAPHS**

1. Earth resembles an egg with a cracked shell. Earth’s crust is thin and rigid, averaging 45 kilometers (28 miles) in thickness. Beneath this rigid crust, the rock is like a very thick fluid and is slowly deformed by movements within Earth. While far from the free-flowing substances we know as liquids, the rock just beneath the crust, known as the mantle, is fluid enough to move slowly along in convection currents, driven by heat within Earth’s core.

   —Dahlman et al., *Introduction to Geography*, p. 90

2. Jackson was one of the most forceful and domineering American presidents. His most striking traits were an indomitable will, an intolerance of opposition, and a prickly pride that would not permit him to forgive or forget an insult or supposed act of betrayal. It is sometimes hard to determine whether principle or personal spite motivated his political actions. As a young man on the frontier, he had learned to fight his own battles. Violent in temper and action, he fought duels and battled the British, Spanish, and Indians with a zeal his critics found excessive. He was tough and resourceful, but he lacked the flexibility successful politicians usually show. Yet he generally got what he wanted.


3. Sushi preparation is an art that involves careful selection of lovely and delicate ingredients (various seafood or vegetables, or both) to be arranged alongside vinegared rice. Sometimes, sushi is pressed into molds to form long fingers. A familiar style is made by arranging a layer of dried seaweed on a bamboo mat, and then artfully arranging the ingredients on the seaweed before rolling it carefully and tightly to enclose the filling as a long tube. Ultimately, the roll is sliced crosswise for lovely round slices with the seaweed serving as the outer covering.

   —McWilliams, *Food Around the World*, p. 357
EXERCISE 12-14, READING DESCRIPTIVE PARAGRAPHS

Answers will vary.

1. Professional athletes
   a. The behavior of professional athletes serves as role models for those who admire them.
   b. Professional athletes who exhibit unprofessional behavior should be heavily fined by the team owners.
   c. Many professional athletes earn high salaries but donate generously to charities and fund-raising events.

2. A favorite food
   a. Pizza is both nutritious and easy to prepare.
   b. Pizzas made at home is never as good as ones from a pizzeria.
   c. Pizza can be costly if you don’t stick to basic toppings.

3. A film or television show you have seen recently
   a. Good Morning America offers both news and human interest stories.
   b. Good Morning America focuses on shocking and tragic events.
   c. Good Morning America aims to amuse and entertain its viewers

EXERCISE 12-17, IDENTIFYING IRRELEVANT DETAILS

1. You don’t need a lot of equipment to enjoy fishing.
   b. Fishing rods vary widely in cost.
   d. Take a picnic lunch if you’re fishing from a boat.

2. Gambling is addictive and can lead to financial disaster.
   b. Money is exchanged for gambling chips at casinos.
   c. Las Vegas is a place where many people go to gamble.

3. Officials at sporting events must be knowledgeable and skillful and have strong personalities.
   d. The pay that officials receive is not in proportion to their responsibilities.

4. Starting a travel agency is a high-risk venture.
   a. The manager must have at least two years’ experience.

EXERCISE 12-17, USING DESCRIPTIVE LANGUAGE

Answers will vary.

1. An old coat Mr. Busby wore a tattered, faded, stained-around the neck, deep burgundy leather coat.

2. A fast-food meal Greasy french fries, an overcooked salty burger, and a watery strawberry milkshake were not worth their price.

3. A bride (or groom) The forty year old bride wore a pale pink tight-fitting gown that seemed more appropriate for a teenager.

4. A sidewalk The cracked and worn sidewalk was split apart, forming dangerous and uneven crevices.
5. The dog behind a sign that warns “Guard Dog on Premises”

The dog bared its teeth, growled lowly, tucked in his tail, and lowered his ears to warn the intruder.

**INTEGRATING READING AND WRITING**

**READ AND RESPOND, A PROFESSIONAL ESSAY**

I was ten years old when my grandparents took me to Salto Waterfall Park in Jalisco, Mexico. It was a warm morning. The sky was endlessly blue, stretching for galaxies through the treetops. There was a great smell of flowers in the park. Roses were all across the bridge. The trees made a beautiful view with the mountains. The only sounds were those from lively mockingbirds, wind passing through the treetops, and the river as it flowed over the rocks.

I remember looking out at the water. It was so crystal clear that I could see exotic and tropical fishes of all different colors swim about with no worries. I strolled along the sidewalk, and every once in a while, I stopped to smell the fragrant white flowers of the coffee trees which were scattered throughout the park. People enjoyed hiking in the mountains while children played in the cascades. Older people watched their grandchildren swim in the water. I sat next to rocks covered with moss and read a book.

Although I am older, I still go to Salto Waterfall Park. It is a special place for me. The park still has a lake, the sound of the birds, and a nice landscape. The smell of flowers is the same. I will never forget my moments at the Salto Waterfall Park.

**GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY**

1. confronted (paragraph 3) faced
2. fraudulent (paragraph 8) fake, falsified
3. mentors (paragraph 12) advisers, teachers
4. surrogate (paragraph 12) substitute
5. daunting (paragraph 15) frightening
6. embarked (paragraph 16) started
7. scrutiny (paragraph 20) examination
8. displacement (paragraph 24) being out of place
EXAMINING THE READING: Using Idea Maps

Title: My Undocumented Life

Thesis:
He is an illegal immigrant who believes he has earned the right to be called an American.

High school years:
Active in school board, speech and debate, plays, and newspaper
Mentored by school superintendent and principal
Announced that he was gay

College years:
Freshman year, part-time job at The San Francisco Chronicle
2001: internship at The Philadelphia Daily News
2003: internship at The Washington Post and issued driver's license
2004: Graduated college and offered paid internship at The Washington Post

Professional life:
2008: Part of Fisk team that won a Pulitzer Prize
2009: Joined The Huffington Post and wrote for The New Yorker
2011: Obtained a driver’s license valid until 2016 but decided he wanted to tell his story publicly

Conclusion:
He asked his mother to help him fill in the details about when he left to come to America.

Copyright © 2014 Pearson Education, Inc.
CHAPTER 13, Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast

EXERCISE 13-2, ANALYZING THE EXAMPLE PATTERN

A. 1. for instance
   2. a. low grade on biology lab report
      b. car “died”
      c. argument with a close friend
      d. checking account overdrawn

B. 3. first
   4. a. new job or career d. birth of a child
      b. marriage e. death of someone close
      c. divorce f. beginning college

C. 5. second
   6. for example
   7. a. hot kitchen
      b. noisy machine shop
      c. co-workers who don’t do their share

D. 8. first
   9. for example
   10. ask yourself how you can finish a task

EXERCISE 13-6, ANALYZING CAUSE AND EFFECT

1. mental illness
2. (Answers may vary)
   a. physical changes
   b. chemical imbalances
   c. environmental/childhood experiences/stress
   d. combination of causes

EXERCISE 13-7, ANALYZING CAUSE AND EFFECT

A. The three-car accident on Route 150 had several serious effects. First, and most tragically, two people died when their car overturned. In addition, traffic into the city was delayed for several hours because of the accident. Consequently, those who were headed to the fairgrounds for the Fourth of July fireworks never got to see the colorful display. Another result, which occurred long afterward, was that the state legislature lowered the speed limit in the area where the accident had occurred. After the legislation passed, several legislators stated that the accident was the main reason for the change.
B.  1. car accident  
   2. a. two people died  
      b. traffic was delayed  
      c. people missed the fireworks  
      d. speed limit was lowered  
   3. yes  
   4. a. first  
      b. in addition  
      c. another  
      d. after

EXERCISE 13-8, IDENTIFYING CAUSES AND EFFECTS

1. Causes: unemployment  
   Effects: household income levels; tensions and even domestic violence rise; increase in all crimes. Loss of self-esteem and hope  
2. Causes: people living in poverty; rampant drug use; budget cuts have lessened the police presence; done away with special police programs  
   Effects: crime rates have risen  
3. Causes: volcanic activity; shifting plates of the Earth’s crust along faults  
   Effects: earthquake  
4. Causes: low standardized test scores  
   Effects: biased questions; to “teach to the test”

EXERCISE 13-12, USING TRANSITIONAL WORDS AND PHRASES

(Answers will vary. Possible answers are shown.)

1. As a result  
2. Consequently  
3. therefore  
4. Because

EXERCISE 13-14, ANALYZING COMPARISON AND CONTRAST

1. Humans are complex organisms made up of many sophisticated systems. Yet humans share several characteristics with primates such as gorillas and New World Monkeys.

2. Educators differ in their approaches to teaching reading. One method, whole language, applies a holistic model to literacy. The other main approach, seen as old-fashioned by some, is phonics, where children learn to read by “sounding out” letters and letter combinations.

3. Face-to-face communication and electronic communication share a common goal—the transmission of information.

4. Many actors believe that stage acting requires more overall skill than movie acting. Unlike filmmaking, where actors can make mistake after mistake, knowing that the scene will just be shot again and again until it is right, live theater demands more concentration and preparation since retakes are not possible.

5. Flame retardant and flame resistant fabrics each provide a degree of protection to the person wearing them.
EXERCISE 13-15, ANALYZING COMPARISON AND CONTRAST

A. 1. definition
2. “on the other hand,” “like,” “difference,” “whereas”
3. Primary and Secondary Groups

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. both small</td>
<td>1. primary are personal and intimate;</td>
</tr>
<tr>
<td></td>
<td>secondary are impersonal</td>
</tr>
<tr>
<td>2. both involve face-to-face</td>
<td>2. secondary more formal</td>
</tr>
<tr>
<td>contacts/friendly</td>
<td></td>
</tr>
<tr>
<td>3. both important</td>
<td>3. secondary come together for specific</td>
</tr>
<tr>
<td></td>
<td>purpose</td>
</tr>
<tr>
<td></td>
<td>4. more time spent in secondary groups</td>
</tr>
<tr>
<td></td>
<td>5. primary groups are person-oriented;</td>
</tr>
<tr>
<td></td>
<td>secondary are goal-oriented</td>
</tr>
</tbody>
</table>

Answers may vary.
Possible answers are shown.

B. 1. small and large businesses
2. as examples to illustrate differences
3. but
4.

<table>
<thead>
<tr>
<th>Differences Between Small and Large Businesses</th>
<th>Small Businesses</th>
<th>Large Businesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purchasing processes</td>
<td>Less formal</td>
<td>More formal</td>
</tr>
<tr>
<td>2. Decision-making process</td>
<td>Fewer people involved</td>
<td>More people involved</td>
</tr>
</tbody>
</table>

EXERCISE 13-18, SELECTING A TOPIC AND LISTING POINTS OF COMPARISON AND CONTRAST

Answers will vary.

1. Two films you have seen recently
   Points of comparison and contrast:
   a. type of film (comedy, horror, etc)
   b. musical score or background
   c. actresses and actors
   d. photography/cinematography
   e. amount of action

2. Two jobs you have held
   Points of comparison and contrast:
   a. hourly wage
   b. type of tasks performed
   c. training required
   d. level of physical activity required
   e. co-workers
3. Baseball and football players
   Points of comparison and contrast:
   a. necessary physical skills
   b. types of training
   c. salary
   d. public opinion
   e. types of fans

INTEGRATING READING AND WRITING

READ AND REVISE

SAMPLE ANSWER

The two colleges I that I have attended, the University of Colorado (UC) in Boulder, Colorado, and Allan Hancock College (AHC) in Santa Maria, have both offered me opportunities, but they differed greatly in style and focus. Because AHC is a community college, it focuses on preparing students for careers and transfer to four-year schools. UC, however, is a four-year university that offers bachelor’s degrees and preparation for professional schools. Another difference concerns class size, which is important for getting help when you need it. AHC offers small classes, but classes at UC tend to be large. A typical freshman class may have between 150 and 220 students. Consequently, the environment at UC is competitive, and grades are very important there as well. It is also nice to be able to feel like your instructor knows you, and that you know him or her. At AHC one person, a professor or adjunct teaches classes. On the other hand, classes at UC are taught by a team consisting of a professor, who conducts lectures, a graduate student, who conducts recitation classes, and occasionally, a co-seminar class taught by an adjunct professor. Yet another difference revolves around clubs. Although AHC has student clubs, they don’t have the importance that they do at UC. UC offers student clubs that teach students how to network, communicate, and work together. Finally, costs are a very important factor. At AHC most students can affordably live at home, while living on campus is expensive at CU.

READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. apocryphal (paragraph 2) false
2. sequential (paragraph 3) in order
3. induces (paragraph 5) causes
4. cohesion (paragraph 5) unity
5. entrains (paragraph 6) adjusts to go along with
6. profound (paragraph 8) deeply significant
EXAMINING THE READING: *Using Idea Maps*

**Title**: The Benefits of Listening to Music

**Thesis**
- Music has a powerful impact on the human brain.
- Medical effects are not understood
  - Stuttering, autism, and **Tourrette syndrome**.
  - Human brain seems programmed for song
- Physiologists showed that mother’s lullaby affects child by:
  - Lowering arousal levels
  - Increasing ability to focus attention
- Music therapists found listening to music releases endorphins that:
  - Lower blood pressure
  - Ease sensation of pain
  - Social scientists believe music provided early model for culture

**Attentive listening helps us to**
- Organize our thinking
- Give shape to our consciousness
- Focus our ideas

**Musical training may**
- Improve **organizational skills**
- Have a positive effect on IQ

**Conclusion**
- Active musical experience and engaging in active listening both offer benefits.
CHAPTER 14, Revision and Proofreading

EXERCISE 14-2, REVISIG A PARAGRAPH

*Answers will vary.* Possible answers are shown.

Make the topic sentence more specific; focus on one or several aspects of self-improvement. Add detail. Name and describe the skills needed for broadcasting. Indicate how a general education or specific courses will provide those skills. Revise and combine the last two sentences to draw the paragraph to a close.

EXERCISE 14-3, EVALUATING A PARAGRAPH

*Answers will vary.* Possible answers are shown.

1. The topic sentence is too general. Focus on one kind of entertainment and discuss its benefits.
2. Television entertainment keeps viewers occupied and happy.
3. They need to be more specific.
4. Add descriptive and relevant detail.

EXERCISE 14-12, IDENTIFYING AND REVISIG REPETITIVE STATEMENTS

Children misbehaving is an annoying problem in our society. I used to work as a waiter at Denny’s, and I have seen many incidences in which parents allow their children to misbehave. I have seen many situations that you would just not believe. Once I served a table at which the parents allowed their four-year-old to make his toy spider crawl up and down my pants as I tried to serve the food. The parents just laughed. Children have grown up being rewarded for their actions, regardless of whether they are good or bad. Whether the child does something the parents approve of or whether it is something they disapprove of, they react in similar ways. This is why a lot of toddlers and children continue to misbehave. Being rewarded will cause the child to act in the same way to get the same reward.

INTEGRATING READING AND WRITING

READ AND REVISE

Do you have trouble getting out of the house on time in the morning? If you are not a naturally well-organized person, you may need to overcompensate by being super organized in the morning. A detailed checklist can help you accomplish the seemingly impossible goal of leaving home exactly when you are supposed to. It is especially difficult to leave on time if you are tired or feeling lazy. When making such a checklist, most people find it helpful to backtrack to the previous evening. Do you have clean clothes for the next day, or do you need to do a load of laundry? Are your materials for school or work neatly assembled, or is there a landslide of papers covering your desk? Do you need to pack a lunch? You get the picture. In your checklist, include tasks to complete the night before as well as a precise sequence of morning tasks with realistic estimates of the time required for each task. If you have children, help them make checklists to keep track of homework assignments. Child development experts stress the importance of predictable structure in children’s lives. If you live with a friend or spouse, make
sure to divide all chores in an equitable way. Often one person tends to be neater than the other, so you may need to make compromises, but having an explicit agreement about household responsibilities can help prevent resentment and conflict at home.

**PROOFREAD**

It took me a whole year from the accident to get my life back in order. Finally, when I did, I started working. I even worked on going back to school to get my associate’s degree. I wanted to get my degree in Early Childhood Development because I just love to be around kids. I love how their minds work.

Now that I am working on my dream nothing is going to keep me from it. I work hard in all my classes, so I can make something of my life. Even though no matter how hard I try to forget everything I have scars and pictures to remind me not to make the same mistake again. I drive more carefully these days.

**Fully corrected version:**

It took me a whole year from the accident to get my life back in order. Finally, when I did, I started working. I even worked on going back to school to get my associate’s degree. I wanted to get my degree in early childhood development because I just love to be around kids. I love how their minds work.

Now that I am working on my dream, nothing is going to keep me from it. I work hard in all my classes, so that I can make something of my life. No matter how hard I try to forget everything, I have scars and pictures to remind me not to make the same mistake again. I drive more carefully these days.
GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. prospective (paragraph 2) anticipated for the near future potential
2. compatibility (paragraph 3) ability to live together in harmony; like-mindedness
3. virtues (paragraph 3) admirable qualities
4. vivacious (paragraph 5) lively, outgoing, spirited
5. pitiful (paragraph 5) pathetic, deserving pity
6. stigma (paragraph 6) a mark of disgrace or shame
EXAMINING THE READING: Using Idea Maps

Title
Finding a Mate: Not the Same as It Used to Be

Thesis
Technology is changing how people go about finding a mate.

Traditional people—Jews, Arabs, those in villages of China and India—have relied for centuries on matchmakers.

In China, technology is changing the matchmaking process.

Computerized records base compatibility on:
- age
- sex
- personal interests
- education
- earnings

In America, people are also turning to technology to find a mate.

Internet dating sites offer:
- Wide variety of people
- Eligible prospects spread over the nation
- Increasingly less stigma

Dating on demand:
- Cable TV company helps singles make tapes of themselves
- Tapes can be viewed for free on TV
  - Small fee to make contact
  - Online detective service can check background of eligible prospects

Conclusion
Author concludes with comment about the uncertainty of modern electronic dating.
EXERCISE 15-3, COMPLETING AN OUTLINE

I. Gossip
   A. Popularity of gossip
      1. Occurs in all cultures
      2. Commonly accepted ritual in some groups
   B. Definition
      1. Social evaluations about a person not present
      2. Occurs when two people talk about a third
   C. Gossip in organizations
      1. Consequences include firings, lawsuits, and damaged careers
      2. Can spread quickly because of the ease of communication in the organization
   D. Reasons for gossip
      1. For a reward
      2. Examples: to hear more gossip, to gain social status or control, to have fun, to cement social bonds, to make social comparisons
   E. Consequences
      1. People can see gossiper more negatively
      2. Can be unethical
      3. Examples: hurting another person, sharing information people have no right to know, breaking promises of secrecy.
EXERCISE 15-4, COMPLETING A MAP

Suggestions for overcoming procrastination

Clear your desk
Give yourself 5 minutes to start
Divide task into manageable parts
Start somewhere
Recognize when you need more information

1. first  2. second  3. Next  4. then  5. finally

EXERCISE 15-5, COMPLETING A MAP

Excuses are explanations designed to reduce the negative effects at your behavior and help to maintain your positive image.

“I didn’t do it”
Deny that you did it
Bring up an alibi
Accuse another person

“It wasn’t so bad”
Admit to doing it
Claim it wasn’t so bad
Justify behavior

“Yes, but”
Claim extenuating circumstances

These are the worst excuses:
- Do not acknowledge responsibility
- Offer no assurance that it won’t happen again
**EXERCISE 15-6, WRITING SYNONYMS**

- undecided group  
  nonpartisan crowd
- convince  
  persuade
- line of thought  
  chain of reasoning
- viewpoint information  
  position
- disagreed on  
  disputed facts
- new ideas of right and wrong  
  proposed ethical theories

**EXERCISE 15-7, WRITING A PARAPHRASE**

Sample paraphrase provided.

Bones are not completely inflexible. They must be both sturdy and bendable enough to accommodate our physical activities each day. The hardness in bones comes from minerals such as calcium and phosphorus, which make up about 65% of bone tissue. The minerals make small crystals that collect around collagen fibers. These protein fibers are tough yet flexible, allowing bones to hold up our weight while we move.

**EXERCISE 15-8, WRITING A PARAPHRASE**

Sample paraphrase provided.

One type of excuse is denial that you did what someone thinks you have done. You can do this by providing proof that you could not have done it because you were doing something else. Or you can accuse someone else of doing what you are being accused of. These excuses do not work well because they do not show who is responsible for the act and do not offer reasons why the act may not occur again.

**EXERCISE 15-9, PRACTICING SUMMARIZING**

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>2.</td>
</tr>
<tr>
<td>T</td>
<td>3.</td>
</tr>
<tr>
<td>C</td>
<td>4.</td>
</tr>
<tr>
<td>A</td>
<td>5.</td>
</tr>
</tbody>
</table>

**INTEGRATING READING AND WRITING**

**READ AND RESPOND, A PROFESSIONAL ESSAY**

**GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY**

1. host (paragraph 1) multitude
2. impact (paragraph 2) affect
3. scarcities (paragraph 2) shortages
4. stable (paragraph 3) constant, unchanging
5. crucial (paragraph 5) extremely important
6. immune (paragraph 8) not affected, safe
7. accelerate (paragraph 9) speed up
EXAMINING THE READING: Using Idea Maps

**Title**: Why Conserve Water?

**Thesis**: As a growing portion of the world’s population faces the effects of significant water shortages, we must increase our efforts to conserve water.

**Global issue**

- Report by World Health Organization (WHO)
  - One in three people affected on each continent
  - More than a billion or 20% face scarcity

**Water consumption increasing at unsustainable levels**

**Proportion of people in water stressed countries**

- Currently at 1/3
- Projected to rise to 2/3 within 15 years

**Effects of shortages**

- Increase in water-borne infections due to unsafe drinking water
- Increased exposure to disease due to waste water used in irrigation
- Less food to eat due to strain on agriculture

**Reasons to help**

- Unfair overconsumption by Americans
- Potential water shortages due to drought
- Draining of natural resources
- Increased pace of climate change
- Local and global impact

**Conclusion**: By starting to change our water consumption habits now, we can prevent a severe crisis at home and worry less about our children’s future as well.
CHAPTER 16, Reading and Thinking Critically about Text

EXERCISE 16-1, READING CRITICALLY

Answers will vary. Possible answers are shown.

1. They want to create a dramatic and distinct contrast between the image of marijuana users in the past and the type of person who they describe as a marijuana user today. The implication is that in the past, marijuana users were less respectable than they are today.

2. The phrase is vague and does not provide an actual percentage or figure to back up the claim, nor does it explain the source of this information. The phrase implies that many senior citizens and suburban housewives use marijuana, leaving readers to guess at the actual number; it may actually be a small minority.

3. The authors say, “Pot is going mainstream,” suggesting that marijuana use is becoming the norm rather than the exception.

4. The drug is legal with a prescription in fourteen states, including California, Colorado, and New Jersey. Answers will vary about whether it’s only a matter of time before American voters decide to legalize marijuana.

EXERCISE 16-2, ANALYZING INFERENCES

T 1. To develop a relationship with someone, you should look directly at him or her.

F 2. The writer has a positive strong attitude toward television.

F 3. The writer thinks that television helps children relate well to other people.

T 4. The writer would probably recommend that children spend more time talking to others and playing with other children than watching television.

F 5. The writer seems to trust government agencies.

T 6. The writer would probably oppose forcing libraries to give the police information about the books you read.

T 7. The writer is in favor of strengthening citizens’ rights to privacy.

T 8. Washington is usually remembered as saint-like because he was one of the founding fathers and our first president


F 10. The writer believes that eventually Americans’ attitudes toward Washington will change.

EXERCISE 16-3, MAKING INFERENCES

B 1.

C 2.

A 3.

B 4.

D 5.
EXERCISE 16-4, IDENTIFYING THE AUTHOR’S PURPOSE

Answers may vary. Possible answers are shown.
1. to inform
2. to complain
3. to encourage action
4. to argue a position
5. to inform, to interpret
6. to inform
7. to describe
8. to compare or contrast, to describe
9. to warn or advise
10. to predict

EXERCISE 16-5, WRITING WITH PURPOSE

Answers may vary. Possible answers are shown.
1. To avoid procrastination, divide a project into short, easy-to-accomplish tasks.
2. Following a healthy diet can help you maintain or lose weight.
3. Rain and thunderstorms are forecast for later this afternoon in areas south of Buffalo.
4. To reach my home, take Exit 32 and follow the signs for Porter Avenue.
5. Love is a joyous feeling of happiness and contentment.

EXERCISE 16-6, ANALYZING INTENDED PURPOSE

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 16-7, ANALYZING INTENDED AUDIENCE

Answers may vary. Possible answers are shown.
1. This was written for someone who is planning to interview for a job.
2. This was written for people who use computers and want to safeguard the information they have on their computers.
3. This was written for people who do laundry.
4. This was written for college students and possibly their parents/guardians.
5. This was written for people planning to attend a concert.

EXERCISE 16-8, IDENTIFYING FACT AND OPINION

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>O</td>
<td>O</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

Copyright © 2014 Pearson Education, Inc.
EXERCISE 16-9, DISTINGUISHING FACT AND OPINION

1. O  a.
   F  b.
   F  c.
   F  d.

2. O  a.
    O  b.
    F  c.
    F  d.

3. O  a.
    F  b.
    F  c.
    F  d.

EXERCISE 16-10, RECOGNIZING BIAS

✓  1. Cities should be designed for the pedestrian, not the automobile.
✓  3. The current system of voter registration is a sham.
✓  4. Professional sports have become elitist.

EXERCISE 16-11, IDENTIFYING BIAS

B  1. global-warming activists.
D  2. “global warming hysteria”
B  3. imprisonment of nonviolent criminals.
A  4. “offenders should never go to prison for nonviolent offenses”
B  5. the violence in video games.
A  6. “ideal environment in which to learn violence”

EXERCISE 16-14, WRITING FACTS AND OPINIONS

1. Eating
   Fact: A single potato chip contains 10 calories.
   Opinion: Potato chips are best eaten with sour dill pickles.

2. Cars
   Fact: Many people who live in large cities do not own cars.
   Opinion: Owning a car is a big headache.

3. Dogs
   Fact: Dogs are used to locate missing people.
   Opinion: Dogs are great companions.

4. The Internet
   Fact: The Internet allows instant communication.
   Opinion: The Internet is risky and dangerous due to identity theft.
5. Work
   Fact: Full-time work involves a 40 hours per week minimum commitment.
   Opinion: Work is an necessary evil.

INTEGRATING READING AND WRITING

READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: STRENGTHENING YOUR VOCABULARY

1. discrepancy (paragraph 2) difference, inconsistency
2. liberally (paragraph 4) generously
3. inevitably (paragraph 4) predictably
4. inundated (paragraph 4) covered, overwhelmed
5. acclimatized (paragraph 4) adjusted
6. consensus (paragraph 5) general agreement
7. proximity (paragraph 10) nearness
EXAMINING THE READING: Using Idea Maps

**Title**: Harvesting Garlic for Less than Minimum Wage

**Thesis**: Field workers on a garlic farm experience physical hardship and unfair pay.

- Garlic workers are paid by the piece, less than minimum wage
- Food safety training course is not given to workers
- Working by piece rate means maximizing output
- Claim territory and work a row with another worker
- Keep shears sharpened and oiled
  - Lubricant has warning against contact with food
  - Better quality shears are too expensive
- Physically demanding and painful
- Other cutters are faster
  - Range is from 10 to 35 buckets a day
  - The most a person can pick per hour is 4 buckets...
- Company manipulates paychecks/ accounting
- Workers are paid for the number of buckets
- Company changes the number of hours for which it pays workers
- Earning minimum wage would require impossible speed
- Garlic goes to two major producers:
  - The Garlic Company, sold at Walmart
  - Christopher Ranch, sold at Whole Foods

**Conclusion**: Although the company Web sites claim to have close oversight of garlic production and work conditions, the author finds it hard to believe.
CHAPTER 17, Planning, Drafting, and Revising Essays

Answers to the exercises in this chapter will vary for each student.

INTEGRATING READING AND WRITING

READ AND RESPOND, A PROFESSIONAL ESSAY

GETTING READY TO WRITE: Strengthening Your Vocabulary
1. affliction (paragraph 1) disability
2. preeminent (paragraph 3) top best
3. residual (paragraph 4) remaining
4. vocational (paragraph 9) related to an occupation or calling
5. degradation (paragraph 10) breakdown
6. pitch (paragraph 12) a steep piece of ground
7. pervasive (paragraph 13) widespread

EXAMINING THE READING: Using Idea Maps

CHAPTER 18, Planning, Drafting, and Revising Essays

Answers to the exercises in this chapter will vary for each student.
Reviewing the Basics: A Brief Grammar Handbook

A. UNDERSTANDING THE PARTS OF SPEECH

EXERCISE 1, IDENTIFYING NOUNS AND PRONOUNS

1. Shakespeare wrote many plays that have become famous and important.
2. Everyone who has visited Disneyland wishes to return.
3. Jonathan himself wrote the report that the president of the company presented to the press.
4. That desk used to belong to my boss.
5. My integrity was never questioned by my co-workers.
6. The class always laughed at jokes told by the professor, even though they were usually corny.
7. When will humankind be able to travel to the Mars?
8. Whoever wins the lottery this week will become quite wealthy.
9. As the plane landed at the airport, many of the passengers began to gather their carry-on luggage.
10. This week we are studying gravity; next week we will study heat.

EXERCISE 2, CHANGING TENSES

1. Allison loses the sales to competitors.
   SIMPLE PAST: lost
2. Malcolm begins classes at the community college.
   PAST PERFECT had begun
3. The microscope enlarges the cell.
   PRESENT PERFECT has enlarged
4. Reports follow a standard format.
   SIMPLE FUTURE will follow
5. Meg Ryan receives excellent evaluations.
   FUTURE PERFECT will have received
6. Juanita writes a computer program.
   PRESENT PERFECT has written
7. The movie stars Brad Pitt.
   \textbf{SIMPLE FUTURE} \textit{will star}

8. Dave wins medals at the Special Olympics.
   \textbf{SIMPLE PAST} \textit{won}

9. Many celebrities donate money to AIDS research.
   \textbf{PRESENT PERFECT} \textit{have donated}

10. My nephew travels to Michigan’s Upper Peninsula on business.
    \textbf{PAST PERFECT} \textit{had traveled}

\textbf{EXERCISE 3, ADDING ADJECTIVES}

\textit{Answers will vary.} Possible answers are shown.

1. Before leaving on a trip, the couple packed their suitcases.
   \textit{Before leaving on a weekend skiing trip, the excited couple packed their suitcases.}

2. The tree dropped leaves all over the lawn.
   \textit{The oak tree dropped multicolored leaves all over the front lawn.}

3. While riding the train, the passengers read newspapers.
   \textit{While riding the commuter train, the passengers read their morning newspapers.}

4. The antiques dealer said that the desk was more valuable than the chair.
   \textit{The persistent antiques dealer said that the oak desk was worth more than cherrywood chair.}

5. As the play was ending, the audience clapped their hands and tossed roses onstage.
   \textit{As the new Broadway play was ending, the enthusiastic audience clapped their hands and tossed roses onstage.}

6. Stew is served nightly at the shelter.
   \textit{Beef stew is served nightly at the local homeless shelter.}

7. The engine roared as the car stubbornly jerked into gear.
   \textit{The straining engine roared as the old car stubbornly jerked into second gear.}

8. The tourists tossed pennies into the fountain.
   \textit{The tourists tossed their copper pennies into the bubbling fountain.}

9. Folders were stacked on the desk next to the monitor.
   \textit{Manila file folders were stacked on the sturdy wooden desk next to the buzzing monitor.}

10. Marina’s belt and shoes were made of the same material and complemented her dress.
    \textit{Marina’s belt and shoes were made of the same navy blue material and complemented her linen dress.}

\textbf{EXERCISE 4, USING ADVERBS}

\textit{Answers will vary.} Possible answers are shown.

1. farther: Lani lives farther from Portsmouth than I do.

2. most: Anne’s paragraph on capital punishment was the most thoughtfully written.

3. more: Three years ago, Washington Street was widened; more recently, lanes for cyclists were added.
4. **best:** Angelo’s makes the best pizza in town.

5. **least neatly:** My sister’s room is the least neatly organized room in our house.

6. **louder:** When Whitney Houston came onstage, the crowd’s cheering was louder than it had been all evening.

7. **worse:** In recent polls, the politician fared worse than expected.

8. **less angrily:** Julio responded less angrily than his brother when the car broke down.

9. **later:** The bus arrived in Minneapolis 40 minutes later than scheduled.

10. **earliest:** The earliest I get up is 7:30 A.M.

**EXERCISE 5, EXPANDING SENTENCES USING PREPOSITIONAL PHRASES**

*Answers will vary.* Possible answers are shown.

1. Fish nibbled **on nearby reeds** as the fisherman waited.

2. The librarian explained that the books about Africa are located **in the nonfiction section**.

3. When the bullet hit the window, shards flew **in all directions**.

4. **In Orlando,** there is a restaurant that serves alligator meat.

5. Polar bears are able to swim **long distances**.

6. Heavy winds blowing **off the ocean** caused the waves to hit the house.

7. One student completed her exam **within an hour**.

8. A frog jumped **onto the floating lily pad**.

9. The bus was parked **next to the stadium**.

10. Stacks of books were piled **on the mantel**.

**B. UNDERSTANDING THE PARTS OF SENTENCES**

**EXERCISE 6, IDENTIFYING SINGLE SUBJECTS AND SIMPLE AND COMPOUND PREDICATES**

1. A **group** of nurses **walked** across the lobby on their way to a staff meeting.

2. The **campground** for physically challenged children **is funded** and **supported** by the Rotary Club.

3. Forty **doctors** and **lawyers** **had attended** the seminar on malpractice insurance.

4. **Sullivan Beach** **will not reopen** because of pollution.

5. The police **cadets** **attended** classes all day and **studied** late into each evening.

6. **Greenpeace** is an environmentalist organization.

7. **Talented dancers** and **experienced musicians** **performed** and **received** much applause at the open-air show.

8. Some undergraduate **students** **have been using** empty classrooms for group study.

9. A police **officer** **with the shoplifter in handcuffs** **entered** the police station.
10. The newly elected senator walked up to the podium and began her first speech to her constituents.

**Exercise 7, Adding Complements**

*Answers will vary. Possible answers are shown.*

1. The delivery person handed Luis the large brown package.
   - indirect object

2. Ronald Reagan was an American president.
   - predicate noun

3. The chairperson appointed Judith our director of public relations.
   - object complement

4. Protesters stood on the corner and handed out flyers.
   - direct object

5. The secretary gave Alex the messages.
   - indirect object

6. Before the storm, many clouds were visible.
   - predicate adjective

7. The beer advertisement targeted young adults.
   - direct object

8. The Super Bowl players were skilled athletes.
   - predicate noun

9. The diplomat declared the Olympics a success.
   - object complement

10. Shopping malls are busy before Christmas.
    - predicate adjective

**Exercise 8, Expanding Sentences with Adjectives, Adverbs, and Phrases**

*Answers will vary. Possible answers are shown.*

1. Randall will graduate. Randall, my friend from grade school, will graduate from Camden County College this May.

2. The race began. After a false start, the athletes lined up at the starting blocks and the race began.


6. The motorcycle was loud. The motorcycle was loud enough to attract the attention of pedestrians along the sidewalk.

7. My term paper is due Tuesday. Now that I have an extension, my term paper is due Tuesday.

8. I opened my umbrella. Hoping to stay dry, I opened my umbrella when it started to drizzle.

9. Austin built a garage. Being skilled in construction, Austin built a garage at the side of his parents' house.

10. Lucas climbs mountains. Lucas climbs mountains with the Appalachian Hiking Club.
C. WRITING CORRECT SENTENCES

EXERCISE 9, CORRECTING VERB FORM AND TENSE ERRORS

1. Mercedes called and asked Jen if she wanted a ride to the basketball game.

2. Eric went to a party last week and met a girl he knew in high school.

3. I cook spaghetti every Wednesday, and my family always enjoys it.

4. A package came in yesterday’s mail for my office mate.

5. Louisa wore a beautiful red dress to her sister’s wedding last week.

6. Marni answered a letter she received from her former employer.

7. Rob waited until he was introduced, and then he ran on stage.

8. The audience laughed loudly at the comedian’s jokes and applauded spontaneously at the funniest ones.

9. The group had ordered buffalo-style chicken wings, and it was not disappointed when the meal arrived.

10. Julie spends the afternoon answering correspondence when sales were slow.
**EXERCISE 10, USING ADJECTIVES AND ADVERBS CORRECTLY**

Corrected sentences will vary.

1. Michael’s apartment was more expensive than Ellen’s.

2. When I heard the man and woman sing the duet, I decided that the woman sang the best.

3. Our local movie reviewer said that the film’s theme song sounded badly.

4. The roller coaster was more exciting than the merry-go-round.

5. *The Scarlet Letter* is more good than *War and Peace*.

6. Susan sure gave a rousing speech.

7. Last week’s storm seemed worse than a tornado.

8. Some women thought that the Equal Rights Amendment would guarantee that women would be treated more equally.

9. Taking the interstate is the most fast route to the outlet mall.

10. Professor Reed had the best lecture style of all my instructors.
EXERCISE 11, PRACTICING SENTENCE CONSTRUCTION TECHNIQUES

Answers will vary. Possible answers are shown.

1. a. Professor Clark has a Civil War battlefield model.
   b. He has it in his office.
      [Use prepositional phrase.]
      Professor Clark has a Civil War battlefield model on the shelf in his office.

2. a. Toby went to Disneyland for the first time.
   b. He was very excited.
      [Use past participle (-ed form).]
      Excited, Toby went to Disneyland for the first time.

3. a. Teresa received a full scholarship.
   b. She does not need to worry about paying her tuition.
      [Use subordinating conjunction.]
      Because Teresa received a full scholarship, she does not need to worry about paying her tuition.

4. a. Lance answered the phone.
   b. He spoke with a gruff voice.
      [Use adverb.]
      Gruffly, Lance answered the phone.

5. a. The truck choked and sputtered.
   b. The truck pulled into the garage.
      [Use present participle (-ing form).]
      Choking and sputtering, the truck pulled into the garage.

6. a. Rich programmed his VCR.
   b. He taped his favorite sitcom.
      [Use infinitive (to) phrase.]
      To tape his favorite sitcom, Rich programmed his VCR.

7. a. The postal carrier placed a package outside my door.
   b. The package had a foreign stamp on it.
      [Use prepositional phrase.]
      The postal carrier placed a package with a foreign stamp on it outside my door.

8. a. The instructor asked the students to take their seats.
   b. She was annoyed.
      [Use past participle (-ed form).]
      Annoyed, the instructor asked the students to take their seats.

9. a. Shyla stood outside the student union.
   b. She waited for her boyfriend.
      [Use present participle (-ing form).]
      Waiting for her boyfriend, Shyla stood outside the student union.

10. a. Bo walked to the bookstore.
    b. He was going to buy some new highlighters.
       [Use infinitive (to) phrase.]
       To buy some new highlighters, Bo walked to the store.
EXERCISE 13, PRACTICING DICTION

was thrilled
dreaded

1. Jean freaked out when I told her she won the lottery.

very large

2. He went to the library.

wider than an ocean

3. The campus is wider than an ocean.

chemistry class

4. Marty sits next to me in chem.

has incredible sound

5. Sandy’s new stereo is totally cool and has an awesome sound.

cheered and ran onto the field

6. We went nuts when our team won the game.

very

7. Them CD players sure are expensive.

very intelligent

8. I think Nathan is as sharp as a tack because he got every question on the exam right.

friends

9. Nino blew class off today to go rock climbing with his pals.

get

10. Dr. Maring’s pager beeped in the middle of the meeting and she had to high tail it to a quickly

phone.

D. USING PUNCTUATION CORRECTLY

EXERCISE 15, CORRECTING SENTENCES USING COLONS AND SEMICOLONS

1. The large, modern, and airy, gallery houses works of art by important artists, however, it has not
yet earned national recognition as an important gallery.
The large, modern, and airy gallery houses works of art by important artists; however, it has not
yet earned national recognition as an important gallery.

2. Rita suggested several herbs to add to my spaghetti sauce, oregano, basil, and thyme.
Rita suggested several herbs to add to my spaghetti sauce: oregano, basil, and thyme.

3. Vic carefully proofread the paper, it was due the next day.
Vic carefully proofread the paper; it was due the next day.

4. Furniture refinishing is a great hobby, it is satisfying to be able to make a piece of furniture look
new again.
Furniture refinishing is a great hobby; it is satisfying to be able to make a piece of furniture look
new again.
5. The bridesmaids in my sister’s wedding are as follows, Judy, her best friend Kim, our sister, Franny, our cousin, and Sue, a family friend.
   The bridesmaids in my sister’s wedding are as follows: Judy, her best friend; Kim, our sister; Franny, our cousin; and Sue, a family friend.

6. Mac got a speeding ticket, he has to go to court next Tuesday.
   Mac got a speeding ticket; he has to go to court next Tuesday.

7. I will go for a swim when the sun comes out, it will not be so chilly then.
   I will go for a swim when the sun comes out; it will not be so chilly then.

8. Will was hungry after his hockey game, consequently, he ordered four hamburgers.
   Will was hungry after his hockey game; consequently, he ordered four hamburgers.

9. Sid went to the bookstore to purchase Physical Anthropology Man and His Makings, it is required for one of his courses.
   Sid went to the bookstore to purchase Physical Anthropology: Man and His Makings; it is required for one of his courses.

10. Here is an old expression, “The way to a man’s heart is through his stomach.”
    Here is an old expression: “The way to a man’s heart is through his stomach.”

**Exercise 16, Adding Appropriate Punctuation Marks**

1. My daughter in law recently entered medical school.
   My daughter-in-law recently entered medical school.

2. At the bar I worked at last summer, the waitresses tips were always pooled and equally divided.
   At the bar I worked at last summer, the waitresses’ tips were always pooled and equally divided.

3. You're going to Paris next summer, aren’t you?
   You’re going to Paris next summer, aren’t you?

4. The career counselor said, The computer field is not as open as it used to be.
   The career counselor said, “The computer field is not as open as it used to be.”

5. My English professor read aloud Frost’s poem Two Look at Two.
   My English professor read aloud Frost’s poem “Two Look at Two.”

6. Frank asked me if I wanted to rent a big screen television for our Super Bowl party.
   Frank asked me if I wanted to rent a big-screen television for our Super Bowl party.

7. Rachel the teaching assistant for my linguistics class spent last year in China.
   Rachel—the teaching assistant for my linguistics class—spent last year in China.

8. Macy’s is having a sale on womens boots next week.
   Macy’s is having a sale on women’s boots next week.

9. Trina said, My one year old’s newest word is Bzz, which she says whenever she sees a fly.
   Trina said, “My one-year-old’s newest word is ‘Bzz,’ which she says whenever she sees a fly.”

10. Some animals horses and donkeys can interbreed, but they produce infertile offspring.
    Some animals (horses and donkeys) can interbreed, but they produce infertile offspring.
E. MANAGING MECHANICS AND SPELLING

EXERCISE 17, PRACTICING DICTION

Boxed letters need capitalization.

1. My mother is preparing some special foods for ourחנונקַה meal; ראבּי אֶפֶסֶט will join us.
2. My אָמֶרִיקָן פוליטִיקס professor used to be a judge in the town of אֶבְּאֶנֶס.
3. A restaurant in the גֶּלֶּרְיָא mall serves קְרֵיָחֶנ food.
4. A graduate student I know is writing a book about בודהְּה tiled 'אם great on: ways to בֵּלֵוְּנִלָּטֶנְם.'
5. At the concert last night, השָּרָה changed into many different outfits.
6. An employee announced over the loudspeaker, "אֶתְּנֹו, קָאָלָפֶנֶס! we have פֶּסֶי on sale in בֶּהֶל for a very low price!"
7. Karen’s father was stationed at פּוּט בְּראַדְּלֶי during the וֹיֵטְנֵנְמָנ וַיר.
8. Last הָאֵבְּשְׂדַג the מֶסֶט אָסְסַמְּבָּר passed מֶנְיָר גֶּרֶנַר’s budget.
9. Boston is an exciting city; be sure to visit the מֶוסֶמְּבֵן הָלְיַנ פָּנֵיָּה.
10. Dan asked if אוּגְו wanted to go see the בָוּלְשְׂוַי בּאֶלֶט at סְגָה’s הֶתְּרֶה in אֶנֶוְּבָּרֶמֶנ.

EXERCISE 18, CORRECTING INAPPROPRIATE USE OF ABBREVIATIONS

1. Frank enjoys going to swim at the YMCA on Oak סְרֶשֶׁט.
2. Professor גִּיְרָג asked the class to turn to פַּּכָּג 8.
3. Because he is seven פּוּט tall, my brother was recruited for the high school עֶבְּסָנְבָּל team.
4. C - When I asked Ron why he hadn’t called me, he said it was Northeast Bell’s fault—i.e., his פּוּט הָנָא לְוָּס מְנָר hadn’t been working.
5. Tara is flying TWA to קֵנָסಂ City to visit her parents next וֹדְנָבָדי.
6. C - At 11:30 P.M., we turned on NBC to watch The Tonight Show.
7. Last וֹכָּג I missed my כְּמֵסָו מֶרְזֶנָר.
8. The exam wasn’t too difficult; only פּוּט נָנָנָב number 15 and פּוּט נָנָנָב 31 were extremely difficult.
9. Dr. Luc removed the mole from my פּוּט הָנָא using a laser.
10. Mark drove out to לָזֶּנְגּאְלֶס to audition for a role in MGM’s new movie.

EXERCISE 19, PRACTICING DIVISION

1. en/close
N 2. house
3. sax/o/phone
N 4. hardly
5. well-known
6. dis/gusted
7. chan/de/lier
8. head/phones
9. Swings
10. abyss

**EXERCISE 20, PRACTICING CORRECT NUMBER USAGE**

C 1. At 6:52 A.M. my roommate’s alarm clock went off.
C 2. I purchased nine turtlenecks for $1.55 each.
C 3. Thirty-five floats were entered in the parade, but only four received prizes.
C 4. Act 3 of Othello is very exciting.
C 5. Almost 50 percent of all marriages end in divorce.
C 7. We were assigned volume 2 of Don Quixote, beginning on page 351.
C 8. The hardware store is located at 344 Elm Street, two doors down from my grandmother’s house.
C 9. Maryanne’s new car is a two-door V-8.

**G. ERROR CORRECTION EXERCISES**

**EXERCISE 21**

Jazz is a type of music, originating in New Orleans in the early 1920s, and contains a mixture of African and European musical elements. There is a wide variety of types of jazz including the blues, swing, bop, and modern. Jazz includes both hard and soft music. Unlike rock music, jazz does not go to extremes. Rock bands play so loudly it is difficult to understand the words. As a result, jazz is more relaxing and enjoyable.

**EXERCISE 22**

Everyone thinks vacations are great fun, but that is not always the case. Some people are too stressed to relax on their vacation. My sister Sally is a good example. She has to be on the move at all times. She goes from activity to activity at a wild pace. When Sally does have a spare moment between activities, she spends her free time thinking about work, family problems and what she should do about them when she gets home. Consequently, when Sally gets back from a vacation, she is exhausted and more tense and upset than when she left home.
EXERCISE 23

Soap operas are usually serious episodes about different people in the world of today. They are about fictitious people who are supposed to appear real; however, these characters have their unique problems, crazy relationships, and unrealistic quirks and habits that in real life would never happen. It is not possible for so many odd people to be good friends.

EXERCISE 24

Rock and country are two kinds of music that sound very different. Rock music is very loud with a high bass sound, and sometimes you cannot even understand the words. On the other hand, country music is softer, with a mellow but upbeat sound. Although country music sometimes sounds boring, at least you can understand the lyrics.

EXERCISE 25

A Good Friend

I have a friend, Margaret, who is really not too intelligent. Once I got to know Margaret and her feelings, I could accept her limitations. I help her and she helps me. If I need her to baby-sit for me while I’m at work, it is done. If she needs a ride to the dentist, I take her. We help each other and that is why we are friends.

Good friends are people who help each other and respect each other’s views. A friend is there to listen if you have a problem and to help solve the problem, rather than just telling you what to do. A friend will also give you a shoulder to cry on. Good friends go places and do things together and are always there when you need them.

EXERCISE 26

Putting Labels on People

People tend to label others as “stupid” if they are slower and take more time in figuring out assignments or in understanding directions. My friend Georgette is a good example. People make fun of her, and it makes her feel insecure about speaking up. She starts to doubt herself, and she gets extremely paranoid when asked to give answers in class. She is afraid to be wrong. She will avoid answering all questions even if she is almost positive that she is right. When someone else gives the answer, and she sees that she was right, she is annoyed at herself for not answering the question. As a result, she starts to run away from all challenges. Due to her friends’ teasing, Georgette locks herself away; her famous words when facing a challenge are, “I can’t do it!”

Therefore, when someone makes a mistake, it is important to think before saying something that will hurt that person. Your comments may help to destroy that person’s self-confidence.
TEST BANK / ASSESSMENT PACKAGE

Mary Jeffery of Waubonsee Community College

and

Jeanne Michel Jones
Table of Contents

Introduction

Part One
Chapter Review Quizzes

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Reading Process: An Overview</td>
<td>249</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process: An Overview</td>
<td>251</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary: Working with Words</td>
<td>253</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary: Approaching Unknown Words</td>
<td>255</td>
</tr>
<tr>
<td>5</td>
<td>Complete Sentences Versus Sentence Fragments</td>
<td>257</td>
</tr>
<tr>
<td>6</td>
<td>Run-On Sentences and Comma Splices</td>
<td>259</td>
</tr>
<tr>
<td>7</td>
<td>Using Verbs Correctly</td>
<td>261</td>
</tr>
<tr>
<td>8</td>
<td>Combining and Expanding Your Ideas</td>
<td>263</td>
</tr>
<tr>
<td>9</td>
<td>Revising Confusing and Inconsistent Sentences</td>
<td>265</td>
</tr>
<tr>
<td>10</td>
<td>Main Ideas and Topic Sentences</td>
<td>267</td>
</tr>
<tr>
<td>11</td>
<td>Details, Implied Main Ideas, and Transitions</td>
<td>269</td>
</tr>
<tr>
<td>12</td>
<td>Patterns of Organization: Chronological Order, Process, Narration, and Description</td>
<td>271</td>
</tr>
<tr>
<td>13</td>
<td>Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast</td>
<td>273</td>
</tr>
<tr>
<td>14</td>
<td>Revision and Proofreading</td>
<td>275</td>
</tr>
<tr>
<td>15</td>
<td>Understanding and Organizing Information</td>
<td>277</td>
</tr>
<tr>
<td>16</td>
<td>Reading and Thinking Critically About Text</td>
<td>279</td>
</tr>
<tr>
<td>17</td>
<td>Planning, Drafting, and Revising Essays</td>
<td>281</td>
</tr>
<tr>
<td>18</td>
<td>Using Sources When You Write</td>
<td>283</td>
</tr>
</tbody>
</table>

Chapter 19 Answer Key to Chapter Review Quizzes

Part Two
Mastery Tests

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Reading Process: An Overview</td>
<td>293</td>
</tr>
<tr>
<td>2</td>
<td>The Writing Process: An Overview</td>
<td>297</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary: Working with Words</td>
<td>301</td>
</tr>
<tr>
<td>4</td>
<td>Vocabulary: Approaching Unknown Words</td>
<td>305</td>
</tr>
<tr>
<td>5</td>
<td>Complete Sentences Versus Sentence Fragments</td>
<td>309</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>6</td>
<td>Run-On Sentences and Comma Splices</td>
<td>311</td>
</tr>
<tr>
<td>7</td>
<td>Using Verbs Correctly</td>
<td>315</td>
</tr>
<tr>
<td>8</td>
<td>Combining and Expanding Your Ideas</td>
<td>317</td>
</tr>
<tr>
<td>9</td>
<td>Revising Confusing and Inconsistent Sentences</td>
<td>319</td>
</tr>
<tr>
<td>10</td>
<td>Main Ideas and Topic Sentences</td>
<td>323</td>
</tr>
<tr>
<td>11</td>
<td>Details, Implied Main Ideas, and Transitions</td>
<td>327</td>
</tr>
<tr>
<td>12</td>
<td>Patterns of Organization: Chronological Order, Process, Narration, and Description</td>
<td>331</td>
</tr>
<tr>
<td>13</td>
<td>Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast</td>
<td>335</td>
</tr>
<tr>
<td>14</td>
<td>Revision and Proofreading</td>
<td>339</td>
</tr>
<tr>
<td>15</td>
<td>Understanding and Organizing Information</td>
<td>343</td>
</tr>
<tr>
<td>16</td>
<td>Reading and Thinking Critically About Text</td>
<td>347</td>
</tr>
<tr>
<td>17</td>
<td>Planning, Drafting, and Revising Essays</td>
<td>351</td>
</tr>
<tr>
<td>18</td>
<td>Using Sources When You Write</td>
<td>355</td>
</tr>
<tr>
<td></td>
<td>Answer Key to Mastery Tests</td>
<td>359</td>
</tr>
</tbody>
</table>
INTRODUCTION

The following test bank for *In Harmony* includes two types of assessment for each chapter: chapter review quizzes and mastery tests.

There is one set of chapter review quizzes. The set includes a ten-question, multiple-choice quiz and an answer key. Although the quizzes are intended as assessment tools, they can be used instructionally in several different ways:

1. As announced or unannounced quizzes after students have been assigned a chapter to read but before the material is discussed in class;
2. As in-class work with a partner after the chapter is assigned and either before or after the material has been discussed in class;
3. As quizzes given after the material has been thoroughly covered;
4. As homework assignments to be done following the reading but prior to the discussions in class. In this option, you can collect and grade the quizzes as a way of encouraging students to read the material in advance of the class discussion, or you can go over the answers in class as a way of introducing the class discussion on the reading.

Mastery tests are designed to measure students’ ability to apply the skills learned in each chapter. These tests are intended to be practical simulations of reading and study situations that college students face.

Each mastery test begins with an excerpt from a college textbook, followed by ten objective questions about content, vocabulary, and specific topics covered in the chapter. An answer key is provided for each test. Although mastery tests are intended as assessment tools, they can be used as instructional tools as well:

1. As collaborative learning activities in which students work together to complete the tasks in each mastery test;
2. As additional practice exercises. Some students may require additional guided practice in learning and applying particular skills.
PART ONE

CHAPTER REVIEW QUIZZES
CHAPTER 1
The Reading Process: An Overview

Directions: Circle the letter of the choice that best completes each statement.

1. Active reading involves all of the following except:
   a. thinking and asking questions as you read.
   b. reading every assignment the same way.
   c. sorting information as you read.
   d. reviewing after reading.

2. The first step in previewing written material is to
   a. read the title and subtitle.
   b. highlight important ideas.
   c. notice typographical aids.
   d. make notes on the first and last paragraph.

3. Previewing is effective for all of the following reasons except:
   a. It helps you decide how to approach the material.
   b. It helps you start thinking about the subject.
   c. It lets you avoid having to thoroughly read the material.
   d. It lets you see how ideas are connected.

4. The best time to develop guide questions is
   a. before seeing the assignment.
   b. after reading the selection.
   c. after previewing, but before reading.
   d. while you are making predictions.

5. When you highlight material, you should do all of the following except:
   a. read first, then highlight what is important.
   b. use a system for highlighting.
   c. always highlight complete sentences.
   d. make sure your highlighting reflects the content of the passage.
6. An example of a negative comprehension signal is:
   a. you understand why the material was assigned.
   b. everything in the material seems important.
   c. you are able to see where the author is leading.
   d. you can express the main ideas in your own words.

7. One characteristic of idea maps is that they
   a. give a visual picture of the organization and content of an essay.
   b. are intended to be used only for reading, not writing.
   c. include main points and ideas but not details.
   d. allow only four boxes for the body of an essay.

8. Immediate review means
   a. reviewing material right after you finish reading an assignment.
   b. quickly reviewing previously learned material on a regular basis.
   c. making a last review of material right before taking an exam.
   d. finding out more about a topic before completing an assignment.

9. The part of a graphic that serves as a guide to the graphic's colors, terms, and other important information is the
   a. caption.
   b. legend.
   c. title.
   d. label.

10. The type of graphic frequently used to show whole/part relationships is a
    a. pie chart.
    b. bar graph.
    c. line graph.
    d. diagram.
CHAPTER 2
The Writing Process: An Overview

Directions: Circle the letter of the choice that best completes each statement.

1. To become a successful writer, you should
   a. attend all of your writing classes.
   b. develop a routine.
   c. give yourself enough time to write.
   d. do all of the above.

2. The first step in the writing process is to
   a. organize your ideas.
   b. generate ideas.
   c. write a draft.
   d. arrange your ideas logically.

3. Journal writing is a way to do all of the following except:
   a. improve your writing.
   b. keep track of your thoughts and ideas.
   c. obtain feedback from other members of your class.
   d. provide you with a good source of ideas for writing assignments.

4. Freewriting is a technique for generating ideas in which you
   a. write nonstop about a topic for a specified period of time.
   b. read and comment on the work of other students.
   c. make a list of everything you can think of that has to do with your topic.
   d. use diagrams or drawings to come up with ideas about a topic.

5. In the writing process, an idea map is used primarily to
   a. list your main points in the order in which you will present them.
   b. show how ideas are connected and which ideas are not relevant to your topic.
   c. check your spelling, punctuation, capitalization, and grammar.
   d. generate new ideas for topics.
6. A paragraph can best be defined as
   a. a group of sentences that expresses one main idea.
   b. a group of minor details that support a major detail.
   c. a collection of topics, ideas, and details.
   d. an author's opinion about a subject.

7. The parts of an essay include all of the following except:
   a. an introductory paragraph.
   b. the body of the essay.
   c. a concluding paragraph.
   d. a summary.

8. Writing an effective first draft involves all of the following except:
   a. experimenting with different ideas and ways of organizing them.
   b. correcting punctuation, spelling errors, or grammar.
   c. explaining your topic sentence or thesis statement using ideas from your list.
   d. changing your focus or starting over if your draft is not working out.

9. The final step in the writing process is
   a. proofreading.
   b. revising.
   c. drafting.
   d. mapping.

10. When considering your audience, you should ask:
    a. What format and tone are appropriate?
    b. Who will be reading what you write?
    c. What does your audience already know about your topic?
    d. all of the above.
CHAPTER 3
Vocabulary: Working with Words

Directions: Circle the letter of the choice that best completes each statement.

1. Compared to print dictionaries, online dictionaries have the advantage of
   a. displaying entries from several dictionaries at once for a particular word.
   b. featuring an audio component that allows you to hear how a word is pronounced.
   c. suggesting several words if you aren't sure how a word is spelled or you mistype it.
   d. all of the above.

2. Examples of restrictive meanings include all of the following except:
   a. slang.
   b. synonyms.
   c. words used only in certain parts of the United States.
   d. words used in specialized fields.

3. The etymology of a word is its
   a. history or origin.
   b. part of speech.
   c. plural form.
   d. definition.

4. A thesaurus is typically useful for all of the following situations except:
   a. locating the precise term to fit a particular situation.
   b. learning the proper pronunciation of a word.
   c. replacing an overused or unclear word.
   d. conveying a more specific shade of meaning.

5. An antonym for the word abundant is
   a. ample.
   b. surplus.
   c. scarce.
   d. plentiful.
6. The connotative meaning of a word refers to
   a. the standard, dictionary meaning of a word.
   b. a description that means the same thing for everyone.
   c. the feelings or associations that may accompany a word.
   d. an author’s attitude or opinion about a topic.

7. The best strategy for determining if you have the correct meaning for a word is to
   a. use the first definition that is given in the dictionary.
   b. replace the word with a similar sounding word from a thesaurus.
   c. find the word's colloquial meaning in the dictionary.
   d. test the word in the context of the sentence in which you will use it.

8. Figurative language can be defined as a
   a. way of describing something that makes sense on an imaginative or creative level but not on a factual or literal level.
   b. phrase that has a meaning other than what the common definitions of the words in the phrase indicate.
   c. word or phrase used in place of an unpleasant, embarrassing, or otherwise objectionable word.
   d. a word or phrase used to downplay the importance or seriousness of something.

9. An example of an idiom is
   a. “Please ask the server to bring us our check.”
   b. “We are in a hurry to pay.”
   c. “I'll be glad to pick up the tab.”
   d. “The line is all the way out the door.”

10. An example of a simile is
    a. “He really spilled the beans.”
    b. “All's well that ends well.”
    c. “The fire marched ominously toward the outskirts of town.”
    d. “Driving the country roads was like being on a roller coaster.”
CHAPTER 4
Vocabulary: Approaching Unknown Words

Directions: Circle the letter of the choice that best completes each statement.

1. When you encounter an unknown word in a reading passage, your last step should be to
   a. look up the word in a dictionary.
   b. use context clues to identify the meaning.
   c. use word parts to identify the meaning.
   d. try pronouncing the word aloud.

2. The word that is not divided correctly is
   a. camp/site.
   b. pre/scribe.
   c. dist/inct.
   d. reg/u/lar.

3. The type of context clue that uses words and phrases such as means, is, and refers to is
   a. an example clue.
   b. a synonym clue.
   c. an inference clue.
   d. a definition clue.

4. The type of context clue in which the writer provides a word or brief phrase that is close in
   meaning is
   a. an example clue.
   b. a synonym clue.
   c. a contrast clue.
   d. an inference clue.

5. The type of context clue that uses logic and reasoning skills is
   a. a contrast clue.
   b. an example clue.
   c. an inference clue.
   d. a definition clue.
6. All of the following statements about word parts are true except:
   a. a word is usually built upon at least one root.
   b. words can only have one prefix.
   c. some words have two suffixes.
   d. words do not always have a prefix and a suffix.

7. The prefix in the word disobedient means
   a. many.
   b. excessive.
   c. away.
   d. not.

8. The basic or core meaning of a word is carried in the word's
   a. prefix.
   b. suffix.
   c. root.
   d. context.

9. The suffix in the word employee means
   a. one who.
   b. capable of.
   c. possessing.
   d. quality.

10. The index card system for expanding your vocabulary is effective because
    a. you can review your cards in your spare time.
    b. you spend your time learning what you do not know rather than studying what you already know.
    c. you are not learning the words in a fixed order.
    d. all of the above.
CHAPTER 5

Complete Sentences Versus Sentence Fragments

Directions: Circle the letter of the choice that best completes each statement.

1. A complete sentence is a statement that
   a. contains a subject.
   b. contains a predicate.
   c. expresses a complete thought.
   d. does all of the above.

2. The subject of the sentence, “We rode our bikes across Iowa last year,” is
   a. we.
   b. rode.
   c. bikes.
   d. Iowa.

3. In a sentence, the predicate indicates
   a. what the adjective does.
   b. what happened to the subject.
   c. how something is being said.
   d. what will happen next.

4. An example of a sentence with a compound predicate is
   a. “My mother has been an artist her entire life.”
   b. “Elizabeth loved piano music.”
   c. “Adopting a rescue dog can be challenging and rewarding.”
   d. “Last night, Jake studied accounting and watched football.”

5. To find the subject of a sentence, ask
   a. whether the sentence has a verb.
   b. who or what performs or receives the action of the verb.
   c. whether the sentence begins with a conjunction.
   d. whether the sentence forms a question.
6. An example of a fragment is
   a. “Gas prices peaked at $4.00 this summer.”
   b. “We decided to take the train to Chicago.”
   c. “A really nice hotel close to Lake Michigan.”
   d. “A highlight of our trip was going to Millennium Park.”

7. To correct a fragment beginning with -ing words, you can
   a. add a subject and change the verb form to a verb that completes the sentence.
   b. add a subject and a form of be as a helping verb.
   c. connect the fragment to the sentence that comes before or after it.
   d. all of the above.

8. The difference between independent and dependent clauses is that a dependent clause
   a. expresses a complete thought.
   b. does not contain a subject and a verb.
   c. can stand alone as a complete sentence.
   d. makes sense only when it is joined to an independent clause.

9. All of the following clauses are dependent except:
   a. “Because I am driving a stick shift.”
   b. “I get much better gas mileage in my new car.”
   c. “Whereas my old car was an automatic.”
   d. “Now that I am good at shifting gears in traffic.”

10. The key idea in the sentence “Before gaining fame as a writer, Mark Twain worked as a
     printer, a riverboat pilot, and a miner,” is
    a. before gaining fame.
    b. as a writer.
    c. Mark Twain worked.
    d. as a printer, a riverboat pilot, and a miner.
CHAPTER 6
Run-On Sentences and Comma Splices

Directions: Circle the letter of the choice that best completes each statement.

1. The primary purpose of punctuation is to
   a. complete.
   b. separate.
   c. build.
   d. link.

2. Between-sentence punctuation includes all of the following except:
   a. periods.
   b. question marks.
   c. commas.
   d. exclamation points.

3. A run-on sentence is one that
   a. contains an independent clause.
   b. contains a dependent clause and an independent clause.
   c. contains two independent clauses without the proper punctuation.
   d. has more than one subject.

4. A comma can be used to separate two complete thoughts within a sentence only if it is used with
   a. a coordinating conjunction.
   b. a dependent clause.
   c. other punctuation marks.
   d. the word then.

5. To correct a run-on sentence, you can
   a. use a semicolon.
   b. create two separate sentences.
   c. make one thought dependent.
   d. do all of the above.
6. The acronym that can help you remember the seven coordinating conjunctions is
   a. FANBOYS.
   b. BUYFANS.
   c. FANSTOP.
   d. SOBANY.

7. One way to correct a comma splice is by
   a. adding an independent clause.
   b. separating the two thoughts with a comma.
   c. making both thoughts into dependent clauses.
   d. separating the thoughts into two complete sentences.

8. The sentence, “We tried a new restaurant, the food was delicious,” is an example of a
   a. fragment.
   b. run-on sentence.
   c. comma splice.
   d. correct sentence.

9. The appropriate punctuation for introducing a list is the
   a. comma.
   b. dash.
   c. semicolon.
   d. colon.

10. The primary use of the semicolon is to
    a. separate introductory parts of a sentence from the main part of the sentence.
    b. separate two very closely related ideas that have been combined into one sentence.
    c. separate unessential elements from the core sentence.
    d. indicate that the key idea of the sentence is to follow.
CHAPTER 7
Using Verbs Correctly

Directions: Circle the letter of the choice that best completes each statement.

1. All of the following statements about verbs are correct except:
   a. Verb tenses tell us whether an action takes place in the past, present, or future.
   b. Regular verbs follow a standard pattern of endings whereas irregular verbs do not.
   c. The English language contains many more irregular verbs than regular verbs.
   d. Almost all verbs have the base form, the past tense, the past participle, present participle, and the -s form.

2. Verbs change form in order to
   a. express the time of their action.
   b. express whether the action is a fact, command, or wish.
   c. indicate whether the subject is the doer or receiver of the action.
   d. do all of the above.

3. The verb tense that consists of the helping verb will and the base form of the verb is
   a. simple future tense.
   b. simple present tense.
   c. simple past tense.
   d. present perfect tense.

4. The verb tense that is used to describe regular, habitual action is
   a. past tense.
   b. present tense.
   c. future tense.
   d. perfect tense.

5. The verb form that does not change with person or number is
   a. simple present tense.
   b. simple future tense.
   c. simple past tense.
   d. both b and c.
6. The verb form that is formed by adding –d or –ed is
   a. simple future tense.
   b. simple present tense.
   c. simple past tense.
   d. future perfect tense.

7. All of the following uses of the irregular verb do are correct except:
   a. I do.
   b. She does.
   c. They did.
   d. We done.

8. Active voice is usually more effective than passive voice for all of the following reasons except:
   a. It is simpler.
   b. It is more direct.
   c. It is more informative.
   d. It is more grammatically correct.

9. The sentence that correctly demonstrates subject-verb agreement is:
   a. “The sailboats is in the water.”
   b. “Isaac and Carly were glad to come along.”
   c. “Everybody love going to the beach.”
   d. “Most of my classes last week was canceled because of the storm.”

10. Verbs are used by writers to
    a. indicate time.
    b. present descriptive information.
    c. identify who performed the action.
    d. do all of the above.
CHAPTER 8
Combining and Expanding Your Ideas

Directions: Circle the letter of the choice that best completes each statement.

1. The type of sentence that has one independent clause and no dependent clauses is called a
   a. simple sentence.
   b. compound sentence.
   c. complex sentence.
   d. compound-complex sentence.

2. The sentence, “Paula rescheduled her meeting because her parents were in town,” is an example of a
   a. simple sentence.
   b. compound sentence.
   c. complex sentence.
   d. compound-complex sentence.

3. The purpose of a coordinating conjunction is to join
   a. a dependent and an independent clause.
   b. two independent clauses.
   c. two dependent clauses.
   d. two ideas that are not of equal importance.

4. When two ideas are very closely related and the connection between the ideas is clear and obvious, you can correctly join the ideas using a
   a. comma.
   b. comma and a conjunctive adverb.
   c. semicolon.
   d. colon.

5. For the sentence, “Nick enjoys living in the dorms, ________ he might rent an apartment next year,” the coordinating conjunction that correctly fills in the blank is
   a. and.
   b. but.
   c. so.
   d. or.
6. A conjunctive adverb that indicates cause and effect is
   a. further.
   b. similarly.
   c. meanwhile.
   d. therefore.

7. For the sentence, “Raj discovered how much he liked his writing classes; ________, he changed his major to journalism,” the conjunctive adverb that correctly fills in the blank is
   a. also.
   b. consequently.
   c. besides.
   d. however.

8. The type of sentence that is often used to express complicated relationships is the
   a. simple sentence.
   b. compound sentence.
   c. complex sentence.
   d. compound-complex sentence.

9. The sentence that uses a subordinating conjunction and punctuation correctly is:
   a. “When I get a good night's sleep I always do better in class the next day.”
   b. “I always do better in class the next day, when I get a good night's sleep.”
   c. “When I get a good night's sleep, I always do better in class the next day.”
   d. “I always do better in class, when I get a good night's sleep, the next day.”

10. In the sentence, “Because he had a test, Grant had to leave immediately after dinner,” the purpose of the underlined section is to
    a. give a reason.
    b. offer an alternative.
    c. present an opposite idea.
    d. indicate time.
CHAPTER 9
Revising Confusing and Inconsistent Sentences

Directions: Circle the letter of the choice that best completes each statement.

1. A pronoun is a word that
   a. modifies a noun in a sentence.
   b. substitutes for or refers to a noun or pronoun.
   c. changes the meaning of other words in the sentence.
   d. links a noun to the rest of the sentence.

2. You can make your pronoun references clear by doing all of the following except:
   a. always placing the pronoun before the antecedent.
   b. avoiding the use of vague pronouns that lack an antecedent.
   c. eliminating unnecessary pronouns.
   d. making sure there is only one possible antecedent for each pronoun.

3. To make sure the pronouns you use agree with their antecedents, you should
   a. always use singular pronouns.
   b. always use plural pronouns.
   c. always use he, him, or his to refer to general, singular words.
   d. use singular pronouns with singular nouns and plural pronouns with plural nouns.

4. Indefinite pronouns are pronouns that
   a. do not indicate gender.
   b. do not have specific antecedents.
   c. refer to both a singular and a plural antecedent.
   d. refer to two different people, places, or things.

5. The grammatical term used to identify the speaker or writer, the person spoken to, and the person or thing spoken about is
   a. pronoun.
   b. noun.
   c. person.
   d. verb tense.
6. A pronoun that indicates second person is
   a. we.
   b. you.
   c. she.
   d. they.

7. All of the following types of modifiers are used to modify nouns and pronouns except:
   a. adjectives.
   b. prepositional phrases.
   c. dependent clauses.
   d. adverbs.

8. The grammatical term that refers to words or phrases that do not clearly describe or explain
   any part of the sentence is
   a. misplaced modifier.
   b. dangling modifier.
   c. independent modifier.
   d. indefinite modifier.

9. The elements of a sentence that should be parallel include
   a. nouns, adjectives, or verbs in a series.
   b. clauses within a sentence.
   c. items being compared or contrasted.
   d. all of the above.

10. All of the following strategies can help you handle difficult sentences except:
    a. ignore terms or information the writer assumes you know but you do not.
    b. try pronouncing unfamiliar words to figure out their meanings.
    c. try expressing the sentence in your own words.
    d. read the sentence aloud.
CHAPTER 10

Main Ideas and Topic Sentences

Directions: Circle the letter of the choice that best completes each statement.

1. The three basic elements of a paragraph are the topic, the main idea and the
   a. conclusion.
   b. supporting details.
   c. thesis statement.
   d. transitions.

2. The topic of a paragraph can be defined as the
   a. first sentence of the paragraph.
   b. subject of the paragraph.
   c. title of the paragraph.
   d. most specific idea in the paragraph.

3. Of the following terms, the most general one is
   a. biology.
   b. astronomy.
   c. science.
   d. geology.

4. The main idea of a paragraph is
   a. the most general statement the writer makes about the topic.
   b. often expressed in the topic sentence.
   c. explained by the rest of the paragraph.
   d. all of the above.

5. A good clue to the topic of a paragraph is the
   a. repeated use of a word.
   b. types of examples.
   c. way the paragraph is organized.
   d. first word in the paragraph.
6. To find the main idea of a paragraph, you should
   a. figure out the subject of the paragraph.
   b. locate the most general sentence.
   c. discover the one idea that ties all of the other details together.
   d. do all of the above.

7. In most paragraphs, the topic sentence is the
   a. first sentence.
   b. middle sentence.
   c. shortest sentence.
   d. longest sentence.

8. The problem with choosing a topic that is too broad is that
   a. your paragraph will seem skimpy.
   b. you will have barely enough to cover your topic.
   c. you will risk straying from your topic.
   d. you will have too much to say.

9. The best suggestion for writing an effective topic sentence is to
   a. make a direct announcement or statement of intent.
   b. place your topic sentence last in the paragraph.
   c. be sure your topic sentence is a complete thought.
   d. use a fragment to achieve a special effect.

10. Your topic sentence will be weak if it does all of the following except:
    a. lacks a viewpoint.
    b. is too broad.
    c. is too narrow.
    d. expresses an attitude.
CHAPTER 11
Details, Implied Main Ideas, and Transitions

Directions: Circle the letter of the choice that best completes each statement.

1. The purpose of supporting details in a paragraph is to
   a. lead the reader from one idea to another.
   b. provide background information about the writer.
   c. suggest ideas not related to the topic sentence.
   d. prove or explain the main idea.

2. Another word for implied is
   a. stated.
   b. specific.
   c. suggested.
   d. summarized.

3. Minor details in a paragraph may do all of the following except:
   a. provide additional information.
   b. offer examples.
   c. further explain major details.
   d. directly explain or prove the main idea.

4. Writers use reasons as supporting details when they want to
   a. show how a concept is applied in a particular situation.
   b. explain why a thought or action is appropriate.
   c. help readers visualize a person, object, or event.
   d. list the steps or procedures in a process.

5. The first step in finding an implied main idea is to
   a. find the topic.
   b. locate any transitions.
   c. decide what the writer wants you to know about that topic.
   d. identify key supporting details.
6. The type of transition that indicates the writer will show how the previous idea is similar to what follows is called
   a. enumeration.
   b. comparison.
   c. summation.
   d. contrast.

7. A time sequence transition indicates that the writer is
   a. switching to a different idea than previously discussed.
   b. arranging ideas in order of importance.
   c. arranging ideas in the order in which they happened.
   d. continuing with the same idea and is going to provide additional information.

8. All of the following transitions indicate cause/effect except:
   a. because.
   b. therefore.
   c. consequently.
   d. however.

9. The details you select to support your topic sentence should be
   a. relevant.
   b. sufficient.
   c. specific.
   d. all of the above.

10. A writer using the spatial arrangement presents details according to
    a. how items are placed or positioned.
    b. the order in which they happened.
    c. their order of importance.
    d. similarities or differences.
CHAPTER 12
Patterns of Organization: Chronological Order, Process, Narration, and Description

Directions: Circle the letter of the choice that best completes each statement.

1. All of the following patterns of organization use time sequence except:
   a. chronological order.
   b. process.
   c. description.
   d. narration.

2. Writers use the process pattern to
   a. explain how something is done or made.
   b. describe events in order of importance.
   c. present events in the order in which they occurred.
   d. tell a story that makes a point.

3. To write an effective process paragraph, you should do all of the following except:
   a. place your topic sentence first.
   b. include only essential steps.
   c. assume that your reader is familiar with your topic.
   d. use a consistent point of view.

4. Common transitions for time sequence patterns include all of the following except:
   a. first.
   b. next.
   c. during.
   d. nearby.

5. Writers use the narrative pattern when they want to
   a. list a series of events.
   b. shape and interpret events to make a point.
   c. explain how something should operate.
   d. report an event without expressing feelings about it.
6. For the sentence, “After my paper was done, I _________ read my email,” the time sequence transition that correctly fills in the blank is
   a. therefore.
   b. after that.
   c. finally.
   d. following.

7. The purpose of descriptive writing is to help the reader
   a. visualize a subject.
   b. understand a point of view.
   c. become familiar with a process.
   d. learn why a thought or action is appropriate.

8. The key features of a descriptive paragraph include all of the following except:
   a. an overall impression.
   b. sensory details.
   c. descriptive language.
   d. factual information.

9. The dominant impression of a descriptive paragraph is created in the
   a. transitions.
   b. topic sentence.
   c. first sentence.
   d. last sentence.

10. Writing with descriptive language involves using
    a. specific words that appeal to the five senses.
    b. vivid verbs, adjectives, and adverbs.
    c. exact names of people, places, and objects.
    d. all of the above.
CHAPTER 13
Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast

Directions: Circle the letter of the choice that best completes each statement.

1. Patterns are useful in academic situations because they can help you
   a. understand and prepare class assignments.
   b. present a well-organized answer on essay exams.
   c. organize your speech in presentations and discussions.
   d. do all of the above.

2. Your first step in writing a paragraph using examples should be to
   a. write a clear first draft of a topic sentence.
   b. brainstorm examples about different topics.
   c. decide how you will arrange your details.
   d. generate examples that will support your topic.

3. The least appropriate examples are those that
   a. readers are familiar with and understand.
   b. are interesting and original.
   c. are complicated, outrageous, or exaggerated.
   d. illustrate your topic sentence clearly.

4. Common transitions for the example pattern include all of the following except:
   a. to illustrate.
   b. for instance.
   c. such as.
   d. as a result.

5. To write effective topic sentences for cause and effect paragraphs, you should
   a. clarify the cause and effect relationship.
   b. decide whether to emphasize causes or effects.
   c. determine whether the events are related or independent.
   d. do all of the above.
6. In the sentence, “Because of the storm, we had no electricity for 24 hours, our basement was flooded, and a tree fell across our driveway, blocking us in,” the cause is
   a. no electricity.
   b. a flooded basement.
   c. the storm.
   d. a tree.

7. If you write a cause and effect paragraph using a categorical organization, you arrange your details by
   a. dividing the topic into parts.
   b. building up from least to most important.
   c. using physical or geographical position.
   d. placing events in the order in which they occurred.

8. Common transitions for comparison and contrast paragraphs include all of the following except:
   a. similarly.
   b. in contrast.
   c. consequently.
   d. on the other hand.

9. Writing a comparison and contrast paragraph involves all of the following except:
   a. identifying the subjects that you will compare and contrast.
   b. stating whether you will focus on similarities, differences, or both.
   c. deciding on points of comparison and contrast.
   d. writing a topic sentence that announces what you plan to do.

10. A paragraph with the topic sentence, “Both ice cream and gelato are deliciously creamy and sweet, but there are several key differences between the two frozen desserts,” most likely is developed using
    a. cause and effect.
    b. comparison and contrast.
    c. example.
    d. process.
CHAPTER 14
Revision and Proofreading

Directions: Circle the letter of the choice that best completes each statement.

1. The revision process focuses primarily on
   a. correctness.
   b. formatting.
   c. ideas.
   d. grammar.

2. The first step in revising a paragraph is to
   a. read it critically to find out what does and doesn't work.
   b. ask someone else to read it and make suggestions.
   c. correct any grammatical or mechanical problems.
   d. look for one type of error throughout the paragraph.

3. An underdeveloped paragraph is one that
   a. lacks a point of view.
   b. has a narrow topic sentence.
   c. has a broad topic sentence.
   d. lacks sufficient supporting details.

4. To revise an underdeveloped paragraph, you should
   a. think of specific situations, facts, or examples that illustrate your topic.
   b. try brainstorming, freewriting, or branching.
   c. reexamine your topic sentence.
   d. do all of the above.

5. An idea map can show you all of the following except:
   a. whether your details support your topic sentence.
   b. whether your details are arranged and developed logically.
   c. whether your audience is familiar with your topic.
   d. whether your paragraph is balanced.
6. If the last idea in your idea map does not directly support the topic, the most likely problem is that your paragraph  
   a. strays from the topic.  
   b. needs a new topic sentence.  
   c. is repetitious.  
   d. is not balanced.

7. Using peer review involves all of the following except:  
   a. exchanging valuable advice on a piece of writing.  
   b. accepting every suggestion that is made.  
   c. keeping an open mind.  
   d. offering positive comments first.

8. The best way to find spelling errors is to  
   a. read your paper aloud.  
   b. read your paper from the end to the beginning.  
   c. look for errors while you are writing your first draft.  
   d. rely on spell-checker to find every kind of error.

9. Proofreading focuses on checking for all of the following except:  
   a. punctuation errors.  
   b. capitalization errors.  
   c. run-on sentences and fragments.  
   d. repetitive statements or ideas.

10. If an idea map shows that details are out of logical order in your paragraph, you should first  
    a. try adding transitions.  
    b. revise your topic sentence.  
    c. number the details in your idea map to indicate the correct order.  
    d. eliminate the details that are out of order.
CHAPTER 15
Understanding and Organizing Information

Directions: Circle the letter of the choice that best completes each statement.

1. Before reading an assignment, you should analyze it by doing all of the following except:
   a. studying your course syllabus.
   b. assessing your background knowledge and familiarity with the topic.
   c. previewing to assess the difficulty of the assignment.
   d. answering the questions at the end of the assignment.

2. The first step in the SQ3R system involves
   a. studying.
   b. previewing.
   c. comparing.
   d. summarizing.

3. During the Recite step of SQ3R, you are
   a. forming questions based on headings.
   b. becoming familiar with the organization of the material.
   c. checking to see if you can answer your question for each section.
   d. reviewing your notes at the end of the assignment.

4. When preparing an outline, it is most important to
   a. follow the outline format exactly.
   b. always use complete sentences.
   c. read a section completely before writing.
   d. copy information directly from the text.

5. Outlining prepares you to write by enabling you to
   a. see how your ideas fit together.
   b. rearrange your ideas easily.
   c. see where you need further information.
   d. do all of the above.
6. The first step in drawing a map is to
   a. identify the overall topic or subject.
   b. locate supporting details.
   c. list major ideas that relate to the topic.
   d. write a brief summary of the material.

7. Paraphrasing is *not* a useful technique for
   a. recording information from reference sources.
   b. understanding difficult material.
   c. reading material that is stylistically complex.
   d. using an author's exact words as a quotation in a paper.

8. Writing a paraphrase involves all of the following *except*:
   a. paraphrasing word by word.
   b. focusing on meanings and relationships between ideas.
   c. combining several original sentences into a more concise paraphrase.
   d. comparing your paraphrase with the original for completeness and accuracy.

9. In contrast to a paraphrase, a summary contains
   a. only the gist of the text.
   b. all of the information presented in the original.
   c. more background information and details.
   d. your reaction to the material.

10. When writing a summary, you should do all of the following *except*:
    a. underline each major idea in the material.
    b. write a topic sentence stating the writer’s most important idea.
    c. use the author’s own words rather than your own.
    d. keep the ideas in the summary in the same order as in the original.
CHAPTER 16
Reading and Thinking Critically About Text

Directions: Circle the letter of the choice that best completes each statement.

1. Reading critically requires you to
   a. evaluate and react to what you are reading.
   b. accept everything you read as true.
   c. accept claims made by professional writers.
   d. acknowledge expert opinions as fact.

2. All of the following will help you develop the habit of thinking critically as you read except:
   a. reading with a pen or highlighter in your hand.
   b. reading the selection just once.
   c. making marginal notes as you read.
   d. asking questions as you read.

3. An inference can best be defined as
   a. a writer's stated message.
   b. a clue provided by a writer.
   c. a writer's attempt to influence your opinion.
   d. an educated guess based on available information.

4. Before you make an inference, you should be sure that you
   a. are familiar with the topic.
   b. agree with what the writer is saying.
   c. understand the literal meaning.
   d. have your own opinion about the topic.

5. Clues about an author's purpose can be found in
   a. the title of the piece.
   b. the source of the material.
   c. the beginning and concluding paragraphs.
   d. all of the above.
6. For the title, “The Characteristics of Leadership,” the author's purpose most likely is to
   a. persuade.
   b. inform.
   c. complain.
   d. amuse.

7. All of the following statements about audience are true except:
   a. Writers vary their style to suit their intended audience.
   b. Writers may change the level of language based on their intended audience.
   c. Identifying a writer’s intended audience will help identify his or her purpose.
   d. All writers target their writing to appeal to a general-interest audience.

8. Facts are statements that
   a. are always true.
   b. are subjective.
   c. can be verified.
   d. express feelings or beliefs.

9. An author is considered to be biased if he or she
   a. attempts to present both sides of an issue.
   b. presents a one-sided picture of a situation.
   c. reveals both strengths and weaknesses of an argument.
   d. recognizes other views toward the subject.

10. All of the following statements about thinking critically when writing are true except:
    a. It is usually better to state your ideas directly rather than ask readers to make inferences.
    b. You should identify and focus your purpose before beginning to write.
    c. You may use opinions to express your ideas on a subject if you provide evidence to support them.
    d. It is acceptable to express bias as long as you do not acknowledge that you are doing so.
CHAPTER 17
Planning, Drafting, and Revising Essays

Directions: Circle the letter of the choice that best completes each statement.

1. An essay can best be described as
   a. a group of sentences about a topic.
   b. a group of paragraphs about a thesis.
   c. a source of information about an issue.
   d. an explanation of a variety of topics.

2. The parts of an essay include all of the following except:
   a. an introduction.
   b. a body.
   c. a conclusion.
   d. a summary.

3. The thesis statement of an essay is usually presented in the
   a. title.
   b. introduction.
   c. body.
   d. subtitle.

4. One difference between a paragraph and an essay is that an essay
   a. requires less time for planning and organization.
   b. deals with a broader topic.
   c. explores less complex ideas.
   d. is always objective.

5. To write an effective thesis statement, you should
   a. keep it general.
   b. state the minor details of your essay.
   c. assert an idea about your topic.
   d. make it a direct announcement.
6. When you are trying to decide how to group ideas, you can
   a. classify and subdivide your ideas into categories.
   b. organize your ideas chronologically.
   c. separate your ideas into causes and effects or problems and solutions.
   d. do all of the above.

7. All of the following strategies are intended to make your connections clear except:
   a. using transitional words and phrases.
   b. writing a transitional sentence.
   c. stating a startling fact or statistic.
   d. repeating key words.

8. The final paragraph of an essay should
   a. reemphasize your thesis statement.
   b. directly announce the end of the essay.
   c. repeat your first paragraph.
   d. provide any necessary background information.

9. The least effective way to write an interesting and accurate essay title is to
   a. go with the first title that pops into your mind.
   b. write a question that your essay answers.
   c. use key words that appear in your thesis statement.
   d. use brainstorming techniques to generate options.

10. Using a revision map to revise an essay will help you
    a. evaluate the overall flow of ideas.
    b. evaluate the effectiveness of individual paragraphs.
    c. identify details that do not support each topic sentence.
    d. do all of the above.
CHAPTER 18
Using Sources When You Write

Directions: Circle the letter of the choice that best completes each statement.

1. Keeping track of the sources you use is important because
   a. you must provide documentation at the end of your paper.
   b. you may want to refer to the source again.
   c. you are more likely to avoid plagiarism.
   d. all of the above.

2. Reading sources selectively involves all of the following except:
   a. reading entire books and articles thoroughly.
   b. skimming to avoid parts that are not relevant.
   c. using abstracts or summaries as a guide to the material's organization.
   d. previewing useful sections to get an overview of the material.

3. The least effective suggestion for finding appropriate sources is to
   a. consult a reference librarian.
   b. use a systematic approach.
   c. count on one source to contain everything you need
   d. look for sources that lead to other sources.

4. Before using an Internet source, you should evaluate it by
   a. checking the author's credentials.
   b. considering the sponsor or publisher of the site.
   c. cross-checking information on the site with another source.
   d. doing all of the above.

5. Plagiarism is defined as
   a. giving your opinion about what you read.
   b. providing your reader with information about your sources.
   c. using an author's words or ideas without proper acknowledgement.
   d. using sources that are too technical or not relevant to your subject.
6. Before consulting sources to support your ideas, you should first
   a. write a first draft of your paper.
   b. see what others have said about your topic.
   c. determine what types of sources are available on your topic.
   d. make a list of information you need to support your topic.

7. Plagiarism occurs when you
   a. use commonly known facts or information.
   b. provide a citation to the original source.
   c. paraphrase another person’s words without credit.
   d. place another person's exact words in quotation marks.

8. The most effective way to avoid plagiarism is to
   a. use citations to indicate the source of any ideas that are not your own.
   b. write paraphrases while looking at the original text.
   c. change as few words as possible when paraphrasing.
   d. record your ideas and ideas from sources in the same notebook.

9. When you include a quotation using the Modern Language Association (MLA) style, you should
   a. signal your reader that a quotation is to follow.
   b. copy the author's words exactly and put them in quotation marks.
   c. set quotations longer than four sentences apart from the rest of your paper.
   d. do all of the above.

10. One characteristic of MLA style is that it
    a. uses a system of in-text citation.
    b. is typically used in psychology papers.
    c. does not list works cited in alphabetical order.
    d. lists sources at the bottom of each page.
Answer Key - Chapter Quizzes

CHAPTER 1
The Reading Process: An Overview

1. b  
2. a  
3. c  
4. c  
5. c  
6. b  
7. a  
8. a  
9. b  
10. a

CHAPTER 2
The Writing Process: An Overview

1. d  
2. b  
3. c  
4. a  
5. b  
6. a  
7. d  
8. b  
9. a  
10. d

CHAPTER 3
Vocabulary: Working with Words

1. d  
2. b  
3. a  
4. b  
5. c  
6. c
CHAPTER 4
Vocabulary: Approaching Unknown Words

1. a
2. c
3. d
4. b
5. c
6. b
7. d
8. c
9. a
10. d

CHAPTER 5
Complete Sentences Versus Sentence Fragments

1. d
2. a
3. b
4. d
5. b
6. c
7. d
8. d
9. b
10. c

CHAPTER 6
Run-On Sentences and Comma Splices

1. b
2. c
3. c
4. a
5. d
6. a
7. d
8. c
CHAPTER 7
Using Verbs Correctly

1. c
2. d
3. a
4. b
5. d
6. c
7. d
8. d
9. b
10. d

CHAPTER 8
Combining and Expanding Your Ideas

1. a
2. c
3. b
4. c
5. b
6. d
7. b
8. d
9. c
10. a

CHAPTER 9
Revising Confusing and Inconsistent Sentences

1. b
2. a
3. d
4. b
5. c
6. b
7. d
8. b
9. d
10. a

Copyright © 2014 Pearson Education, Inc.
CHAPTER 10
Main Ideas and Topic Sentences

1. b
2. b
3. c
4. d
5. a
6. d
7. a
8. d
9. c
10. d

CHAPTER 11
Details, Implied Main Ideas, and Transitions

1. d
2. c
3. d
4. b
5. a
6. b
7. c
8. d
9. d
10. a

CHAPTER 12
Patterns of Organization: Chronological Order, Process, Narration, and Description

1. c
2. a
3. c
4. d
5. b
6. c
7. a
8. d
9. b
10. d
CHAPTER 13
Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast

1. d
2. a
3. c
4. d
5. d
6. c
7. a
8. c
9. d
10. b

CHAPTER 14
Revision and Proofreading

1. c
2. a
3. d
4. d
5. c
6. a
7. b
8. b
9. d
10. c

CHAPTER 15
Understanding and Organizing Information

1. d
2. b
3. c
4. c
5. d
6. a
7. d
8. a
9. a
10. c
CHAPTER 16
Reading and Thinking Critically About Text

1. a
2. b
3. d
4. c
5. d
6. b
7. d
8. c
9. b
10. d

CHAPTER 17
Planning, Drafting, and Revising Essays

1. b
2. d
3. b
4. b
5. c
6. d
7. c
8. a
9. a
10. d

CHAPTER 18
Using Sources When You Write

1. d
2. a
3. c
4. d
5. c
6. a
7. c
8. a
9. d
10. a
PART TWO
MASTERY TESTS
CHAPTER 1
The Reading Process: An Overview

Directions: Read this selection from a nutrition textbook, then answer items 1-7 by circling the letter of the choice that best completes each statement.

A Healthful Diet

A healthful diet provides the proper combination of energy and nutrients. Whether you are young or old, overweight or underweight, healthy or coping with illness, if you keep in mind the following four characteristics of a healthful diet, you will be able to select foods that provide you with the optimal combination of nutrients and energy each day.

1. A Healthful Diet Is Adequate. An adequate diet provides enough energy, nutrients, and fiber to maintain a person’s health. A diet may be inadequate in many areas or only one. For example, many people in the United States do not eat enough vegetables and therefore are not consuming enough of many of the important nutrients found in vegetables, such as fiber-rich carbohydrate, vitamin C, and potassium. Other people eat only plant-based foods. Unless they supplement or use fortified foods, their diet will be inadequate in a single nutrient, vitamin B12.

2. A Healthful Diet Is Moderate. Moderation refers to eating the right amounts of foods to maintain a healthy weight and to optimize the functioning of our body. People who eat too much or too little of certain foods may not be able to reach their health goals. For example, some people drink 60 fluid ounces of soft drinks every day. Drinking this much contributes an extra 765 kcal of energy to a person’s diet. To avoid weight gain from these kilocalories, most people would need to reduce their food intake, probably by cutting out healthful food choices. Consuming soft drinks in moderation keeps more energy available for nourishing foods.

3. A Healthful Diet Is Balanced. A balanced diet is one that contains the combinations of foods that provide the proper balance of nutrients. Our body needs many types of foods in varying amounts to maintain health. For example, fruits and
vegetables are excellent sources of fiber, vitamin C, beta-carotene, potassium, and magnesium. Meats are not good sources of these nutrients, but they are excellent sources of protein, iron, zinc, and copper. By eating a proper balance of healthful foods, we can be confident that we are consuming enough of the nutrients we need.

4. **A Healthful Diet Is Varied.** Variety refers to eating different foods each day. In many communities in the United States, there are thousands of healthful foods to choose from. By trying new foods on a regular basis, we optimize our chances of consuming the multitude of nutrients our body needs. In addition, eating a varied diet prevents boredom and avoids getting into a "food rut."

—adapted from Thompson and Manore, *Nutrition for Life*, pp. 8-9, 19

1. This selection is primarily about
   a. different kinds of food.
   b. important vitamins.
   c. losing weight.
   d. a healthful diet.

2. The most useful guide question for this selection is:
   a. What is a healthful diet?
   b. Who determines what is a healthful diet?
   c. Where do people eat most healthfully?
   d. Is it important to have a healthful diet?

3. Previewing indicates that this selection uses all of the following typographical aids except:
   a. italics.
   b. boldfaced type.
   c. underlining.
   d. numbering.

4. The main point of the selection is that
   a. a person's diet should have a lot of variety.
   b. a diet may be inadequate in many areas or only one.
   c. people who eat too much or too little of certain foods may not be healthy.
   d. a healthful diet is adequate, moderate, balanced, and varied.

5. According to the selection, moderation refers to
   a. gaining enough energy, nutrients, and fiber to maintain a person's health.
   b. eating combinations of foods that provide the proper balance of nutrients.
   c. eating the right amounts of foods to maintain a healthy weight and to optimize the functioning of our body.
   d. eating different foods each day.
6. You would probably highlight all of the following details except:
   a. nutrients in vegetables, such as fiber-rich carbohydrate, vitamin C, and potassium.
   b. some people drink 60 fluid ounces of soft drinks every day.
   c. fruits and vegetables are excellent sources of fiber, vitamin C, beta-carotene, potassium, and magnesium.
   d. meats are excellent sources of protein, iron, zinc, and copper.

7. In the first paragraph, the word **optimal** means
   a. best.
   b. present.
   c. unhealthy.
   d. various.

**Directions:** The following graphic is from the same chapter as the selection above. Use it to answer items 8-10 on the next page.
8. The primary purpose of this graphic is to
   a. illustrate energy, nutrients, and fiber.
   b. show how to estimate serving sizes.
   c. demonstrate three possible responses to food.
   d. compare different serving sizes for men and women.

9. According to the graphic, a cup of vegetables is about the size of
   a. a woman's palm.
   b. a woman's fist.
   c. a man's fist.
   d. the circle formed by a person's thumb and finger.

10. The graphic indicates that a three-ounce serving size is appropriate for all of the following foods except:
    a. meat.
    b. chicken.
    c. fish.
    d. vegetables.
CHAPTER 2
The Writing Process: An Overview

Directions: Read this selection from a business textbook, then answer the items that follow by circling the letter of the choice that best completes each statement.

Interviewing with Potential Employers

An employment interview is a formal meeting during which you and a prospective employer ask questions and exchange information. The employer's objective is to find the best talent to fill available job openings, and your objective is to find the right match for your goals and capabilities.

As you get ready to begin interviewing, keep in mind two vital points. First, recognize that the process takes time. Start your preparation and research early; the best job offers usually go to the best-prepared candidates. Second, don't limit your options by looking at only a few companies. By exploring a wide range of firms and positions, you might uncover great opportunities that you would not have found otherwise. You'll increase the odds of getting more job offers, too.

Types of Interviews

You can expect to encounter several types of interviews. In a structured interview, the interviewer (or a computer) asks a series of prepared questions in a set order. In contrast, in an open-ended interview, the interviewer adapts his or her line of questioning based on the answers you give and any questions you ask. Many of your interviews will be conventional one-on-one interviews, with just you and a single interviewer. However, in a panel interview, you will meet with several interviewers at once. Some organizations perform group interviews, in which one or more interviewers meet with several candidates simultaneously. A key purpose of the group interview is to observe how the candidates interact with one another.

Perhaps the most common type of interview these days is the behavioral interview, in which you are asked to relate specific incidents and experiences from your past. A situational interview is similar to a behavioral interview except that the
questions focus on how you would handle various hypothetical situations on the job. A **working interview** is the most realistic of all: You actually perform a job-related activity during the interview. You may be asked to lead a brainstorming session (sometimes with other job candidates), solve a business problem, engage in role playing, or even make a presentation.

—adapted from Bovée and Thill, *Business in Action*, pp. xxxvi-xxxvii

1. This selection is primarily about
   a. job applications.
   b. hiring processes.
   c. employment interviews.
   d. work experience.

2. The most useful guide question for this selection is:
   a. What are the steps in the interview process?
   b. What are the different types of interviews?
   c. Is there more than one type of interview?
   d. How should you follow up after an interview?

3. The intended audience for this selection is most likely
   a. college students.
   b. human resource managers.
   c. job recruiters.
   d. business executives.

4. The primary purpose of this selection is to
   a. explain what employers are looking for in employees.
   b. describe different types of interviews.
   c. discuss how to prepare for a structured interview.
   d. persuade employers to use working interviews.

5. The authors make all of the following recommendations **except**:
   a. Recognize that the process takes time.
   b. Start your preparation and research early.
   c. Limit your search to only a few companies.
   d. Explore a wide range of positions.

6. In the second paragraph, the word **vital** means
   a. minor.
   b. similar.
   c. general.
   d. essential.
Directions: Fill in the idea map below by completing items 7-10.

7. The word or phrase that goes in place of A is:
   a. One-on-one.
   b. Panel.
   c. Behavioral.
   d. Working.

8. The word or phrase that goes in place of B is:
   a. Open-ended.
   b. Panel.
   c. Job-related.
   d. Working.

9. The word or phrase that goes in place of C is:
   a. Types of interviews.
   b. Questions adapted based on answers you give and questions you ask.
   c. Meet with several interviewers at once.
   d. Lead a brainstorming session.

10. The word or phrase that goes in place of D is:
    a. One or more interviewers meet with several candidates at a time.
    b. Interviewer adapts his or her line of questioning.
    c. Just you and a single interviewer.
    d. Solve a business problem.
CHAPTER 3
Vocabulary: Working with Words

Directions: Read this selection from a sociology textbook, then answer the items that follow by circling the letter of the choice that best completes each statement. You will need a dictionary and/or a thesaurus.

How Having Babies Became Men's Work

1 In the United States, as in Europe and elsewhere, pregnancy and childbirth were considered natural events. It was also considered natural that women would help expectant mothers. Some midwives were trained to deliver babies; others were neighborhood women who had experience in childbirth. In many European countries, midwives were licensed by the state—as they still are.

2 Physicians wanted to expand their business, and taking over the management of childbirth was one way to do it. They encountered two major obstacles, however. The first you can expect: The midwives didn't want physicians to cut into their business. The second was ignorance. Almost all physicians were men, and they knew nothing about delivering babies. It was even considered indecent for a man to know much about pregnancy, and unheard of for a man to help a woman give birth.

3 Some physicians bribed midwives to sneak them into the bedrooms where women were giving birth. To say "sneaked" is no exaggeration, for they crawled on their hands and knees so that the mother-to-be wouldn't know that a man was present. Most physicians, however, weren't fortunate enough to find such cooperative midwives, and they trained with mannequins. Eventually, physicians were allowed to be present at births, but this was still considered indecent, because it meant that a man who was not a woman's husband might see the woman's private parts. To prevent this, the physician had to fumble blindly under a sheet in a darkened room, his head decorously turned aside.

4 As physicians gained political power, they launched a ruthless campaign against their competitors. They attacked the midwives as "dirty, ignorant, and incompetent," even calling them a "menace to the health of the community." After physicians formed
their union, the American Medical Association, they persuaded many states to pass laws that made it illegal for anyone but physicians to deliver babies. Some states, however, continue to allow nurse-midwives to practice. Even today, this struggle is not over; nurse-midwives and physicians sometimes still clash over who has the right to deliver babies.


1. The purpose of this selection is to
   a. discuss why most children are born in hospitals rather than at home.
   b. explain how the management of childbirth went from midwives to physicians.
   c. encourage physicians and midwives to cooperate in managing childbirth.
   d. persuade expectant mothers to consider alternative childbirth options.

2. According to the selection, the difficulties faced by physicians include all of the following except:
   a. midwives did not want physicians taking their business.
   b. male physicians knew nothing about delivering babies.
   c. it was considered indecent for a man to know about pregnancy.
   d. it was illegal for male physicians to deliver babies.

3. The relationship between midwives and physicians can best be described as
   a. friendly.
   b. cooperative.
   c. settled.
   d. hostile.

4. The etymology of the word midwife is
   a. Greek.
   b. Middle English.
   c. Old French.
   d. Hebrew.

5. A synonym for the word obstacles in paragraph 2 is
   a. barriers.
   b. assistants.
   c. materials.
   d. allowances.

6. An antonym for the word indecent in paragraph 2 is
   a. rude.
   b. offensive.
   c. proper.
   d. impolite.
7. The correct pronunciation of the word **mannequins** in paragraph 3 is
   a. man uh kwins.
   b. man uh kins.
   c. ma nee kins.
   d. may nee kins.

8. The word **decorously** in paragraph 3 means
   a. politely.
   b. blindly.
   c. carelessly.
   d. disapprovingly.

9. The phrase “private parts” in paragraph 3 is an example of
   a. an idiom.
   b. a euphemism.
   c. a simile.
   d. a metaphor.

10. All of the following words in paragraph 4 have negative connotations **except**:
    a. ruthless.
    b. menace.
    c. health.
    d. clash.
CHAPTER 4
Vocabulary: Approaching Unknown Words

Directions: Read this selection from a science textbook, then answer the questions that follow by circling the letter of the choice that best completes each statement. You may need a dictionary and/or a thesaurus.

Stream Ecosystems

1. Under the force of gravity, water flows across the surface of the land. Scientists use the word stream to describe all natural bodies of flowing water, regardless of their size. Although the total volume of water flowing in Earth’s streams is less than 0.0001% of Earth’s water, streams are nevertheless a critical part of our planet. The flow of water greatly influences biodiversity and the movement of energy and nutrients through ecosystems.

2. Much of the primary production that supports food chains in streams comes from detritus, organic matter such as dead leaves and nutrient-rich soil that wash in from adjacent terrestrial ecosystems. Algae attached to rocks or other fixed structures in streams provide additional primary production. In fast-flowing streams, planktonic algae are sparse because the flowing water quickly carries them downstream. Where the flow of water is slower or halted by natural or human-built barriers, planktonic algae are more plentiful.

3. The primary consumers in streams have three main ways of feeding. Scrapers are animals that use rasping mouthparts to feed on the algae attached to rocks. Snails and some species of insects and fish are scrapers. Shredders feed directly on leaves, small twigs, and other pieces of detritus that fall into streams. These consumers include the larvae of numerous insect species. Filter feeders use gills or netlike structures to collect small bits of detritus carried in the flowing water. Freshwater mussels, worms, and the larvae of blackflies and caddisflies are common stream filter feeders. All of these animals have adaptations that allow them to grasp or attach themselves to rocks and avoid being carried downstream by the flowing water.
Stream herbivores (plant-eaters) and detritus feeders are very sensitive to changes in water chemistry and sediment load. Thus, their numbers and diversity are commonly used as indicators of stream pollution. When pollution is low, they are generally abundant. When pollution is high, they are scarce or absent.

—adapted from Christensen, *The Environment and You*, pp. 340, 342-343
1. This selection is primarily about
   a. Earth's waters.
   b. streams.
   c. algae.
   d. pollution.

2. According to the selection, shredders consume food by
   a. using rasping mouthparts to feed on the algae attached to rocks.
   b. preying on fish, insects, and other stream animals.
   c. feeding directly on leaves and small twigs that fall into streams.
   d. using gills or netlike structures to collect small bits of detritus.

3. All of the following are examples of filter feeders except:
   a. freshwater mussels.
   b. snails.
   c. worms.
   d. blackfly and caddisfly larvae.

4. The correct meaning of the word critical in paragraph 1 is
   a. negative.
   b. judgmental.
   c. risky.
   d. essential.

5. The root bio in the word biodiversity in paragraph 1 means
   a. life.
   b. sound.
   c. time.
   d. study.

6. The type of context clue that provides the meaning of the word detritus in paragraph 2 is
   a. an inference clue.
   b. a contrast clue.
   c. an example clue.
   d. a synonym clue.
7. The root *terre* in the word *terrestrial* in paragraph 2 means
   a. light.
   b. star.
   c. turn.
   d. land or earth.

8. The word that provides a contrast clue for the word *sparse* in paragraph 2 is
   a. quickly.
   b. flow.
   c. natural.
   d. plentiful.

9. The type of context clue that provides the meaning of the word *herbivores* in paragraph 4 is
   a. an inference clue.
   b. a contrast clue.
   c. a synonym clue.
   d. an example clue.

10. Context clues indicate that the word *abundant* in paragraph 4 means
    a. scarce.
    b. absent.
    c. plentiful.
    d. sensitive.
CHAPTER 5

Complete Sentences Versus Sentence Fragments

Directions: For items 1-5, circle the letter of the choice that contains a fragment.

1. The answer choice that contains a fragment is:
   a. Although Susan wanted to act. She had stage fright.
   b. Susan wanted to act. Unfortunately, she had stage fright.
   c. Teo didn't hear the telephone. His music was turned up too loud.
   d. Teo didn’t hear the telephone because his music was turned up too loud.

2. The answer choice that contains a fragment is:
   a. My mother is a strong woman who isn’t afraid of hard work.
   b. The coffee tasted bitter. It had been sitting in the pot all day.
   c. My mother is very strong. She isn’t afraid of hard work.
   d. The coffee tasted bitter. From sitting in the pot all day.

3. The answer choice that contains a fragment is:
   a. Paul Revere was a silversmith. In addition, he was a dentist.
   b. Paul Revere was a silversmith. And a dentist.
   c. As Joe waited for his girlfriend to arrive, he began to get angry.
   d. Joe waited for his girlfriend to arrive. As time passed, he began to get angry.

4. The answer choice that contains a fragment is:
   a. I have met many different kinds of people at college. It’s an interesting place.
   b. College is an interesting place where I have met many different kinds of people.
   c. When I got my first paycheck, I went crazy. I actually spent it all in one day.
   d. When I got my first paycheck. I was so crazy, I spent it all in one day.

5. The answer choice that contains a fragment is:
   a. His job involves many responsibilities, including caring for patients, keeping track of medications, and supervising other nurses.
   b. His job is difficult. It involves caring for patients, keeping track of medications, and supervising other nurses.
   c. Computers are used by virtually all professionals. Even those who are blind.
   d. Computers are used by virtually all professionals. Even blind people use them.
Directions: For items 6-10, circle the letter of the choice that does NOT contain a fragment.

6. The answer choice that does not contain a fragment is:
   a. Because of the ice on the roads. The meeting was cancelled.
   b. Because the ice covered the roads. The meeting was cancelled.
   c. Ice covered the roads. Therefore, the meeting was cancelled.
   d. The meeting was cancelled. On account of the ice on the roads.

7. The answer choice that does not contain a fragment is:
   a. If you plan ahead. The job will be easier.
   b. Planning ahead is important. It makes the job easier.
   c. The job will be easier. If you plan ahead.
   d. The job can be easy. If you make your plans ahead of time.

8. The answer choice that does not contain a fragment is:
   a. She makes homemade ice cream on Sundays. It’s a treat for her family.
   b. She makes homemade ice cream on Sundays. To treat her family.
   c. Making homemade ice cream on Sundays. It’s a treat for her family.
   d. To make homemade ice cream on Sunday. As a treat for her family.

9. The answer choice that does not contain a fragment is:
   a. I hated my first job. Working on an assembly line.
   b. Working on an assembly line was tedious. I hated it.
   c. Working on an assembly line. It’s not a job I’d recommend to anyone.
   d. There are some jobs I wouldn’t do again. For example, working on an assembly line.

10. The answer choice that does not contain a fragment is:
   a. Disappointed with my grade on the first test. I almost dropped the class.
   b. I almost dropped the class. From disappointment with my grade on the first test.
   c. Disappointed, I stared at my grade on the first test. I considered dropping the class.
   d. Being disappointed with my grade on the first test. I considered dropping the class.
CHAPTER 6
Run-On Sentences and Comma Splices

Directions: For each sentence that contains a comma splice or is a run-on, circle the letter of the best correction. Be sure to consider punctuation and the appropriateness of the connecting word. If you think the original sentence is correct, circle letter d.

1. Joan got to her math class she realized she had forgotten her calculator.
   a. Joan got to her math class, she realized she had forgotten her calculator.
   b. When Joan got to her math class, she realized she had forgotten her calculator.
   c. Joan got to her math class, she realized, however, she had forgotten her calculator.
   d. Correct

2. The classroom was empty, Kathryn didn’t know where her class had gone.
   a. The classroom was empty, and Kathryn didn't know where her class had gone.
   b. Because the classroom was empty, Kathryn didn't know where her class had gone.
   c. The classroom was empty, also Kathryn didn't know where her class had gone.
   d. Correct

3. Students have trouble recalling dates, they should ask a friend to quiz them before an exam.
   a. Students have trouble recalling dates, also they should ask a friend to quiz them before an exam.
   b. Students have trouble recalling dates they should ask a friend to quiz them before an exam.
   c. If students have trouble recalling dates, they should ask a friend to quiz them before an exam.
   d. Correct

4. He was hoping to get a night shift job, he was offered a spot on the day crew.
   a. He was hoping to get a night shift job, but he was offered a spot on the day crew.
   b. Because he was hoping to get a night shift job, he was offered a spot on the day crew.
   c. He was hoping to get a night shift job he was offered a spot on the day crew.
   d. Correct
5. Cal knew what kind of music he liked he took his time picking out songs online.
   a. Cal knew what kind of music he liked, so he took his time picking out songs online.
   b. Cal knew what kind of music he liked, that’s why he took his time picking out songs online.
   c. Cal knew what kind of music he liked, furthermore, he took his time picking out songs online.
   d. Correct

6. Everyone in America has the right to an education not everyone takes advantage of this right.
   a. Everyone in America has the right to an education, unfortunately, not everyone takes advantage of this right.
   b. Everyone in America has the right to an education because not everyone takes advantage of this right.
   c. Everyone in America has the right to an education, but not everyone takes advantage of this right.
   d. Correct

7. Recycling is more important than ever before, less money is being spent on recycling now than in the past ten years.
   a. Recycling is more important, than ever before, less money is being spent on recycling now than in the past ten years.
   b. Although recycling is more important than ever before, less money is being spent on recycling now than in the past ten years.
   c. Recycling is more important than ever before, because less money is being spent on recycling now than in the past ten years.
   d. Correct

8. Dev procrastinates too much he put off studying for his history exam until the night before the test, and he still has not begun to research the term paper due next week.
   a. Dev procrastinates too much; for example, he put off studying for his history exam until the night before the test, and he still has not begun to research the term paper due next week.
   b. Dev procrastinates too much, therefore he put off studying for his history exam until the night before the test, and he still has not begun to research the term paper due next week.
   c. Dev procrastinates too much; but he put off studying for his history exam until the night before the test, and he still has not begun to research the term paper due next week.
   d. Correct
9. Returning to college after ten years was a hard decision, Stia was afraid she was too old to learn new material.
   a. Returning to college after ten years was a hard decision but Stia was afraid she was too old to learn new material.
   b. Returning to college after ten years was a hard decision because Stia was afraid she was too old to learn new material.
   c. Returning to college after ten years was a hard decision; because Stia was afraid she was too old to learn new material.
   d. Correct.

10. Even though a student may have studied and mastered the material, test anxiety may cause the student to perform poorly.
    a. A student may have studied and mastered the material, however, test anxiety may cause the student to perform poorly.
    b. A student may have studied and mastered the material, test anxiety may cause the student to perform poorly.
    c. Even though a student may have studied and mastered the material; test anxiety may cause the student to perform poorly.
    d. Correct
CHAPTER 7
Using Verbs Correctly

Directions: Choose the correct verb form to fill in the blank and complete each sentence.

1. Even though he had planned to work in the garage, José ________ around the house all day reading his book.
   a. lay
   b. lie
   c. laid
   d. lied

2. When she had ________ for six hours, Katy began looking for a rest stop.
   a. drove
   b. driven
   c. driving
   d. drives

3. Justin swore that he ________ a UFO circling the gas station last night.
   a. will see
   b. saw
   c. seen
   d. has seen

4. The angry customer shouted that the clerk had not ________ him enough change.
   a. gave
   b. give
   c. gives
   d. given

5. The children did not want to leave the amusement park until they had ________ all of the rides.
   a. ride
   b. rode
   c. ridden
   d. rides
6. The yogurt had __________ in the back of the refrigerator for so long that it had furry green mold all over it.
   a. set
   b. sits
   c. sit
   d. sat

7. After Carly __________ her major, she wondered if she had made the right decision.
   a. chose
   b. will choose
   c. chosen
   d. has chosen

8. Liz told her roommate, “I have __________ on my last date with that know-it-all John.”
   a. go
   b. went
   c. gone
   d. goes

9. My grandmother __________ the radio on only when she wants to hear the news.
   a. had turned
   b. turns
   c. turn
   d. turned

10. A pack of stray dogs __________ roamed the neighborhood for almost a year, chasing cats and turning over garbage cans.
    a. has
    b. have
    c. had
    d. was
CHAPTER 8
Combining and Expanding Your Ideas

Directions: For items 1-4, choose the correct connecting word or phrase to fill in the blank and complete each sentence.

1. We recommended the movie to our friends; ________, they decided to see it tonight.
   a. consequently
   b. in addition
   c. however
   d. otherwise

2. Giovanna had hoped to get a good seat at the tennis match, ________ the stands were already full when she arrived.
   a. for
   b. so
   c. but
   d. and

3. Kerry must get his car repaired ________ he will be riding his bike to work in the snow.
   a. thus
   b. then
   c. after
   d. or

4. ________ I love opera, the high notes do bother my ears.
   a. Once
   b. Although
   c. When
   d. As if

Directions: For items 5-10, choose the sentence that best combines the two clauses.

5. I went to the campfire. No one was there.
   a. I went to the campfire; no one was there.
   b. When I got to the campfire, no one was there.
   c. Because no one was there, I went to the campfire.
   d. I went to the campfire, so no one was there.
6. Sharon looked around for a cute outfit. She could not find one.
   a. Because Sharon looked around for a cute outfit, she could not find one.
   b. Sharon looked around for a cute outfit, and she could not find one.
   c. Sharon looked around for a cute outfit; she could not find one.
   d. Sharon looked around for a cute outfit, but she could not find one.

7. I am no good at the banjo. I am great at the didgeridoo.
   a. I am no good at the banjo; however, I am great at the didgeridoo.
   b. Because I am no good at the banjo, I am great at the didgeridoo.
   c. I am great at the didgeridoo and I am no good at the banjo.
   d. Being no good at the banjo, I am great at the didgeridoo.

8. Rosa drove the car to the grocery store. She needed bread, juice, and peanut butter.
   a. Because Rosa drove the car to the grocery store, she needed bread, juice, and peanut butter.
   b. Rosa drove the car to the grocery store; nevertheless, she needed bread, juice, and peanut butter.
   c. Because Rosa needed bread, juice, and peanut butter, she drove the car to the grocery store.
   d. Although Rosa drove the car to the grocery store, she needed bread, juice, and peanut butter.

9. Mickey scanned the concert hall for his date. He did not see her.
   a. Mickey scanned the concert hall for his date; furthermore, he did not see her.
   b. Mickey scanned the concert hall for his date, but he did not see her.
   c. Mickey scanned the concert hall for his date; on the other hand, he did not see her.
   d. Since Mickey scanned the concert hall for his date, he did not see her.

10. The cough welled up inside his chest and threatened to burst out. He quickly left the theater.
    a. The cough welled up inside his chest and threatened to burst out; as a result, he quickly left the theater.
    b. The cough welled up inside his chest and threatened to burst out, yet he quickly left the theater.
    c. The cough welled up inside his chest and threatened to burst out; and he quickly left the theater.
    d. The cough welled up inside his chest and threatened to burst out; furthermore, he quickly left the theater.
CHAPTER 9
Revising Confusing and Inconsistent Sentences

Directions: For items 1-5, complete each sentence by filling in the blank with the best option.

1. Luisa flagged down a waiter and said, “We are ready to order. Could you bring menus to ________?”
   a. my friends and I
   b. my friends and me
   c. I and my friends
   d. me and my friends

2. The school media center has ______________ annual open house every September.
   a. it’s
   b. their
   c. its
   d. there

3. Everybody has ______________ own opinion.
   a. our
   b. my
   c. their
   d. his or her

4. Xavier is so good at word games that he ______ every time he plays.
   a. win
   b. wins
   c. won
   d. have won

5. We were angry with the landlord because we had been complaining for two months and

   a. our problem had not been fixed by he
   b. he had not fixed our problem
   c. our problem had not been fixed by him
   d. we had not fixed our problem
**Directions:** *For items 6-10, circle the letter of the choice that best completes each statement.*

6. The sentence that correctly uses modifiers is:
   a. Rounding a sharp curve and barely avoiding an accident, Mr. Hahn’s life flashed before his eyes.
   b. Rounding a sharp curve and barely avoiding an accident, Mr. Hahn saw his life flash before his eyes.
   c. Mr. Hahn’s life flashed before his eyes while rounding a sharp curve and barely avoiding an accident.
   d. Mr. Hahn saw his life flash before his eyes, rounding a sharp curve and barely avoiding an accident.

7. The sentence that correctly uses modifiers is:
   a. Padma approached the cat carefully, spitting and hissing.
   b. Padma, spitting and hissing, approached the cat carefully.
   c. Spitting and hissing, Padma approached the cat carefully.
   d. Padma approached the spitting and hissing cat carefully.

8. The sentence that correctly uses parallelism is:
   a. Before the last Transformers movie, Transformers merchandise appeared in every mall, in every toy shop, and in every discount store.
   b. Transformers merchandise appeared in every mall and in every toy shop before the last Transformers movie; every discount store carried the merchandise also.
   c. Every discount store carried Transformers merchandise and it appeared in every mall and in every toy shop before the last Transformers movie.
   d. Before the last Transformers movie, Transformers merchandise appeared in every mall, in every toy shop, and every discount store carried the merchandise also.

9. The sentence that correctly uses parallelism is:
   a. The kite dipped crazily and spun in a wild way as it grazed a tree and then crashed to the ground.
   b. Dipping crazily and wild in the way it spun, the kite grazed a tree and then crashed to the ground.
   c. Dipping crazily and spinning wildly, the kite grazed a tree and then crashed into the ground.
   d. The kite was dipping in a crazy way and spinning wildly as it grazed a tree and then crashed into the ground.
10. The sentence that correctly uses parallelism is:

a. Key factors in a successful marriage are tolerance of differences, communication of desires, and expression of affection.

b. Tolerance of each other’s differences, being affectionate, and communicating are key factors in a successful marriage.

c. Tolerating each other’s differences, communication of desires, and being affectionate are key factors in a successful marriage.

d. The key factors in a successful marriage are tolerance of each other’s differences, communicating desires to one another, and how affection is expressed.
Factors Influencing Ethical Behavior

1. Ethics are the principles and standards of moral behavior that are accepted by society as right versus wrong. Practicing good business ethics involves, at a minimum, competing fairly and honestly, communicating truthfully, being transparent, and not causing harm to others. Of the many factors that influence ethical behavior, three warrant particular attention: cultural differences, knowledge, and organizational behavior.

   Cultural Differences

2. It has been pointed out that globalization exposes businesspeople to a variety of cultures and business practices. What does it mean for a business to do the right thing in Thailand? In Nigeria? In Norway? What may be considered unethical in one culture could be an accepted practice in another. Managers may need to consider a wide range of issues, including acceptable working conditions, minimum wage levels, product safety issues, and environmental protection.

   Knowledge

3. As a general rule, the more you know and the better you understand a situation, the better your chances of making an ethical decision. In the churn of daily business, though, it's easy to shut your eyes and ears to potential problems. However, as a business leader, you have the responsibility not only to pay attention but to actively seek out information regarding potential ethical issues. Ignorance is never an acceptable defense in the eyes of the law, and it shouldn't be in questions of ethics, either.
Organizational Behavior

4 Companies with strong ethical practices create cultures that reward good behavior—and don't intentionally or unintentionally reward bad behavior. At United Technologies, a diversified manufacturer based in Hartford, Connecticut, ethical behavior starts at the top; executives are responsible for meeting clearly defined ethical standards, and their annual compensation is tied to how well they perform. To help avoid ethical breaches, many companies develop programs to improve ethical conduct. Such programs typically combine training, communication, and a code of ethics that defines the values and principles that should be used to guide decisions.

—adapted from Bovée and Thill, Business in Action, pp. 71-72

1. This selection is primarily about
   a. social responsibility.
   b. culture.
   c. ethical behavior.
   d. business.

2. The main idea of the selection is that
   a. businesspeople should be rewarded for practicing good ethical behavior.
   b. ethical behavior is influenced by cultural differences, knowledge, and organizational behavior.
   c. companies in other countries have different standards and practices than those in the United States.
   d. companies must develop programs to educate their employees about ethical behavior.

3. The topic of paragraph 2 is
   a. globalization.
   b. cultural differences.
   c. other countries.
   d. accepted practices.

4. The topic sentence of paragraph 2 begins with the words
   a. “It has been.”
   b. “What does it mean.”
   c. “What may be.”
   d. “Managers may need.”

5. The topic sentence of paragraph 3 begins with the words
   a. “As a general rule.”
   b. “In the churn.”
   c. “However, as a business leader.”
   d. “Ignorance is never.”
6. The topic of paragraph 4 is
   a. organizational behavior.
   b. United Technologies.
   c. business executives.
   d. ethical breaches.

7. The topic sentence of paragraph 4 begins with the words
   a. “Companies with.”
   b. “At United Technologies.”
   c. “To help avoid.”
   d. “Such programs.”

8. The word warrant in paragraph 1 means
   a. routine.
   b. deserve.
   c. exclude.
   d. improve.

9. The word churn in paragraph 3 means
   a. shake.
   b. power.
   c. activity.
   d. risk.

10. The word breaches in paragraph 4 means
    a. actions.
    b. violations.
    c. supports.
    d. functions.
CHAPTER 11
Details, Implied Main Ideas, and Transitions

Directions: Read this selection from a vocational guidance textbook, then answer the questions that follow by circling the letter of the choice that best completes each statement.

Starting Your Own Business

1. One way to have a job is to start your own business. College students faced with limited job prospects have been starting businesses in record numbers—in essence, creating or inventing their careers. From franchise investments to short-term freelance assignments for specialists in accounting, marketing, management, and other traditional business functions, opportunities abound. Some independent contractor projects start part time and turn into full-time businesses.

2. Entrepreneurial ventures are limited only by imagination and the marketplace. Examples run the gamut from Internet-related companies, organized walking tours in major cities with bilingual materials for foreign visitors, specialized photography to enhance pictorial magazines, networks for improved services for seniors, to green, eco-conscious pursuits. Additionally, due to the growth of smart phone applications developers, online companies such as Elance and Cha Cha have expanded to meet the demand for contract employees.

3. The U. S. Bureau of Labor Statistics estimates that, of the more than 14 million people who are self-employed full-time, two-thirds work at home in a wide variety of careers. Approximately 25 percent of these home businesses are in the field of marketing and sales, with contracted services, professional jobs, and technical jobs accounting for another 25 percent. Among home business owners, 45 percent are college graduates and 85 percent are married, with half having dependent children. The average household income is approximately $55,000 annually.

4. Career centers, libraries, and the Internet have useful information on starting a business. The Small Business Administration provides seminars and low-cost materials within local communities. A group called SCORE (Service Corps of Retired Executives) is
composed of local retired businesspeople who lead low-cost workshops and offer free technical advice. Also, a local community college or the extension/continuing education division of a local university may offer courses in small business administration or marketing. If colleges offer such courses, they may also have students available who get college credit by giving free technical assistance to newly formed small businesses. A healthy savings account will be needed to get you through many months until you can count on regular income from your enterprise. Better yet, begin building your new business while you are still employed (at least part time) to ensure some income.

—adapted from Sukiennik, Raufman, and Bendat, *The Career Fitness Program*, pp. 192-193

1. This selection is primarily about
   a. financing a new business.
   b. generating ideas for a new business.
   c. hiring independent contractors for a new business.
   d. starting a new business.

2. The first sentence of paragraph 1, “One way to have a job is to start your own business,” can best be described as
   a. the topic sentence.
   b. a major detail.
   c. a minor detail.
   d. a transition.

3. The main idea of paragraph 2 is that new businesses are
   a. difficult to start.
   b. best for part-time employment.
   c. limited only by imagination and the marketplace. [or relatively unlimited?]
   d. mostly online.

4. The supporting details in paragraph 2 consist mostly of
   a. reasons.
   b. examples.
   c. statistics.
   d. steps.

5. The topic of paragraph 3 is
   b. home businesses.
   c. marketing and sales.
   d. household income.
6. The supporting details in paragraph 3 consist mostly of
   a. reasons.
   b. examples.
   c. statistics.
   d. steps.

7. The primary purpose of paragraph 4 is to describe
   a. why starting a business is a good idea.
   b. what the group called SCORE does.
   c. how much it costs to start a business.
   d. where to get help on starting a business.

8. The phrase “run the gamut” in paragraph 1 means
   a. avoid.
   b. include a variety.
   c. go against.
   d. cause an effect.

9. The word ventures in paragraph 1 means
   a. projects.
   b. stages.
   c. travels.
   d. belongings.

10. The word bilingual in paragraph 1 means
    a. using one language.
    b. using two languages.
    c. using many languages.
    d. written, not spoken.
CHAPTER 12
Patterns of Organization: Chronological Order, Process, Narration, and Description

Directions: Read each of the following selections from a variety of textbooks, then answer the questions that follow by circling the letter of the choice that best completes each statement.

A. During the winter of 1803–1804 Lewis and Clark gathered a group of 48 men at St. Louis. In the spring they made their way slowly up the Missouri in a 55-foot keelboat and two dugout canoes, called pirogues. By late fall they had reached what is now North Dakota, where they built a small station, Fort Mandan, and spent the winter. In April 1805, having shipped back to the president more than 30 boxes of plants, minerals, animal skins and bones, and Indian artifacts, they struck out again toward the mountains.


1. The pattern of organization of this paragraph is
   e. chronological order.
   f. narration.
   g. process.
   h. description.

2. Transitions that indicate this pattern include all of the following except:
   a. “During the winter of 1803–1804.”
   b. “In the spring.”
   c. “By late fall.”
   d. “more than 30 boxes.”

B. In the personal selling process, the salesperson identifies, researches, and contacts potential customers. During her meeting with the prospective customer, the salesperson outlines the benefits of the product and responds to any issues raised by the prospect. After the salesperson has addressed the concerns of the prospect, she asks for the order. Even at this point, the personal selling process is not over.
The salesperson needs to contact the customer to ensure that the order was delivered as promised. Whereas each particular company may use unique terms, descriptions, or requirements, the general process is widely accepted.


3. The pattern of organization of this paragraph is
   a. chronological order.
   b. narration.
   c. process.
   d. description.

4. Transitions that indicate this pattern include all of the following except:
   a. “During.”
   b. “After.”
   c. “Even at this point.”
   d. “Whereas.”

5. The supporting details used in this paragraph consist mainly of
   a. examples.
   b. steps.
   c. descriptions.
   d. reasons.

C. Because Amish farmers use horses instead of tractors, most of their farms are one hundred acres or less. To the five million tourists who pass through Lancaster County each year, the rolling green pastures, white farmhouses, simple barns, horse-drawn buggies, and clotheslines hung with somber-colored garments convey a sense of peace and innocence reminiscent of another era. Although just sixty-five miles from Philadelphia, "Amish country" is a world away.

   —Henslin, *Sociology: A Down-to-Earth Approach*, p. 103

6. The pattern of organization of this paragraph is
   a. chronological order.
   b. narration.
   c. process.
   d. description.
7. Sensory details in this paragraph include all of the following except:
   a. “five million tourists.”
   b. “rolling green pastures.”
   c. “horse-drawn buggies.”
   d. “somber-colored garments.”

8. The dominant impression created by this paragraph is that
   a. Amish farmers do not use modern equipment on their land.
   b. a lot of tourists visit Amish country every year.
   c. Amish country is actually very close to Philadelphia.
   d. the Amish culture seems to belong to another time and place.

D. Long before her death in 1913, Harriet Tubman had achieved legendary status. Although she never led a slave revolt, she freed more slaves than any other individual in American history. Aware that she had a reward on her head, Tubman devised detailed plans and elaborate disguises to elude capture. She feigned insanity, pretended to be feeble, forged passes, and acquired railroad tickets. She also packed a gun, as much to goad any of her charges whose courage might waver as to protect herself. During the Civil War, Tubman journeyed to the South Carolina low country, where Union military forces had established a base. She worked as a nurse, cook, scout, and liberator. She made her way up the Combahee River and helped more than 700 slaves to freedom.


9. The pattern of organization of this paragraph is
   a. chronological order.
   b. narration.
   c. process.
   d. description.

10. The point of this paragraph is to
    a. identify key events during the Civil War.
    b. explain why Tubman had a reward on her head.
    c. list a series of events in Harriet Tubman's life.
    d. describe Tubman's creative and heroic efforts to free slaves.
CHAPTER 13
Patterns of Organization: Example, Cause and Effect, and Comparison and Contrast

Directions: Read each of the following selections, then answer the questions that follow by circling the letter of the choice that best completes each statement.

A. The law can be divided into two basic categories: civil and criminal. Civil law is the set of formal rules that regulate disputes between private parties. Civil laws are concerned primarily with issues of personal injury and compensation. Most law is civil law, reflecting the large number and many types of disputes that can arise between individuals. Criminal law, on the other hand, is the set of formal rules for maintaining social order and control. Violations of criminal law are considered crimes against society, because they break rules that have been established for the common good of society. In civil law, in contrast, no general societal interest is at stake.

—Albanese, Criminal Justice, p. 86

1. The primary pattern of organization used in this paragraph is
   a. example.
   b. cause and effect.
   c. comparison.
   d. contrast.

2. A transition that indicates this pattern is
   a. “can be divided.”
   b. “many types.”
   c. “on the other hand.”
   d. “because.”
3. The topic sentence in this paragraph begins with the words
   a. “The law can.”
   b. “Most law.”
   c. “Violations of.”
   d. “In civil law.”

4. The primary pattern of organization in this paragraph is
   a. example.
   b. cause and effect.
   c. comparison.
   d. contrast.

5. A transition that indicates this pattern is
   a. “but.”
   b. “also.”
   c. “effect.” [or thereby?]
   d. “such as.”

6. In this paragraph, the cause is
   a. dams.
   b. water.
   c. ecosystems.
   d. the sea.

C. Microeconomics is the study of the choices that individuals and businesses make and the way these choices interact and are influenced by governments. Some examples of microeconomic questions are: Will you buy a 3-D television or a standard one? Will Nintendo sell more units of Wii if it cuts the price? Will a cut in the income tax rate encourage people to work longer hours? Will a hike in the gas tax encourage more people to drive hybrid or smaller automobiles?
   —Bade and Parkin, Essential Foundations of Economics, p. 2
The primary pattern of organization in this paragraph is
a. example.
b. cause and effect.
c. comparison.
d. contrast.

The transition that indicates this pattern is
a. “the study of.”
b. “Some examples.”
c. “or.”
d. “if.”

Marijuana is derived from either the *Cannabis sativa* or *Cannabis indica* (hemp) plant. Tetrahydrocannabinol (THC) is the psychoactive substance in marijuana and the key to determining how powerful a high it will produce. The most noticeable visible effect of THC is dilation of the eyes' blood vessels, which gives the smoker bloodshot eyes. Marijuana smokers also exhibit coughing; dry mouth and throat ("cotton mouth"); increased thirst and appetite; lowered blood pressure; and mild muscular weakness, primarily exhibited in drooping eyelids. Users can also experience severe anxiety, panic, paranoia, and psychosis and may have intensified reactions to various stimuli—colors, sounds, and the speed at which things move may seem altered.

—adapted from Donatelle, *My Health: An Outcomes Approach*, p. 132

The organization pattern of this paragraph is
a. example.
b. cause and effect.
c. comparison.
d. contrast.

Transitions that indicate this pattern include
a. “The most noticeable visible effect.”
b. “also exhibit.”
c. “also experience.”
d. all of the above.
CHAPTER 14
Revision and Proofreading

Directions: Read this selection from a communication textbook, then answer items 1-7 by circling the letter of the choice that best completes each statement.

Small Group Stages

1. A small group can be defined as a collection of individuals who are connected to one another by some common purpose, are interdependent, have some degree of organization among them, and see themselves as a group. The small group develops in much the same way that a conversation develops. As in conversation, there are five small group stages: (1) opening, (2) feedforward, (3) business, (4) feedback, and (5) closing.

2. A small group’s opening stage is usually a getting-acquainted time in which members introduce themselves and engage in social small talk. After this preliminary get-together, there’s usually a feedforward stage in which members attempt to identify what needs to be done, who will do it, and so on. In formal business groups, the meeting agenda (which is a perfect example of feedforward) may be reviewed and the tasks of the group identified. In informal social groups, the feedforward may consist simply of introducing a topic of conversation or talking about what the group’s members should do.

3. The business stage is the actual work on the tasks—the problem solving, the sharing of information, or whatever else the group needs to do. At the feedback stage, the group may reflect on what it has done and perhaps on what remains to be done. Some groups may even evaluate their performance at this stage. At the closing stage, the group members again return to their focus on individuals and will perhaps exchange closing comments—"Good seeing you again," and the like.

4. These stages are rarely distinct from one another. Rather, they blend into one another. For example, the opening stage is not completely finished before the
feedforward begins. Rather, as the opening comments are completed, the group begins to introduce feedforward; as the feedforward begins to end, the business starts.

—adapted from DeVito, Human Communication: The Basic Course, pp. 207-209

1. This selection is primarily about
   a. conversation.
   b. small groups.
   c. business meetings.
   d. problem solving.

2. The pattern of organization of this selection is
   a. chronological order.
   b. comparison.
   c. description.
   d. process.

3. According to the selection, members of small groups have all of the following characteristics except:
   a. They are connected by a common purpose.
   b. They are independent of each other.
   c. They have some degree of organization among them.
   d. They see themselves as a group.

4. An effective topic sentence for paragraph 2 is:
   a. Small groups have stages.
   b. The first small group stage focuses on getting acquainted through introductions, small talk, and social time.
   c. Small group stages typically begin with an opening period followed by feedforward.
   d. Small groups can be formal or informal.

5. The word preliminary in paragraph 2 means
   a. beginning.
   b. combination.
   c. critical.
   d. specific.

6. The word evaluate in paragraph 3 means
   a. calculate.
   b. estimate.
   c. assess.
   d. produce.
7. The word **distinct** in paragraph 4 means
   a. casual.
   b. large.
   c. mixed.
   d. separate.

**Directions:** Fill in the idea map below by completing items 8-10.

### Small Group Stages

**Opening:**
- Get acquainted through introductions & small talk

**A:**
- Decide what needs to be done & who will do it

**B:**
- Do actual work (e.g., problem-solving, information-sharing)

**Feedback:**
- Reflect on what has been done & what remains
- Evaluate performance

**C:**
- Focus back on individuals
- Exchange closing comments

8. The word or phrase that goes in place of A is:
   a. Opening.
   b. Get-together.
   c. Feedforward.
   d. Agenda.
9. The word or phrase that goes in place of B is:
   a. Informal.
   b. Formal.
   c. Work.
   d. Business.

10. The word or phrase that goes in place of C is:
    a. Feedback.
    b. Closing.
    c. Review.
    d. Individuals.
CHAPTER 15
Understanding and Organizing Information

Directions: Read this selection from an anthropology textbook, then answer items 1-7 by circling the letter of the choice that best completes each statement.

Processes of Language Change

1 Languages change over time. Change sometimes results from processes internal to a language. For instance, a language may gradually eliminate grammatical distinctions, meanings of words may be altered, or the order of words within sentences may change. In addition to internal adjustments, languages also change in response to the influence of other languages because no language is completely isolated from others. External change occurs when peoples with different languages and cultures come into contact, with three possible general results: The languages will remain distinct; one language will become dominant; or the languages will meld into a new language.

2 One process of language change that results in a new language is creolization, or the creation of Creole languages. Creoles are languages that combine sounds, grammatical forms, and vocabularies from several different sources. They arise in situations of close contact and interaction among people who speak different languages. The United States is home to three Creole languages, for example, that came into existence in the past several hundred years. The three American Creoles are Gullah, Louisiana Creole, and Hawaiian Creole. Gullah (spoken mostly on the Sea Islands off the coast of South Carolina) is derived from various African languages and English. Louisiana Creole is derived from various African languages and French. Hawaiian Creole is a complex mixture of English, Native Hawaiian, and several Asian and Pacific languages.

3 Creoles often develop from pidgin languages. Pidgins are forms of communication made by combining words and constructions from several languages, but they differ from Creoles because they are not full languages but, rather, have small
vocaularies and simple constructions. They are used for special purposes, especially for trade.

4 **Lingua francas** are full languages that are used among peoples who come into contact regularly but who speak distinct languages. Some of these lingua francas are pidgins, such as those that arose to serve the Arab and European slave trades; some are Creoles, such as Rasta, spoken in Jamaica and other West Indian islands; and others are the regular language of one group that came to be widely used by many other people, such as Swahili, spoken in eastern Africa. More recently, English and French have become international lingua francas.

—adapted from Bonvillain, *Cultural Anthropology*, pp. 87-88

1. This selection is about
   a. how language changes.
   b. what language is.
   c. how people learn language.
   d. where language comes from.

2. The primary pattern of organization in paragraph 1 is
   a. description.
   b. chronological order.
   c. cause and effect.
   d. narration.

3. The types of supporting details in this selection include all of the following except:
   a. reasons.
   b. examples.
   c. facts.
   d. opinions.

4. The most appropriate sentence to include in a summary of this selection is:
   a. For instance, a language may eliminate grammatical distinctions.
   b. No language is completely isolated from others.
   c. Gullah is spoken mostly on the Sea Islands off the coast of South Carolina.
   d. Creole languages combine the sounds, grammar, and vocabularies from many different sources.
5. The best paraphrase of the last sentence in paragraph 1 is:
   a. When people with diverse languages and cultures interact, external change may result in each language staying different, one language dominating, or a new language forming.
   b. External change happens when different languages and cultures come into contact, with three possible results.
   c. When different languages and cultures come into contact, the languages will remain different or form a new language.
   d. External change causes different languages and cultures to come into contact, resulting in languages staying the same or becoming new.

6. The word **meld** in paragraph 1 means
   a. combine.
   b. provoke.
   c. eliminate.
   d. substitute.

7. The word **derived** in paragraph 2 means
   a. expected.
   b. compared.
   c. caused.
   d. obtained.
Directions: Fill in the outline below by completing items 8-10.

I. Creoles
   A. Combine sounds, grammar, and vocabularies from different sources
   B. Arise in situations of close contact and interaction
   C. American Creoles
      1. [First key supporting detail]
      2. Louisiana Creole
      3. Hawaiian Creole

II. Pidgins
   A. Combine words and constructions from several languages
      B. [Second major idea]
         1. Small vocabularies
         2. Simple construction
      C. Used for special purposes, especially for trade

III. [Third major topic]
   A. Full languages among those in regular contact who speak different languages
   B. Examples
      1. Pidgins (e.g., Arab and European slave trades)
      2. Creoles (e.g., Rasta)
      3. Regular language of one group (e.g., Swahili)
      4. International (e.g., English and French)

8. The best choice to go in place of [First key supporting detail] is
   a. Language.
   b. Pidgin.
   c. Gullah.
   d. Creole.

9. The best choice to go in place of [Second major idea] is
   a. Not full languages.
   b. Several languages.
   c. Lingua francas.
   d. Used for trade.

10. The best choice to go in place of [Third major topic] is
    a. Forms of communication.
    b. Lingua francas.
    c. International.
    d. Vocabularies.
A Practical Plan to Meet Your Goals

1 For all the thousands of books, television shows, magazines, software products, and websites devoted to money, financial success really boils down to one beautifully—and brutally—simple formula: Earn more, spend less, and make better choices with what you have left over. On the plus side, this is an easy concept to understand. On the minus side, it's completely unforgiving. If you're spending more than you're earning or making bad choices with your money, you're never going to reach your goals until you can turn things around. Here's a brief overview to put it all in context:

2 Earn more. Particularly in the early stages of your career, pay from your job will probably provide most or all of your income, so be sure to maximize your earning potential. As you get more established and have the opportunity to invest, you can start earning income from real estate, stocks and other investments, and perhaps businesses that you either own yourself or with others. As you move into retirement, your sources of income will shift to returns from your own investments, perhaps along with employer- and government-funded retirement plans.

3 Spend less. Regardless of how much control you have over your income, you always have some control over how you spend your money. The first and most important step to spending less is maintaining a personal budget. For most people, budgeting sounds like as much fun as having root canal surgery, but it shouldn't be that way. Don't think of budgeting as a straightjacket that crimps your style; think of it as a way to free up more cash so that you can accomplish those wonderful goals you've set for yourself. When you skip a night out at the clubs or squeeze another year out of your car, think of that ranch in Montana you want to buy or that business you want to start. Another important aspect of budgeting is understanding why you spend
money, particularly on things you don't need and can't afford. Don't try to spend your way out of depression, for instance. "Retail therapy" never solves anything and only makes financial matters worse.

4   Make better choices with what you have left over. Once you've maximized your income and minimized your expenses, success largely comes down to making better choices with the money you have to save and invest. Investing can be a complex subject, with literally thousands of places to put your money. As with everything else in personal finance, the more you know, the better you're likely to perform. Don't make investments you don't understand, whether it's some exotic financial scheme or simply the stock of a company that doesn't make sense to you.


1. This selection is about
   a. investing.
   b. financial planning.
   c. the stock market.
   d. budgets.

2. The author's purpose in this selection is to
   a. guide the reader toward potentially rewarding investments.
   b. criticize the reader for making poor financial choices.
   c. help the reader make a practical plan to reach financial goals.
   d. persuade the reader to hire a professional financial planner.

3. According to the authors, financial success requires that you do all of the following except:
   a. maximize your earnings potential.
   b. spend less money.
   c. make better choices with your money.
   d. don't be afraid to take chances on investments you don't understand.

4. When the authors describe the formula for financial success as “unforgiving,” they mean that the formula
   a. is difficult to understand.
   b. creates problems in relationships.
   c. leaves no room for mistakes or weakness.
   d. is designed to make people fail.
5. The authors suggest that readers should think of budgeting as
   a. an unpleasant restriction, like wearing a straightjacket.
   b. a painful experience similar to root canal surgery.
   c. a helpful method of coping with depression.
   d. a good way to free up money toward accomplishing goals.

6. The intended audience for this selection is
   a. financial experts.
   b. investment bankers.
   c. stockbrokers.
   d. college students.

7. The author’s attitude toward the subject can best be described as
   a. judgmental.
   b. disapproving.
   c. pessimistic.
   d. encouraging.

8. The word *brutally* in paragraph 1 means
   a. doubtfully.
   b. violently.
   c. harshly.
   d. supposedly.

9. The word *crimps* in paragraph 3 means
   a. permits.
   b. inhibits.
   c. reverses.
   d. cheats.

10. The word *exotic* in paragraph 4 means
    a. unusual.
    b. foreign.
    c. unnatural.
    d. popular.
CHAPTER 17
Planning, Drafting, and Revising Essays

Directions: Read this essay from a marriages and families textbook, then answer the questions that follow by circling the letter of the choice that best completes each statement.

Remarriages and Families

1. Despite the large number of remarriages, social and legal changes have not kept pace with this new family form. The general approach to these relationships is to view them in much the same way as first marriages. However, although all families share some of the same characteristics and face many of the same problems, families formed as a result of remarriage face additional problems that must be addressed if these relationships are to survive. Several steps can be taken immediately to help meet the needs of remarried families.

2. First, legislators can modify state laws to include a form of legal guardianship, with the custodial parent’s agreement, allowing stepparents to function more effectively in families. For instance, stepparents then could be allowed to sign school permission slips, view student records, sign emergency medical forms, and authorize driving permits.

3. Second, evidence shows that premarital counseling contributes to more stable marriages. Efforts should be made to offer premarital counseling for individuals contemplating remarriage, using remarried couples to share their experiences. Similarly, schools can do their part to recognize stepfamilies as one of a variety of families by including them in curricular materials and teacher preparation courses that reflect their organization and functioning. This process would minimize perceptions that stepfamilies are somehow "lesser" family structures. In addition, more should be done to encourage the normalization of stepfamily relationships. For example, the exchange of greeting cards on special occasions has become an expected pattern of behavior in American culture, but it is still difficult to find cards that represent other than traditional family forms.
Third, many stepchildren are members of overlapping households. Both households spend money on food, shelter, clothes, entertainment, travel, and many other items. Currently, however, dependent children can be claimed as a tax deduction for only one household. If the tax code were revised to allow stepparents to deduct more of their cost of shared child support, it would give them some financial assistance. Besides the obvious monetary benefit, this change would symbolize society’s recognition of the contribution stepparents make to the well-being of children and hence to the community at large.

—adapted from Schwartz and Scott, Marriages and Families, pp. 421-422, 442-443

1. The thesis statement of this essay begins with the words
   a. “Despite the large number.”
   b. “The general approach.”
   c. “However, although all families.”
   d. “Several steps can be taken.”

2. The purpose of this essay is to
   a. describe the pros and cons of remarriage.
   b. complaint about the lack of resources for stepparents and stepchildren.
   c. recommend actions that would help meet the needs of remarried families.
   d. discuss parenting issues that should be considered when people remarry.

3. The authors support their ideas in this essay with all of the following types of details except:
   a. personal experience.
   b. facts.
   c. reasons.
   d. examples.

4. The authors grouped the ideas in this essay by
   a. organizing their points chronologically.
   b. separating their ideas into causes and effects.
   c. dividing their topic into several key steps.
   d. presenting similarities and differences among their points.

5. The authors recommend all of the following except:
   a. offering counseling to people considering remarriage.
   b. discouraging the exchange of greeting cards that feature stepfamilies.
   c. changing state laws so stepparents are able to perform more parental functions.
   d. revising the tax code to allow stepparents to deduct more child support costs.
6. If the authors added a conclusion to this essay, the most effective topic sentence would be:
   a. “This essay has been about ways to help remarried families.”
   b. “A remarried family can be defined as a two-parent, two-generation unit that comes into being on the legal remarriage of a widowed or divorced person who has children from a prior union.”
   c. “Several steps can be taken immediately to help meet the needs of remarried families.”
   d. “Supporting remarried families can be accomplished in a variety of ways, from legislation to counseling to the recognition of stepfamily relationships.”

7. The author’s attitude toward the subject can best be described as
   a. sympathetic.
   b. pessimistic.
   c. humorous.
   d. indifferent.

8. The word custodial in paragraph 2 means
   a. unrelated.
   b. without support.
   c. relating to housekeeping.
   d. having custody or guardianship.

9. The word premarital in paragraph 3 means
   a. during marriage.
   b. before marriage.
   c. after marriage.
   d. alternative to marriage.

10. The word curricular in paragraph 3 means
    a. personal.
    b. professional.
    c. educational.
    d. individual.
CHAPTER 18
Using Sources When You Write

Directions: Read this selection from a psychology textbook, then answer the questions that follow by circling the letter of the choice that best completes each statement.

Mind–Body Medicine

1  Meditation refers to a variety of practices that train attention and awareness. Meditative practices are embedded in many world religions and integrated into the lives of people of all races and creeds. In Western countries, people typically practice meditation to achieve stress reduction, whereas in non-Western countries people typically practice meditation to achieve insight and spiritual growth. Contrary to stereotypes, there's no one "right" way to meditate.

2  In concentrative meditation, the goal is to focus attention on a single thing, such as the flame of a candle, a mantra (an internal sound), or one's breath. In fact, slow and deep rhythmic breathing is an increasingly popular technique, which can be used in the practice of meditation and in the face of stressful circumstances to promote relaxation (Barnes et al., 2008). In awareness meditation, attention flows freely and examines whatever comes to mind.

3  For centuries, meditation fell well outside the scientific mainstream. Yet in the 1960s, scientists began to take a serious look at its possible benefits. Since then, they've identified a wide range of positive effects. These effects include heightened creativity, empathy, alertness, and self-esteem (Haimerl & Valentine, 2001), along with decreases in anxiety, interpersonal problems (Tloczynski & Tantriella, 1998), and recurrences of depression (Segal, Williams, & Teasdale, 2001). Clinicians have added meditative techniques to a variety of psychotherapies and used them with some success in treating pain and numerous medical conditions (Baer, 2003). Meditation can also enhance blood flow in the brain (Newberg, 2001) and immune function (Davidson, 2003).
Many people seem to benefit from meditation, although it's not clear why. Its positive effects may derive from a greater acceptance of our troubling thoughts and feelings (Kabat-Zinn, 2003). They may also derive not from meditation itself, but from sitting quietly, resting, and relaxing with eyes closed (Farthing, 1992). People's positive attitudes and expectancies about meditation may also account for why it's beneficial. Few studies have followed meditators for long periods of time, so we don't know whether positive effects persist, generalize to different situations, or apply to large numbers of meditators. When researchers find differences between experienced meditators and nonmeditators, they need to be careful about how they interpret the results.

—adapted from Lilienfeld et al., *Psychology: From Inquiry to Understanding*, pp. 483-484

1. This selection is about
   a. alternative medicine.
   b. treatments for stress.
   c. concentration techniques.
   d. meditation.

2. The author’s purpose in this selection is to
   a. describe meditation and its effects.
   b. explain the “right” way to meditate.
   c. prove that meditation improves people's health.
   d. promote alternative medicine as a way to treat stress.

3. According to the selection, the goal of awareness meditation is to
   a. focus attention on a single thing.
   b. practice controlled breathing.
   c. freely examine whatever comes to mind.
   d. concentrate on a mantra or internal sound.

4. The main idea of paragraph 3 is that
   a. meditation has been outside the scientific mainstream for centuries.
   b. scientists began to seriously examine the benefits of meditation in the 1960s.
   c. scientists have identified a wide range of positive effects from meditation.
   d. it is not clear why people seem to benefit from meditation.

5. The primary pattern of organization in paragraph 3 is
   a. contrast.
   b. process.
   c. example.
   d. cause and effect.
6. For research on the use of meditation to enhance blood flow in the brain, the source material is cited as

7. The author’s attitude in paragraph 4 can best be described as
   a. excited.
   b. skeptical. [or unconvinced?]
   c. suspicious.
   d. persuasive.

8. The word embedded in paragraph 1 means
   a. next to.
   b. part of.
   c. new to.
   d. not allowed.

9. The word recurrences in paragraph 3 means
   a. privileges.
   b. sections.
   c. reappearances.
   d. protections.

10. The word beneficial in paragraph 4 means
    a. helpful.
    b. basic.
    c. difficult.
    d. critical.
CHAPTER 1
The Reading Process: An Overview

11. d
12. a
13. c
14. d
15. c
16. b
17. a
18. b
19. b
20. d

CHAPTER 2
The Writing Process: An Overview

1. c
2. b
3. a
4. b
5. c
6. d
7. b
8. d
9. b
10. a

CHAPTER 3
Vocabulary: Working with Words

1. b
2. d
3. d
4. b
5. a
6. c
7. b
8. a
9. b
10. c
CHAPTER 4
Vocabulary: Approaching Unknown Words

1. b
2. c
3. b
4. d
5. a
6. c
7. d
8. d
9. c
10. c

CHAPTER 5
Complete Sentences Versus Sentence Fragments

1. a
2. d
3. b
4. d
5. c
6. c
7. b
8. a
9. b
10. c

CHAPTER 6
Run-On Sentences and Comma Splices

1. b
2. a
3. c
4. a
5. a
6. c
7. b
8. a
9. b
10. d
CHAPTER 7
Using Verbs Correctly

1. a
2. b
3. b
4. d
5. c
6. d
7. a
8. c
9. b
10. a

CHAPTER 8
Combining and Expanding Your Ideas

1. a
2. c
3. d
4. b
5. b
6. d
7. a
8. c
9. b
10. a

CHAPTER 9
Revising Confusing and Inconsistent Sentences

1. b
2. c
3. d
4. b
5. b
6. b
7. d
8. a
9. c
10. a
CHAPTER 10
Main Ideas and Topic Sentences

1. c
2. b
3. b
4. c
5. a
6. a
7. a
8. b
9. c
10. b

CHAPTER 11
Details, Implied Main Ideas, and Transitions

1. d
2. a
3. c
4. b
5. b
6. c
7. d
8. b
9. a
10. b

CHAPTER 12
Patterns of Organization: Chronological Order, Process, Narration, and Description

1. a
2. d
3. c
4. d
5. b
6. d
7. a
8. d
9. b
10. d
CHAPTER 13
Patterns of Organization: Example, Cause/Effect, and Comparison/Contrast

1.  d
2.  c
3.  a
4.  b
5.  c
6.  a
7.  a
8.  b
9.  b
10. d

CHAPTER 14
Revision and Proofreading

1.  b
2.  d
3.  b
4.  c
5.  a
6.  c
7.  d
8.  c
9.  d
10. b

CHAPTER 15
Understanding and Organizing Information

1.  a
2.  c
3.  d
4.  d
5.  a
6.  a
7.  d
8.  c
9.  a
10. b
CHAPTER 16
Reading and Thinking Critically About Text

1. b
2. c
3. d
4. c
5. d
6. d
7. d
8. c
9. b
10. a

CHAPTER 17
Planning, Drafting, and Revising Essays

1. d
2. c
3. a
4. c
5. b
6. d
7. a
8. d
9. b
10. c

CHAPTER 18
Using Sources When You Write

1. d
2. a
3. c
4. c
5. d
6. c
7. b
8. b
9. c
10. a
Mastery Test Credits


