

ANSWER KEY FOR ACTIVITIES AND TESTS

Note: Activities for which answers will vary are omitted. Also omitted are activities for which answers are given in the text.

PART ONE: ESSAY WRITING

Chapter 1: An Introduction to Writing

Activity 1 on Point and Support in a Paragraph (page 5)

Point: There are drawbacks to moviegoing.

- Support:
1. Inconvenience
 - b. Long time to find parking spot and long walk to theater
 - d. Sticky floor
 3. Other moviegoers
 - a. Running kids
 - b. Laughing, shouting teenagers

Activity 2 on Introductory Paragraph (page 8)

1. c
2. b
3. a
4. a. Inconvenience of going out
 - b. Temptations of the theater
 - c. Behavior of some patrons

Activity 3 on Body: Supporting Paragraphs (8-9)

1. To begin with, I just don't enjoy the general hassle of the evening.
2. b. Parking lot is always jammed
 - d. Tickets may sell out, and theater is crowded
 - e. Tickets cost up to \$11 each
3. Second, the theater offers tempting snacks that I really don't need.
4. b. 2) chocolate bars
 - 3) Milk Duds
5. Many of the other patrons are even more of a problem than the concession stand.
6. a. Little kids race up and down the aisles
 - b. Teenagers talk back to the screen, whistle, make funny noises

Activity 4 on Concluding Paragraph (9-10)

1. a
2. c

Chapter 2: The Writing Process**Activity 6 on Writing a First Draft (29-30)**

- | | |
|-----------------------------|---------------|
| 1. thesis | 5. specific |
| 2. first (answers may vary) | 6. bms |
| 3. equipped | 7. conclusion |
| 4. second and third | |

Activity 7 on Revising with a Second Draft (33)

1. Second
2. however
3. unity . . . My friends are as bad as I am.
4. support . . . snacks like celery and carrot sticks . . . no ice cream in the freezer . . . dripping with butter . . . risk pulling out my fillings as I chew
5. watching what I keep in the house
6. comfortable seats
7. As
8. jump into my hands
9. disgusted

Activity 8 on Editing (34)

- | | |
|-------------|----------------------------------|
| 1. spelling | 3. capital letters |
| 2. commas | 4. the size of small automobiles |

Review Activity 10 on Prewriting (36-38)

L, Q, SO, C, F

Review Activity 11 on Outlining (39-40)

1. Thesis: My high school had three problem areas.
 - a. Students
 - (1) Involved with drugs
 - (2) Formed cliques
 - b. Teachers
 - (1) Much too strict
 - (2) Unwilling to help after class
 - c. Buildings
 - (1) Leaky ceilings
 - (2) Ill-equipped gym

2. Thesis: Working as a dishwasher in a restaurant was my worst job.
 - a. Working conditions
 - (1) Heat in kitchen
 - (2) Noisy work area
 - b. Hours
 - (1) Ten-hour shifts
 - (2) Hours changed every week
 - c. Pay
 - (1) Minimum wage
 - (2) No bonus for overtime

3. Thesis: Running is an ideal way to get needed exercise.
 - a. Great way to keep fit
 - (1) Burns calories/weight loss
 - (2) Great for heart and lungs/builds leg muscles
 - b. Inexpensive
 - (1) No special equipment needed/no gym fees
 - (2) No special clothing needed, except sneakers
 - c. Not boring
 - (1) Can run while listening to music on headphones
 - (2) Can run with friends

4. Thesis: The Internet is an invaluable tool for college students..
 - a. Keep up even if absent
 - (1) E-mail instructor/classmates
 - (2) Access online learning centers/extra help
 - (3) Test preparation/practice exercises
 - b. Research
 - (1) Find information for term papers
 - (2) Read more about important topics
 - c. Take online courses
 - (1) Schedule more flexible if the studying is online
 - (2) Save money/time traveling to class

Review Activity 12 on Outlining (41-43)

Thesis: More and more, the inventions of modern technology seem to be cutting us off from contact with our fellow human beings.

First topic sentence: The world of business is one area in which technology is isolating us.

Support:

2. Workers' salaries are automatically credited to their bank accounts.
3. Personal banking is becoming a detached process.

- a. Customers interact with machines to make deposits and withdrawals.
- b. Some loans are accepted or rejected by computers, not loan officers.

Second topic sentence: Another area that technology is changing is entertainment.

- Support:
- 1. Music is a solitary experience.
 - 2. Fewer people go out to see movies.

Third topic sentence: Education is a third important area in which technology is separating us from others.

- Support:
- 1. Students sit alone in front of computers at school.
 - 2. Students use software at home instead of interacting with others.
 - 3. DVDs are replacing class instruction.

Review Activity 13 on Revising (43-45)

- Changes in draft 2: Removes sentence beginning “This is another...”
- Changes in draft 3: Adds transitional phrase at beginning: “Besides missing...”
 Adds other transitions: “Now,” “Another.”
 Adds details about “pleasures” of “sleeping late,” Monday Night Football, Tom Hanks movie.
- Changes in draft 4: Corrects errors in capitalization, parallelism, spelling, punctuation, and titles.

2, 1, 4, 3

Chapter 3: The First and Second Steps in Essay Writing

Activity 1 on Understanding Thesis Statements (47-48)

- 1. Having to care for a child requires hard work, commitment, and patience.
- 2. Celebrities are often poor role models because of the way they dress, talk, and behave.
- 3. My first night as a security guard turned out to be one of the most frightening experiences of my life.
- 4. SUVs are inferior to cars because they are harder to control, more expensive, and dangerous to the environment.
- 5. The twentieth century produced three inventions that dramatically changed the lives of all Americans.
- 6. Stress in the fast-food workplace has led to serious physical, psychological, and emotional problems for employees.
- 7. Advertisers target young people in order to market cigarettes, alcohol, and adult movies.

8. Christian Bale's varied film roles demonstrate his versatility as an actor.
9. American carmakers need to produce vehicles that are fuel efficient, safe, and less expensive.
10. Being successful at any job requires punctuality, dependability, and ambition.

Activity 2 on Writing a Good Thesis (49)

List 1

- 3 Major league baseball players
- 1 Athletes
- 5 Major league pitchers' salaries too high
- 2 Professional athletes
- 4 Major league pitchers

List 3

- 1 Retail companies
- 2 Supermarkets
- 4 Dealing with customers
- 3 Working in a supermarket
- 5 I've learned how to handle unpleasant supermarket customers.

List 2

- 4 John Philip Souza
- 3 American composers
- 5 Music 101 taught me to appreciate Souza's band music
- 1 Music
- 2 Band music

List 4

- 3 Camping
- 4 First camping trip
- 2 Summer vacation
- 5 My first camping trip was a disastrous experience.
- 1 Vacations

Activity 3 on Common Errors in Writing a Thesis (55-56)

1. TB
2. TN
3. TB
4. TN

Activity 4 on Support the Thesis with Specific Evidence (56-58)

Note: Answers will vary; examples are shown.

1. c. Learning new rules and procedures
2. c. Sense of humor
3. c. Got lots of exercise
4. c. Save money
5. c. Long hours
6. c. Worry about finances
7. c. Allowed time for a lot of student questions

8. c. Comfortable chairs and desks
9. c. Used cars are cheaper/easier to repair/easier to insure.
10. c. Telemarketers/Rebates/Infomercials

Activity 5 on The Importance of Specific Details (60)

- | | | |
|---|----|--|
| S | 1. | [The paragraph lists specific features that make the tree house a “masterpiece,” including the number of floors, the real glass windows, and the cedar plank walls. Specific items like the cast-iron stove, an old rocking chair, and telescope also add to the description.] |
| X | 2. | [What kind of animals did the writer see? What was the weather like? Was it raining or cold? What provisions and equipment did the writer bring on the camping trip?] |
| S | 3 | [The paragraph lists specific examples of items that should not be improved: cheesecake and jeans.] |
| X | 4. | [What kinds of problems does the dog have? How does the dog misbehave when the owners are away? How did the owners try to train the dog?] |

Activity 6 on The Importance of Adequate Details (61-62)

The first paragraph is adequately developed.

Practice Activity 8 on Identifying the Parts of an Essay (63-64)

Group 1	Group 2	Group 3	Group 4	Group 5
S	T	T	T	TH
T	S	S	TH	S
TH	S	S	S	T
S	TH	TH	S	S

Practice Activity 9 on Identifying the Parts of an Essay (64-65)

Thesis statement: 4
 Topic sentence of first supporting paragraph: 5
 Topic sentence of second supporting paragraph: 15
 Topic sentence of third supporting paragraph: 22
 First sentence of the conclusion: 34

Practice Activity 10 on Evaluating Thesis Statements (66)

1. A a.

Practice Activity 11 on Evaluating Thesis Statements (66-67)

1. TN a.

2. OK b.
OK a.
A b.
3. OK a.
A b.
4. A a.
OK b.
5. A a.
OK b.

2. OK b.
TN a.
OK b.
3. OK a.
TN b.
4. TN a.
OK b.
5. OK a.
TN b.

Practice Activity 12 on Evaluating Thesis Statements (67)

1. TB a.
OK b.
2. TB a.
OK b.
3. OK a.
TB b.
4. TB a.
OK b.
5. TB a.
OK b.

Practice Activity 13 on Evaluating Thesis Statements (67-68)

1. OK a.
2 b.
2. 2 a.
OK b.
3. OK a.
2 b.
4. 2 a.
OK b.
5. 2 a.
OK b.

Practice Activity 14 on Completing Thesis Statements (68-69)

Note: Answers will vary; examples are shown.

- | | |
|--------------------------------|---------------------------------|
| 1. a first-aid kit. | 6. good digestion. |
| 2. unfriendly. | 7. divorce. |
| 3. catchy opening theme songs. | 8. choose an exercise activity. |
| 4. healthy drink choices. | 9. smells |
| 5. intelligent. | 10. independent. |

Practice Activity 15 on Writing a Thesis Statement (69-70)

Note: Wording of thesis may vary.

1. Visiting an animal shelter can often result in a pet adoption.
2. The film was not worth seeing.
3. I have tried several ways to give up snacks.
4. Thomas Jefferson contributed much to the founding of our nation.
5. English is a versatile college major.

Practice Activity 16 on Limiting a Topic and Writing a Thesis (70-71)

Note: Answers will vary; examples are shown.

1. Sharing an apartment with a roommate calls for goodwill, a sense of give-and-take, and plenty of intelligence.
2. To improve your behavior toward others, learn to listen, to sympathize, and to share.
5. Three potentially deadly driving habits are inattention, a “tough guy” attitude, and a short temper.
6. Regular exercise is a good way to reduce stress, worry, and your waistline.
10. Interestingly, sources of noise pollution can be loud, moderate, or even very faint.

Practice Activity 17 Limiting a Topic and Writing a Thesis (71-72)

Note: Answers will vary; examples are shown.

1. Parenting
Difficulties of parenting
2. Cell Phones
Using cell phones in the classroom
3. Homework
The benefits of homework
4. Happiness
How to achieve happiness
5. Weather
Specific weather patterns
6. Career
A career of interest
7. Foreign Languages
Why everyone should learn a foreign language
8. Leadership
Effective leadership
9. Math
Studying algebra
10. Change
Positively changing the world

Practice Activity 18 on Providing Specific Evidence (72-74)

Note: Answers will vary; examples are shown.

1. Climbed over rough, sometimes dangerous terrain; black bear and her cub passed

- 2. within fifty yards of us; view from the top measured about thirty miles around
Art Institute contains wonderful Japanese prints; the municipal park offers flower shows in summer; great professional baseball stadium; arts center has Broadway plays and first-rate concerts
- 3. Too tired, too hungry, too disorganized
- 4. How to be careful and responsible; how to respect people's feelings/privacy; how to communicate with people who speak little English
- 5. Babysitting, gardening, baking cookies
- 6. New ignition, new brakes, new heater
- 7. Cat got sick; kids got sick; roof started to leak
- 8. Luis is always upbeat- his courage is contagious; Andrea loves people-completely unselfish; Jackie is the artist in the group-her poetry shows how deep/sensitive she is

Practice Activity 19 on Identifying Adequate Supporting Evidence (74-75)

- AD 1.
- U 2. [What are specific examples of how people are thoughtless to pets? What are the particular needs of pets that may be ignored? Examples might include bathing animals regularly, treating them for fleas, helping them stay cool in summer, exercising them, and providing a nutritious diet.]
- U 3. [What are specific examples of shows that are of little interest to people? Exactly how would commercials be changed? How would network news be made more interesting? Examples might include the names of shows (situation comedies, game shows, and so on) that aren't popular. Commercials might be changed by eliminating repetitious jingles or celebrity endorsements (using examples of current commercials).]
- AD 4.
- U 5. [What are examples of how the woman was set in her ways? What did she say about the kind of hairdo she wanted? For example, the woman might have rejected any suggestions other than the style she was used to. What did the writer do that was unsuccessful? And how did the woman seem to indicate that the writer was not doing what she wanted? For instance, she might have shaken her head or sighed every time the writer attempted to please her.]

Practice Activity 20 on Adding Details to Complete an Essay (75-77)

Note: Answers will vary.

First of all, now that we were disconnected, we found plenty of hours for personal interests. We all read more that week than we had read during the six months before. Dad

introduced Mom to his favorite mystery writer—Dorothy Sayers—and it was pleasant to see them sitting on the sofa together, each one absorbed in a book. Luella, serious as always, read novels by Charles Dickens, while I settled modestly for the daily newspapers. We each also enjoyed some hobbies we had ignored for ages. Mom and Dad did crossword puzzles together, Lu dusted off her stamp collection, and I finished knitting the sweater I had started last September. In addition, my sister and I both stopped procrastinating with our homework. Instead of putting off our English and math assignments, we tackled them right after supper and found that, without the temptation of going online every few minutes, we could do them in a couple of hours—far more quickly than we expected.

Second, we did chores that had been hanging over our heads for too long. There were many jobs around the house that had needed attention for some time. Mom fixed a faucet that had been dripping for weeks while Dad patched the cracked plaster in the dining room. Lu and I cleaned our closets, finding DVDs, CDs, and magazines that had been missing for months. By the end of the week, the house was in tidier shape than it had been since we moved in. We also had a chance to do some long-postponed shopping. Mom and Dad picked out a new sofa for the den; Lu bought some new books, and I went through a whole stack of catalogs and finished all my Christmas shopping by phone. And each of us did some paperwork that was long overdue. Mom and Dad struggled with this year's income tax forms, Lu wrote to Johnny, a friend she met at Spirit Lake last summer, and I wrote a thank-you note to Aunt Elsie for letting me stay with her during my weekend in New York City last month.

Finally, and probably most important, we spent time with each other. Instead of just being in the same room together while we stared at different screens, we actually talked for many pleasant hours. Mom told us about the programming project she has been doing at work, and we had fun planning the trip to Boston we are going to take this summer. Moreover, for the first time in years my family played some card games and board games together. We played several games of Scrabble, and we even got out the Monopoly set and played a game following the rules our family has made up over the years. Because we couldn't keep up with everyone electronically, we had some family friends over one evening and spent an enjoyable time with them. We were glad to see how much the Overholt children had grown, and Joe and Sandy Ciprianni kept us laughing all evening with their stories about fixing up the old house they bought.

Chapter 4: The Third Step in Essay Writing

Fill-ins on Common Methods of Organization (80-82)

The topic sentences in the essay use the words *The first*, *second*, and *final* to help show time order.

The paragraph uses the following words to help show time order: *second*, *followed*, and *Finally*.

The topic sentences in the essay use the words For one thing (*or* more), less, and most important to help show emphatic order.

The words The most important are used to mark the most emphatic detail in the paragraph.

Activity 1 on Common Methods of Organization (82-83)

- | | | | |
|----|---|----|--------------------------------|
| A. | 1. time order | B. | time; emphatic; time; emphatic |
| | 2. emphatic order | | |
| | 3. combination of time and emphatic order | | |

Activity 2 on Transitions (84-86)

1. Addition signals: First, Second, Next, Finally
2. Time signals: first, next, Finally
3. Space signals: Next [to], To the right, Near
4. Change-of-direction signals: But, however
5. Illustration signals: For example, such as
6. Conclusion signals: Finally, therefore

Activity 3 on Transitional Sentences (87)

Note: Answers will vary.

After leaving the Capitol, we walked along the Mall to the Lincoln Memorial.

A short distance to the right of the Lincoln Memorial is the Vietnam Memorial.

Activity 4 on Other Connecting Words (89)

1. four times
2. he
3. iron range; throbbing swellings; frigid

Activity 5 on Introductory Paragraph (92-93)

- | | | |
|----|---|---------------------------|
| 1. | B | Starting with an opposite |
| 2. | E | Quotation |
| 3. | A | General to narrow |

Activity 6 on Concluding Paragraph (95)

- | | |
|----|-----|
| 1. | P/R |
| 2. | Q |
| 3. | S |

Activity 7 on Titles (96-97)

Note: Answers will vary.

1. Some Welcome Changes
2. A Bureaucratic Nightmare
3. It's Not Only about Money

Practice Activity 8 on Organizing Through Time Order (98-99)

- | | | | | | |
|----|---|----|---|----|---|
| 1. | 1 | 2. | 3 | 3. | 1 |
| | 3 | | 1 | | 3 |
| | 2 | | 2 | | 2 |

Practice Activity 9 on Organizing Through Emphatic Order (99)

- | | | | | | |
|----|---|----|---|----|---|
| 1. | 2 | 2. | 3 | 3. | 2 |
| | 1 | | 1 | | 3 |
| | 3 | | 2 | | 1 |

Practice Activity 10 on Providing Transitions (99-101)

First of all, there are the people . . .
 For example, there are the ones . . .
 Another type of nervous . . .
 However, neither of these . . .
 A second category of people . . .
 On the contrary, they feel compelled . . .
 As a result, no one hears . . .
 After these people have been in the theater . . .
 Then they will start . . .
 Last of all, there are the people who talk . . .
 In addition, such behavior is . . .
 But if ever I am granted . . .

Practice Activity 11 Identifying Transitions and Other Connecting Words (101-102)

- | | | | |
|----|----|----|-----|
| P | 1. | RW | 9. |
| P | 2. | S | 10. |
| T | 3. | T | 11. |
| S | 4. | P | 12. |
| RW | 5. | RW | 13. |
| P | 6. | T | 14. |
| P | 7. | | |
| T | 8. | | |

Practice Activity 12 on Completing Transitional Sentences (102-103)

Thesis 1: After making sure that the tires are properly inflated and in good

condition . . . , the driver should inspect the engine belts and hoses for wear...

Once he or she is certain that the hoses and belts are reliable, attention should then be paid to the oil, antifreeze, and brake fluid levels...

Thesis 2: In addition to saving me money, watching the game at home is more comfortable than sitting in a stadium . . .

Even more important than cost and comfort, though, is the technology which makes a televised game better than the “real thing.” . . .

Practice Activity 13 on Identifying Introductions and Conclusions (103-105)

Pair 1: D Incident or story
H Prediction or recommendation

Pair 2: A General to narrow
F Summary and final thought

Pair 3: E Quotation
F Summary and final thought

Chapter 5: The Fourth Step in Essay Writing

Activity 1 on Use Parallelism (108)

Note: Answers may vary slightly.

1. Florida is famous for its wonderful weather, family oriented theme parks, and great fishing.
2. Many people share the same three great fears: being in high places, working with numbers, and making speeches.
3. The garden boasted a line of mature fruit trees, several rows of vegetables, and a large stand of rose bushes.
4. The History Channel offers many programs that are timely, well researched, and interesting.
5. To become a dancer, Lola is taking lessons, working in amateur shows, and auditioning for professional companies.
6. Juan’s last job offered security; his new job offers a better chance for advancement.
7. Cell phones allow us to communicate, store important information, and take photographs.
8. Because the dying woman was dignified and courageous, she won everyone’s respect.

9. The candidate for governor promised that she would cut taxes, reform public education, and rebuild roads and bridges.
10. If we're not careful, we'll leave the next generation polluted air, contaminated water, and dying forests.

Activity 2 on Consistency with Verbs (109)

- | | |
|---------------------|--------------------------|
| 1. arrive arrived | 6. improves improved |
| 2. asks asked | 7. grabs grabbed |
| 3. defeats defeated | 8. swooped swoops |
| 4. bring brought | 9. calculates calculated |
| 5. does did | 10. burns burned |

Activity 3 on Consistency with Pronouns (111)

- | | |
|--------------------------|--------------------------|
| 1. your their health | 6. you we can learn |
| 2. you I never know | 7. you her a sense |
| 3. you we have if you we | 8. you we don't dare |
| 4. their its aggressive | 9. we they can learn |
| 5. one you should visit | 10. one you should dress |

Activity 4 on Use Specific Words (112-113)

Note: Answers will vary; examples are shown.

1. ...a high-efficiency refrigerator, washing machine, and dishwasher . . .
2. . . . papers, books, and magazines . . .
3. . . . pines, oaks, and willows...
4. The comics, the sports pages, the obituaries, and the styles section . . .
5. . . .my throat, my ears, and my lungs . . .

Activity 5 on Use Specific Words (113-114)

Note: Answers will vary; examples are shown.

1. The rusty old Buick sputtered, whined, and refused to start.
2. The oak desk was cluttered with books, papers, and stale remains of a baloney sandwich.
3. The woman began to cry and laugh at the same time as she extended her arms around her newfound son and hugged him tenderly.
4. My cluttered, jumbled, dusty bedroom needs to be swept out, scrubbed, and reorganized.
5. A broken-down city bus blocked Main Street and stopped traffic for an hour.

Activity 6 on Use Active Verbs (116)

1. The typical American diet includes many unhealthy foods.
2. The United States, Great Britain, and nine other countries established the North Atlantic Treaty Organization (NATO) in 1949.
3. Gangrene-producing bacteria attacked the soldier's wounds.
4. Marie Curie won a second Nobel Prize in 1911.
5. The instructor will determine final grades based on class performance.

Activity 7 on Use Concise Words (118-119)

Note: Answers will vary.

1. The large bird was purple, red, orange, and yellow.
2. Every day, parents must control their children's television watching.
3. Many people give electronic devices as birthday presents.
4. In 1962, Linus Pauling, an American, was awarded the Nobel Prize for his attempts to limit the making and testing of nuclear arms.
5. Benito Mussolini (1883-1945), the dictator of fascist Italy for nearly twenty-one years, was named after the Mexican political leader Benito Juarez (1806-1872).
6. In today's uncertain economy, the middle class finds it hard to save.
7. We liked last night's television show, but our parents didn't.
8. The school district canceled classes because of the bad weather.
9. I regret not having taken additional art classes in high school.
10. People are harmed by emotional as well as physical abuse.

Activity 8 on Revise by Adding a Second Complete Thought (120-121)

1. . . . sandwiches, for he is allergic . . .
2. . . . sleep, but the thought . . .
3. . . . in 1908, for he . . .
4. . . . can learn, and he spends . . .
5. . . . present, so I offered . . .

Activity 9 on Revise by Adding a Dependent Thought (122-123)

Note: Answers may vary.

1. Because many Americans blamed President Hoover for the Great Depression, which began in 1929, they . . .
2. When the bear turned over the rotten log, fat . . .
3. After Europe had suffered a great deal of damage during World War II, the . . .
4. Because some people are allergic to wool, they . . .
5. Even though an . . . minute, she is...

Activity 10 on Revise by Beginning with a Special Opening Word or Phrase (123-124)

1. Reluctantly, Shirley signed the repair contract.
2. To find the shortest route over the mountain, Eva and Olaf bought a map of the local hiking trails.
3. During the trial, the accused murderer grinned at the witnesses.
4. Crowded with nervous pets, the vet's office was noisy and confusing.
5. Trying to find something worth watching, Barry flipped from channel to channel.

Activity 11 on Revise by Placing Adjectives or Verbs in a Series (125)

Note: Answers may vary.

1. The bobcat sat high on a rock, stared down at the unsuspecting rodent, and leaped upon its prey.
2. Native Americans who lived in the desert built permanent homes usually made of adobe, which resembles stucco.
3. By 6 A.M., I had read the textbook chapter, taken notes on it, studied the notes, and drunk eight cups of coffee.
4. The exterminator approached the large, papery wasps' nests hanging under the old wooden eaves.
5. Slim brown reeds bordered the stagnant green pond.

Activity 12 on Proofreading (127-128)

- | | | | |
|----|---|-----|----|
| 1. | 2 | 6. | 11 |
| 2. | 4 | 7. | 13 |
| 3. | 5 | 8. | 14 |
| 4. | 6 | 9. | 16 |
| 5. | 9 | 10. | 17 |

Corrections (methods of correction may vary):

- | | | | |
|----|-----------------------------------|-----|---------------------------------------|
| 1. | an ashtray which I made | 6. | my father, who smoked |
| 2. | the pride I felt when I presented | 7. | bright purple, my favorite color |
| 3. | a shelf; it is a remarkably | 8. | its rim; they are colored neon green. |
| 4. | circle. Unfortunately, | 9. | love me, I look |
| 5. | or cigar, so I made | 10. | ugly ashtray; the answer |

Review Test 1 on Using Parallelism (129-130)

- | | | | |
|----|---------------------------|----|----------------------|
| 1. | he was an essayist essays | 6. | to cram cramming |
| 2. | he also edited editing | 7. | preparing to prepare |
| 3. | to listen listening | 8. | to buy buying |
| | | 9. | serve serving |

- | | | | |
|----|---|-----|---------------------------|
| 4. | with friendliness as well and
his friendliness | 10. | were whispering whispered |
| 5. | she takes great photographs a great
photographer | | |

Review Test 2 on Using Parallelism (130)

1. to follow following
2. doctors who do surgery surgeons
3. becoming a professor teaching at a university
4. they can even become doctors of medicine medicine
5. to work working
6. how the wildlife is encroaching on urban areas the encroachment of wildlife on urban areas
7. get medical degrees choose medical careers
8. hard-working hard work

Review Test 3 on Using a Consistent Point of View (131)

- | | | | |
|----|--------------------------------|-----|---|
| 1. | is was taken | 6. | get got the chicken |
| 2. | are were not on the same shelf | 7. | realizes realized it contained |
| 3. | proceeds proceeded slowly. | 8. | transfers transferred the groceries, |
| 4. | decides decided to pick up | 9. | notices noticed that the barbecued
chicken |
| 5. | parks parked his shopping cart | 10. | says said to the clerk, |

Review Test 4 on Using a Consistent Point of View (132)

- | | | | |
|----|------------------|-----|------------------|
| 1. | his or her their | 6. | we he or she |
| 2. | you them | 7. | their his or her |
| 3. | you they | 8. | their his or her |
| 4. | their his or her | 9. | your his or her |
| 5. | you he or she | 10. | they it |

Review Test 5 on Using Specific Words (132-133)

Note: Answers will vary; examples are shown.

1. After we shoveled snow all day, our bones ached, our arms felt like lead, and our noses were red and sore.
2. The lukewarm soup, stale sandwiches, and limp salads . . .
3. Ants, moths, and spiders . . .
4. . . it rained nonstop, with a bone-chilling wind.
5. My mathematics teacher explains ideas clearly, provides extra help, and prepares useful learning aids.

Review Test 6 on Using Specific Words (133-134)

Note: Answers will vary; examples are shown.

1. The haughty, scowling salesman told us not to waste his time with stupid questions.
2. Soft sunlight flooded the kitchen through two large windows and highlighted the wallpaper's bright floral pattern.
3. My city is a cultural paradise with two art museums, a concert hall, and six movie houses that show great American and international films.
4. Holiday travelers thronged the airport lounge.
5. The woman in the front seat muttered to herself and trembled.

Review Test 7 on Using Active Verbs (134-135)

1. The health inspector closed the pizza restaurant.
2. The workers in the library sorted huge stacks of donated books.
3. Carl Sandburg wrote a poem about Chicago entitled "City of Big Shoulders."
4. In 1928, Sir Alexander Fleming discovered the antibiotic penicillin.
5. American farmers grow nearly a million tons of tobacco each year.
6. The telephone company placed an additional charge on our phone bill.
7. A grant from a large corporation made possible the building of a new community library.
8. Physical activity, meditation, and relaxation relieve stress.
9. The federal government will raise taxes to pay for highway improvements.
10. Studies show that watching violent TV programs increases violent behavior.

Review Test 8 on Using Concise Words (135-136)

Note: Answers may vary; examples are shown.

1. We are not sure what causes Alzheimer's disease, but we know that it rarely attacks people younger than sixty.
2. The identical twins wore the same outfit.
3. The salesperson advised us to wait until the price dropped before buying our laptop.
4. Botanists classify the tomato as a fruit, but most other people think of it as a vegetable.
5. Many people think that children should, by law, attend school until age sixteen.
6. Majoring in liberal arts during the first year in college allows a student to explore various academic majors.
7. Many uneducated people wish they could get an education.
8. Students will be required to critique each other's essays today.
9. The professor believes that her students need to remember the film essay's due date.

10. At about 7:00 P.M. we will be meeting to watch a movie.

Review Test 9 on Varying Your Sentences (137-138)

Note: Answers will vary; examples are shown.

1. Jane Austen is a well-known, beloved English author.
2. Austen wrote the novel *Emma* about Emma Woodhouse.
3. Emma was a well-meaning matchmaker who made poor matches.
4. Austen wrote *Sense and Sensibility*, which is about Miss Elinor and Miss Marianne Dashwood.
5. The book focuses on Elinor's and Marianne's quest for love and marriage.
6. In *Mansfield Park*, Austen wrote about Fanny Price and the Bertram family.
7. Fanny Price is a poor young girl who is sent to live with her wealthy relatives.
8. Austen's most famous novel, *Pride and Prejudice*, is about the Bennet family.
9. Elizabeth Bennet, the kind, smart, loving main character, falls in love with Mr. Fitzwilliam Darcy, who is arrogant and proud.
10. Critics used to dismiss Austen's books as frivolous, but they now see her books as progressive and distinctive.

Review Test 10 on Varying Your Sentences (138)

Note: Answers will vary; an example is shown.

Lena and Miles wanted a nice, quiet, relaxing vacation, so they rented a small lakeside cabin. Their first day there was very peaceful, but the situation quickly changed when a large family moved into a nearby cabin. They played music at top volume and raced around in a speedboat with a loud whining engine. Lena and Miles, no longer very relaxed, packed up their things, drove off, and returned to their quiet apartment.

Chapter 6: Four Bases for Revising Essays

Activity 1 on Revising for Unity (143-144)

Essay 1 makes its point more clearly and effectively because it is more useful.

Activity 2 on Revising for Unity (144)

The following sentences should be crossed out:

Paragraph 2: Within the last few years, however, treatments for acne have improved. Now skin doctors prescribe special drugs that clear up pimples almost immediately.

Paragraph 3: We are close now, though. In fact, Eddie recently painted my new apartment for me.

Paragraph 4: Now I realize that teenage drinking is dangerous. I read recently that the number one killer of teenagers is drunk driving.

Activity 3 on Revising for Support (147)

Essay 2 makes its point more clearly and effectively because it has better support for its thesis.

Activity 5 on Revising for Coherence (150-151)

Essay 2 makes its point more clearly and effectively because it is more clearly organized.

Activity 7 on Revising for Sentence Skills (153)

Essay 2 makes its point more clearly and effectively because it is free of errors in grammar, spelling, and punctuation. It shows good use of sentence skills.

Activity 8 on Revising for Sentence Skills (153-155)

1. In sentence 2, are should be is to make the verb agree with way.
2. In sentence 8, quite should be quiet.
3. In sentence 10, you should be the person.
4. In sentence 11, 5 should be spelled out five.
5. In sentence 11, began should be changed to the correct form of the verb, begun.
6. In sentence 12, Dumping the food in the disposal is a dangling modifier. It should be changed to The others will all dump their food in the disposal,
7. In sentence 12, mcdonald's should be capitalized
8. In sentence 12, jump into and and should be inserted before the car for parallelism.
9. Sentence 17 is a run-on. It can be corrected thus: . . . simple. Coworkers, . . .

Practice Activity 9 on Revising Essays for Unity (155-159)

“Playing on the Browns”—Irrelevant sentences: 15, 24, 28

“The Power of the Vote”—Irrelevant sentences: 5, 12, 16, 24

Practice Activity 10 on Revising Essays for Support (159-161)

“The Formula for Happiness”—Supporting details needed after sentences 7, 14, 15, 17

“International Student Orientation Program”—Supporting details needed after sentences 9, 14, 21

Practice Activity 11 on Revising Essays for Coherence (162-164)**“Noise Pollution”**

- | | |
|---------------------------------------|----------------|
| 1. sentence 6 | 5. sentence 19 |
| 2. endless droning of
canned music | 6. rubble |
| 3. sentence 12 | 7. six times |
| 4. sentence 18 | 8. 4, 2, 3 |

“Weight Loss”

- | | |
|----------------------------|----------------|
| 1. sentence 8 | 5. sentence 16 |
| 2. sentence 9 | 6. fat |
| 3. sentence 12 | 7. four times |
| 4. my best friend’s family | 8. 3 |

Practice Activity 12 on Revising Essays for All Four Bases (165-168)**“Chiggers”**

- Paragraph 2: a (“I am definitely . . . and concrete.”)
- Paragraph 3: c
- Paragraph 4: d (“Mainly . . . summertime.”—fragment; “I also will . . . red speck.”—run-on)

“Navigating the Hunt for a Job”

- Paragraph 2: a (“One company in Chicago...for inner city children.”)
- Paragraph 3: d (“If a job requires...have a degree”—fragment; “Cover letters should also be...best choice”—run-on)
- Paragraph 4: b (“Specific interviewing skills....intelligently respond.”)

PART TWO: PATTERNS OF ESSAY DEVELOPMENT

Chapter 7: Introduction to Essay Development

Questions on Scratch Outline (174)

Point: Moviegoing is a problem

Support: 1) Inconvenience of going out; 2) Tempting snacks; 3) Other movie-goers

Chapter 8: Description

Questions on the Student Essays (181-183)

1. b
2. “I have been suffering celiac symptoms...” This is a description of the disease; personal information is not needed and doesn’t relate to the topic.
3. “My great-grandmother can’t find...” The fact that her great-grandmother can’t find the bracelet doesn’t relate to the picture.
4. “...blouse is made of heavy eggshell-colored satin and reflects the light in its folds and hollows. It has a turned-down collar and smocking on the shoulders and below the collar.”
5. b. *sight* *sight*
The small intestine is lined with tiny, finger-like projections called villi, and the villi are covered with microvilli, which look like tendrils.
- c. *touch* *sight* *sight*
The blouse is made of heavy eggshell-colored satin and reflects the light in its folds and hollows.
- d. *touch* *sight* *sight*
Her brows are plucked into thin lines, which are like two pencil strokes added to highlight those fine, luminous eyes.
6. Answers will vary
7. b
8. “I’ve also carefully studied . . .”
9.intestine....symptoms/obvious symptoms
10. Starts with a broad statement and narrows to the thesis

Questions on the Professional Essay (192-193)

1. Lou’s coffee shop is like “a fond but dysfunctional family.” (Wording may vary.)
2. d
3. Lou is concerned that she is smoking rather than eating.
4. Ben cooks his breakfast “side by side” with Lou.
5. Paragraph 8; sight, hearing, smell

6. “I get up at the crack of dawn...”
7. After a moment . . .
8. c
9. Answers will vary
10. Answers will vary

Chapter 9: Narration

Questions on the Student Essays (202-204)

1. My church’s “Sensitivity Sunday” introduced me to a few of the ordeals disabled people confront every day.
2. Thanks to a new building program . . .
3. Pine Street had a lot of antique stores . . .
4. “A Night of Violence” “I hope my parents and I...”
5. a. My palms reddened and my wrist and forearm...
b. The club thudded loudly ...
6. Victor, the biggest of us . . .
7. ...my view was blocked...; ...the church’s aisles were narrow...; ...strained my neck
8. a. Coping with the wheelchair
b. Dealing with additional problems in the wheelchair
9. After, Suddenly, When, As, Transitions of time
10. Broad, general statement narrowing to a thesis

Questions on the Professional Essay (211-213)

1. Answers will vary. On a very simple level, the thesis could be stated: Vingo returned from prison to find that his wife still loved him and wanted him back.
2. The young people were curious about Vingo
3. The girl’s friendliness finally caused Vingo...
4. b
5. Answers may vary. Two examples:
Vingo tells his story “slowly and painfully and with great hesitation.”
Vingo asks his wife to leave a signal (the handkerchief) rather than confront her directly.
6. Examples of Vingo’s being honorable: He doesn’t express any self-pity about being in jail. He owns up to his crime. He offers his wife her freedom.
7. Place Names: Fort Lauderdale, New Jersey, the 34th Street Terminal in New York, Washington
Other Transitions: In the morning, After a while, And soon, Now
8. But if she didn’t . . .
9. He interviewed one of the young people on the bus
10. He ends with the story’s last event as experienced by the young people. Vingo’s

welcome was joyous; the many yellow handkerchiefs leave no doubt about that. Hamill does not tell us about the welcome because, presumably, the young people did not see Vingo walk into his house.

Chapter 10: Exemplification

Questions on the Student Essays (222-224)

1. Some kids can be . . .
2. Paragraph 2 in “Look on the Bright Side”
3. To pass time as I walk . . . The sentence has nothing to do with positive and negative types of behavior that the writer is explaining.
4. Then they did even more cruel things . . . Either add needed details or remove the sentence.
5. Out of nowhere, however, came an elderly gentleman who stopped, knelt down next to the child, and started making funny faces, despite the fact his companion was waiting for him near the exit.
6. Explore the rise of Nazi Germany; play a trivia game; hear the life story of a lonely stranger
7. At lunchtime last Friday, Then, As people stared, Finally
8. But no part of everyday life . . .
9. “Altered States”: a. Television, b. Shopping centers, c. Internet
10. a. Both summary and recommendation are used
b. Starts with an idea that is opposite of one that will develop

Questions on the Professional Essay (231-232)

- | | |
|---|---|
| 1. The relationship between... | 7. Malcolm found “a school fact that contradicted something he said.” |
| 2. c | 8. a. When, The next year |
| 3. Some of my ideas began to differ from those of my father. | b. too |
| 4. putting the bicycle chain back; building the hamster cage; using jigsaw to make wooden letters | c. although |
| 5. But, I said, he kept . . . | 9. a |
| 6. The father gave the son perspective on what’s important in the long term | 10. c |

Chapter 11: Process

Questions on the Student Essays (241-242)

1. Second supporting paragraph; one example of a topic sentence: A second step to increasing enrollment is through concerted publicity.
2. Partnering with local colleges' education programs...
3. One of the problems . . .
4. In addition, hosting one or two major events . . .
5. Paragraph 4 describes an incident with a plumber who left a bathtub dirty.
6. Paragraph 3 describes an incident with a "lemon" bicycle and an incident about an overcharge by a department store.
7. Type: Time signals Followed; also; Finally
8. first . . . next
9. Explains the importance of the topic
10. Ends with a prediction

Questions on the Professional Essay (250-251)

- | | |
|---|--|
| 1. The job-interview "game" may not be much fun, but . . . | 5. "...such a note could tip the scales ..." |
| or Here are guidelines to help you play . . . | 6. First of all, Then, Finally |
| 2. d | 7. a |
| 3. When discussing strengths and weaknesses, phrase your answers in a way that relates to what is required by this job. | 8. On the other hand; What "will" earn you points; But |
| 4. For men, a suit and tie; for women, a suit or conservative dress | 9. b |
| | 10. Prediction |

Chapter 12: Cause and/or Effect

Questions on the Student Essays (259-260)

1. b
2. The single time . . .
3. In fact, my "antique" has opened my eyes to the advantages of owning an old car: economy, reliability, and familiarity. (Wording of answer may vary slightly.)
4. "...they make gargantuan efforts to re-create themselves in the Hollywood image. They follow ludicrous diets, exercise for hours each week, and drink expensive..."
5. A logical question is why so many people spend money...
6. Saves money that would have been spent on a new car; required only three major repairs in last several years; saves money on insurance; saves money on gas
7. However, the fear that causes the greatest damage...
8. Therefore; For example, they

9. One; Last of all
10. a

Questions on the Professional Essay (270-271)

1. d
2. The problem of anger is becoming worse in our society.
3. “According to Carol Tavris, author of...”
4. Effect: An epidemic of anger
Three causes: Lack of time, technology, tension
5. Ultimate cause: Technology can be frustrating
Proximate cause: Frustration with technology makes us feel like stupid losers.
Effect: Feeling like stupid losers makes us angry.
6. b
7. Introduction: Paragraphs 1-5
Supporting Point 1: Paragraphs 6-9
Supporting Point 2: Paragraphs 10-12
Supporting Point 3: Paragraphs 13
Supporting Point 4: Paragraphs 14-15
Supporting Point 5: Paragraphs 16-20
Conclusion: Paragraph 21
8. To begin with, Technology is also . . . Tension, the third major culprit
9. d
10. The first paragraph presents a story about a person with anger problems. The last paragraph shows how that story was successfully resolved.

Chapter 13: Comparison and/or Contrast

Questions on the Student Essays (283-284)

1. Paragraph 3: Eating at the Chalet is . . .
2. Once, I forgot . . .
3. My favorite story was “Indian Education” because it actually...
4. (Wording of answers may vary)
 - a. Chalet is dimly lit; McDonald’s is bright.
 - b. Waiters at the Chalet are formal; employees at McDonald’s are friendly.
 - c. Food is unfamiliar at the Chalet; food is familiar at McDonald’s.
5. Even the other diners . . .
6. However, in *Smoke Signals*, based on one of the book’s short stories, “This Is What It Means to Say Phoenix, Arizona,”...
7. on the other hand
8. most important
9. a
10. b

Questions on the Professional Essay (292-294)

1. c
2. a
3. d
4. She lists a series of examples where the “empathizing” mindset is evident: female-dominated careers, female reading matter, and female relationships.
5. Brain anatomy, ways of interacting with the world, ways of problem solving
6. Lewis presents her essay point-by-point. The first point is about brain anatomy, the second is about interacting with the world, and the third is about problem solving. For each point, she discusses women and then men.
7. Introduction: Paragraphs 1–5
Supporting Point 1: Paragraphs 6–7
Supporting Point 2: Paragraphs 8–9
Supporting Point 3: Paragraphs 10–11
Conclusion: Paragraph 12
8. On the other hand (7), In contrast (9), But (11)
9. c
10. a

Chapter 14: Definition

Questions on the Student Essays (303-304)

1. Paragraph 2: Football fans just plain . . .
2. Baseball fans go . . .
3. The special effects . . .
4. The ones with iPods plugged into their . . .
5. “Student Zombies”
6. Should their beloved team . . .
7. c
8. 4
9. Instead, they vanish . . .
10. d

Questions on the Professional Essay (311-312)

1. Answers will vary. Example: Addiction to TV resembles addiction to alcohol or drugs in several ways.
2. d
3. b
4. b
5. The heroin addict’s damaged life; the alcoholic’s narrowed and dehumanized life
6. a
7. 6

8. Finally
9. c
10. b

Chapter 15: Division-Classification

Questions on the Student Essays (324-325)

1. Paragraph 4
2. Mall managers have obviously . . .
3. The frogs are an example . . .
4. Then, they wander . . .
5. Paragraph 4
6. *hearing*
 - a. Hearing the music of the antique carousel housed there, Jenny begs to ride *sight* her favorite pony with its shining golden mane.
 - b. Shouting “I’m starving!” Fred, Jr., drags the family toward the food court, *sight* where he detects the seductive odor of pizza. *smell*
 - c. Mom walks through a fabric store, running her hand over the soft velvets *touch* and slippery silks. *touch*
7. first, Then, Finally
8. A second kind of ad . . .
9. d
10. a

Questions on the Professional Essay (332-333)

1. Answers will vary. One example: Various kinds of waiting interrupt everyone’s life.
2. Answers will vary. One possibility: This is intentional; it is done for a humorous effect.
3. Watched-Pot Wait; Forced Wait
4. “You have a choice” in the Forced Wait.
5. He gives examples: protecting your car by not running it cold; preparing soup properly.
6. Introduction: Paragraphs 1–2
Topic 1: Paragraphs 3–5
Topic 2: Paragraphs 6–8
Topic 3: Paragraph 9

Topic 4: Paragraphs 10–11

Conclusion: Paragraphs 12–13

7. A cousin to the Watched-Pot Wait is . . .
8. b
9. d
10. He uses an image in which all the waits are involved. (Wording may vary.)

Chapter 16: Argument

Questions on the Student Essays (346-347)

1. Paragraph 4. Topic sentences will vary; one example: Local news is often lacking in depth.
2. Is raising taxes . . .
3. Stress is probably greater . . .
4. “Teenagers and Jobs”: Also, teens who have money . . .
“Once Over Lightly”: They too dilute the news . . .
5. Paragraph 3 . . . However
6. Weatherpersons, reporters, anchorpersons
7. Paragraph 3: Another
Paragraph 4: Finally
8. Change-of-direction: But
Illustration: For example
9. b, c
10. b

Questions on the Professional Essay (353-355)

1. c
2. d
3. a
4. c
5. a
6. Knives promote physical fitness, don’t ricochet, don’t kill people cleaning them.
No, she is not really pro-knife; her point is that guns are even more dangerous than knives. (Answers may vary.)
7. In the first place, Plus, And
8. We do, however, license . . .
9. c
10. a

PART THREE: Academic Writing

Chapter 17: Writing a Summary

Activity 1 on How to Summarize an Article (page 363)

Here is a sample summary of the article “Power Learning”:

“Power Learning” describes three proven techniques for improving study skills: time control, classroom note-taking, and textbook study.

Time control is a matter of carefully scheduling your activities. The first step is to circle important dates on a large calendar. Record your study plan for one week or one day on the same calendar. This study plan should include set times for eating, going to classes, working, commuting, studying, and relaxing. Perhaps the best way to control your time is to make a list of the things you have to do. Mark the most important items on the list so that you will remember to do them first. Cross jobs off your list as you do them, and reschedule any uncompleted tasks.

Class notes can also be improved if you follow a regular procedure. Attending classes regularly helps, as does developing a system of abbreviations to use in your notes. You should also record any information your instructor writes on the board or enumerates (presents in a numbered list). “Emphasis words” such as “important” or “chief” can also help you decide what to take notes on, since they indicate the main ideas. Examples and information on how ideas are related to each other should also be included. Filling in incomplete notes and reviewing them soon after class help ensure that you have the complete record you need to understand and remember what was said.

Finally, following an organized sequence of steps will help you master difficult textbooks. After making sure you understand the title of a textbook chapter, try skimming the first and last paragraphs to see if they introduce or summarize main ideas. Headings, subheadings, words in boldface or italic print, and pictures or diagrams provide further clues to key points. Once you have previewed the chapter, you should read it carefully, marking definitions and examples, enumerations, and emphasis words by highlighting, underlining, or adding symbols in the margins. As you read the material a second time, take notes in simplified outline form. Study these notes one section at a time by asking yourself questions and answering them without looking back at your notes.

Therefore, improved study skills are the result of taking control of your time, improving your in-class note-taking, and studying textbooks in an organized way.

Chapter 19: Writing a Research Paper

Activity 2 on A Caution about Plagiarism (384-386)

Set 1: U	a.	A	b.
Set 2: A	a.	U	b.
Set 3: U	a.	A	b.

Activity 3 on Works Cited (390-391)

1. Carr, David. *The Longest Trip Home*. New York: HarperCollins, 2008.
2. Appleby, Julie. "Drug Costs for Seniors Growing." *USA Today* 12 Nov. 2008. 1A. Print.
3. Passer, Michael W., and Ronald E. Smith. *Psychology: The Science of Mind and Behavior*. 2nd ed. New York: McGraw-Hill, 2007. Print.
4. Miller, Mark. "Parting with a Pet." *Newsweek Online* 8 Oct. 2007. Web. 16 May 2007.
5. "Depression in Teenagers." *Troubled Teens*. Aspen Education Group. *n.d.* Web. 24 Apr. 2007.

PART FOUR: HANDBOOK OF SENTENCE SKILLS

Chapter 20: Fragments

Activity 1 on Dependent Word Groups (407-408)

Note: Answers will vary; examples are shown.

1. Unless I start practicing more, I am not going to perform very well at the recital.
2. Although I had studied for several hours, I still didn't pass the exam.
3. Because I had just gotten paid, I was able to buy all my textbooks.
4. Until the new mall opened, we shopped in town.
5. The car that I bought turned out to be a lemon.

Activity 2 on Dependent-Word Fragments (page 408)

1. Whenever I turn on the vacuum, my cat flattens herself and tries to get out of the room.
...room, whenever I...
2. Philadelphia was originally a Quaker colony. That was founded by William Penn in 1681.
...Quaker colony that was founded by William Penn in 1681.
3. Anna is the manager of the new neighborhood garden. That was started to encourage people to grow their own food.
...garden that was started to encourage people to grow their own food.
4. Since Connor first began watching NOVA. He has been fascinated with space.
... NOVA, he has been....
5. Roman law was first recorded in 450 B.C. in what was known as the "twelve tablets." It lasted for many centuries. Until the fall of the eastern Roman Empire nearly 2,000 years later.
... for many centuries until the fall of...

Activity 3 on *-ing* Fragments (page 410)

1. Ramses II ruled over Egypt from 1279 to 1212 B.C., making his country stronger than ever before.
2. ... street. It came to a stop at my house.
3. The reason for this was that a research paper had just been assigned to students in an ancient history class.

Activity 4 on *-ing* and *to* Fragments (410-411)

Note: Answers may vary.

1. Knowing she had not finished the book, Madelyn was very nervous about going to class.
2. I hired a neighbor boy to mow my lawn and weed the garden.
3. Searching for the right filament for his incandescent light bulb, Thomas Edison (1847-1931) found that a strip of carbonized bamboo could glow for 1,200 hours.
4. Cullen and Bryson have been friends since first grade. They are graduating from high school this May.
5. To get his company to grow rapidly, Harvey Firestone launched a vigorous marketing campaign.

Activity 5 on Added-Detail Fragments (page 412)

1. [For example, purchasing clothes at a discounted price.] For example, she purchases clothes at a discounted price.
2. Several nineteenth-century inventors had designed self-propelled vehicles like the one that ran on high-pressure steam.
3. I love to eat “b” vegetables such as broccoli, Brussels sprouts, and beans, because they are full of vitamins.

Activity 6 on Added-Detail Fragments (413)

Note: Methods of correction may vary.

1. The music festival had an amazing lineup. For example, the Black Eyed Peas, Maroon 5, and Coldplay are all scheduled to perform.
2. Some European countries, such as Switzerland and Portugal, remained neutral during World War II.
3. The house was overrun with cats. At least twenty of them lived there.
4. Chloe loves to collect rare pieces of pottery like jasperware.
5. I know why I had to learn certain subjects in high school, such as American history.

Activity 7 on Missing-Subject Fragments (page 414)

Note: Methods of correction may vary.

1. Ben loves to study math and science, but he refuses to study history.
2. They have an amazing gluten-free spinach pizza with fresh nut-free pesto.
3. Kendall is allergic to dairy. She goes into anaphylactic shock and loses her ability to breathe.
4. When we arrived in Chicago, we took a train from the airport to the center of the city. Then we walked a few blocks to our hotel.
5. Next fall, I plan to take a course in calculus and to join the mathematics club.

Review Test 1 (415-416)

1.	F	5.	F	9.	C	13.	C	17.	F
2.	C	6.	C	10.	F	14.	F	18.	C
3.	C	7.	C	11.	C	15.	C	19.	F
4.	C	8.	F	12.	F	16.	C	20.	C

Corrections

Note: Methods of correction may vary.

1. For children in areas that get snow, there are stages of snow days.
5. Making snowmen, drinking hot chocolate, and watching movies are favorite activities.
8. ...excitement of day one, but often lead into cabin fever, boredom, and frustration.
10. Although movies are still an option, parents begin to feel guilty that ...
12. They suggest studying.
14. However, if more snow days occur, reality sets in and despondency grows ...
17. ...to maintain normalcy, and they start bargaining with the school district....
19. The final stage for parents is despair, as the kids grow more and more restless.

Review Test 2 (416-417)

1. We both began to tire as we passed the halfway mark in the race. But whenever I'd hear Reggie's footsteps behind me, I would pump my legs a little faster.
2. The American Southwest is home to several Native American nations, such as the Navajo, the Apache, and the Pueblo. The East is the land of the Huron and Iroquois, along with the Delaware and the Mohegan.
3. Punching all the buttons on the radio in sequence, Phil kept looking for a good song. He was in the mood to cruise down the highway and sing at the top of his voice.
4. My children joke that we celebrate "Hanumas" with our Jewish neighbors. We share Hanukkah and Christmas activities, including making potato pancakes at their house and decorating our tree.
5. Pop artists gained fame in the 1950s, reacting to the more established art forms like expressionism, which preceded them. They portrayed common images from everyday life, such as Coke bottles and soup cans.
6. Our landlord often invites her tenants to dinner, and allows them to use her washer and dryer. By doing such things, she has become known as the kindest person in our neighborhood.
7. The alley behind our house was flat except for a wide groove in the center. We used to sail paper boats down the groove whenever it rained hard enough to create a "river" there.
8. Don passed the computer school's aptitude test. This qualifies him for nine months of training. Don kidded that anyone could be accepted if he or she had \$4000.

Review Test 3 (page 417)

Note: Answers will vary; examples are given.

1. ...in debt as a result of...
2. ...manage money, students should be required...
3. ...classes from elementary school...
4. ...to budget allowances, how to save...
5. ...get older, classes could be...
6. ...different concepts like compound interest...
7. ...history of economics, how the government...
8. ...economics even further, explaining general interest...
9. ...to intern at various businesses to learn economics...
10. ...poor spending choices and enjoy better...

Chapter 21: Run-Ons

Activity 1 on Period and a Capital Letter (420-421)

- | | |
|----------------|--------------------|
| 1. today. It | 6. velocities. He |
| 2. image. They | 7. Zimbabwe. Then |
| 3. friends. I | 8. services. He |
| 4. plant. It | 9. Spanish. He |
| 5. style. Her | 10. mysteries. She |

Activity 2 on Comma and a Joining Word (page 422)

- | | |
|--------|--------|
| 1. and | 6. but |
| 2. and | 7. and |
| 3. but | 8. so |
| 4. but | 9. but |
| 5. for | 10. so |

Activity 3 on Comma and a Joining Word (page 423)

Note: Answers will vary; examples are given.

1. , but it's not very clean.
2. , for he had a daytime job.
3. , and after dinner she went to the library.
4. , so she enrolled in a history class.
5. , but I wasn't hungry.

Activity 4 on Period and a Capital Letter *or* Comma and a Joining Word (423-424)

Note: Answers may vary; examples are shown.

- | | |
|----------------------|-----------------------|
| 1. Scheele, and | 6. stiff, but soaking |
| 2. environment. They | 7. work. Some |
| 3. heat, so I | 8. England, so |
| 4. Russia. We | 9. Correct |
| 5. old, yet | 10. city. We |

Activity 5 on Semicolon (page 425)

- | | |
|------------------|-------------------|
| 1. plates; they | 6. Japan; it |
| 2. America; it | 7. window; Joey |
| 3. immense; it's | 8. microscope; he |
| 4. bacon; her | 9. street; the |
| 5. covers; she | 10. 1948; later |

Activity 6 on Semicolon with a Transitional Word (page 426)

- | | |
|----|---|
| 1. | ; as a result, (<i>or</i> thus, consequently, <i>or</i> therefore) |
| 2. | ; on the other hand, (<i>or</i> however) |
| 3. | ; in addition, (<i>or</i> furthermore) |
| 4. | ; meanwhile, |
| 5. | ; consequently, (<i>or</i> thus, as a result, <i>or</i> therefore) |

Review Test 1 (page 427-428)

Note: Some answers may vary.

- | | | |
|------------------|------------------------------|--------------------------|
| 1. brain. Then | <i>Or:</i> brain, and then | <i>Or:</i> brain; then |
| 2. heels. Then | <i>Or:</i> heels, and then | <i>Or:</i> heels; then |
| 3. diner. A | <i>Or:</i> diner, and a | <i>Or:</i> diner; a |
| 4. occult. It | <i>Or:</i> occult, for it | <i>Or:</i> occult; it |
| 5. parents. This | <i>Or:</i> parents, for this | <i>Or:</i> parents; this |
| 6. deafness. He | <i>Or:</i> deafness, so he | <i>Or:</i> deafness; he |
| 7. far. Larger | <i>Or:</i> far, so larger | <i>Or:</i> far; larger |
| 8. common. No | <i>Or:</i> common, for no | <i>Or:</i> common; no |

Review Test 2 (Page 428)

Note: Answers may vary.

- | | | |
|------------------|--------------------------|-------------------------|
| 1. coming. They | <i>Or:</i> coming, and | <i>Or:</i> coming; they |
| 2. there, eating | | |
| 3. bathroom. She | <i>Or:</i> bathroom; she | |
| 4. door. It | | |

5. coffee, however, I *Or:* coffee; however, I

Chapter 22 : Misplaced Modifiers

Activity 1 on Misplaced Modifiers (430-431)

Note: The underlined part in each of the corrections below shows what had been a misplaced modifier.

1. The patient on the psychiatrist's couch talked about his childhood.
Or: On the psychiatrist's couch, the patient talked about his childhood.
2. With swiveling heads, the crowd watched the tennis players.
3. Vonnie put four hamburger patties, which she was cooking for dinner, on the counter.
4. Steve carefully hung in the bedroom closet the new suit that he would wear to his first job interview.
5. The novel that Annie had borrowed from her cousin was about a pioneer family.
6. The latest Denzel Washington movie has opened in almost 2,200 theaters across the country.
7. The chef advised us to place the casserole in a preheated oven to be cooked properly.
8. Owing two months' rent, the tenants left town in a dilapidated old car.
Or: The tenants, owing two months' rent, left town in a dilapidated old car.
Or: The tenants who owed two months' rent left town in a dilapidated old car.
9. The plan was to construct a church made of brick and stone on an acre of land.
10. In the greenhouse, I discovered an unusual plant that oozed a milky juice.

Review Test 1 (page 431)

- | | |
|-------|-------|
| 1. MM | 6. C |
| 2. C | 7. MM |
| 3. C | 8. C |
| 4. MM | 9. MM |
| 5. MM | 10. C |

Review Test 2 (page 432)

Note: The underlined part in each of the corrections below shows what had been a misplaced modifier.

1. A poet and professor, Henry Wadsworth Longfellow was born in 1907 in Portland, Maine.
2. One of Longfellow's most famous poems is "Paul Revere's Ride," depicting an historically important night during the Revolutionary War.

3. In a poem, Longfellow wrote that rainbows are flowers that have died and gone to heaven. *Or*: Longfellow wrote in a poem that rainbows are flowers that have died and gone to heaven.
4. Longfellow's wife, Frannie, died from terrible burns when her dress caught fire.
5. Longfellow never fully recovered and, eighteen years later, he commemorated his wife's death in the sonnet, "The Cross of Snow."

Chapter 23: Dangling Modifiers

Activity 1 on Dangling Modifiers (434-436)

Note: Answers may vary.

1. When I applied a salve to the burn on my leg, the pain soon subsided.
2. Marching across the field, the soldiers could see a distant river.
3. One can relieve stress by practicing daily relaxation techniques.
4. Avoiding foods high in fat and calories, Paul drastically improved his health.
5. Since it was lit by several floodlights, the stage was clearly visible to the audience.
6. As I was running through the rain, the puddles soaked my pants.
7. Because so many people were crammed tightly in the elevator, the doors wouldn't close.
8. Hoping to make his employees more comfortable, the new boss purchased a dozen new chairs.
9. After the potholes were fixed, the roadway was smooth.
10. Screaming loudly, the young children on the roller coaster were scared.

Review Test 1 (page 436)

- | | |
|-------|-------|
| 1. DM | 6. C |
| 2. C | 7. C |
| 3. C | 8. DM |
| 4. DM | 9. DM |
| 5. DM | 10. C |

Review Test 2 (436-437)

1. Hoping to achieve higher test scores, students sometimes have one top-performing student take the SAT or other standardized tests for them.
2. Embarrassed by the widespread cheating, the testing companies have introduced tighter rules.
3. Required to upload verified photo ID pictures when they register and take the exam, students must now meet stricter identification standards.
4. Stored in databases, the photos can be accessed by high school and college admissions personnel.

5. The new rules have made it harder for students to cheat on the SAT and ACT.

Review Test 3 (page 437)

Note: Answers will vary; examples are shown.

1. , Barry slowed the car down.
2. , the vase broke when I set it down too hard.
3. , the kids got soaking wet.
4. , Rosalie was admitted to Harvard Law School.
5. , Terry had gloomy thoughts of death.

Section II: Mechanics

Chapter 24: Manuscript Form

Activity 1 (440)

Note: Order of answers may vary.

2. Right-hand margin should not be crowded.
3. Title should not be in quotation marks.
4. In title, the word “Alone” should be capitalized.
5. A line should be skipped below the title.
6. Paragraph indent is needed.
7. The first sentence should stand independent of the title. (Here, the meaning of “This” depends on the title.)

Chapter 25: Capital Letters

Activity 1 (443-444)

1. Orlando . . . Florida....Disney....World
2. Mcdonald’s...Quarter-Pounder...Big....Mac...Coke
3. Born...Raised...Shadow...Days
4. Brianna...July...Connor...Matteo...Campbell
5. The . . . Black...Eyed...Peas...Fergie’s
6. Rory . . . Maggie. . . Noah. . . Highlights
7. Vineyard...West...Chop
8. Daisy...Troop...Cedar...Creek...Elementary
9. Dr. . . . Landown
10. Tuesday . . . Labor. . . Day. . .Moore. . .Hall

Activity 2 (page 446)

1. Boston...Tea...Party...British...American

2. Korea . . . French . . . Swiss . . . Chinese
3. Uncle . . . Harvey
4. Introduction . . . Web . . . Design
5. Vietnamese

Activity 3 on Unnecessary Use of Capitals (page 447)

1. provinces...north...east...west
2. world's...continent...countries...nations
3. electron . . . microscope . . . television . . . atomic
4. poem . . . epic . . . poem . . . warrior
5. saga...rise...fall

Review Test 1 (447-448)

1. French...British
2. British...United...States...America...French...revolution
3. French . . . Third...Estate...they...First...Estate
4. July...Parisian...Bastille
5. Monarchy...the...Reign...Terror
6. A . . . France . . . Napoleon
7. Emperor . . . Napoleon . . . French . . . Russia
8. European . . . Alliance . . . Napoleon
9. nationalism . . . Europe
10. Congress . . . Vienna . . . monarchs . . . Europe . . . nineteenth . . . century

Chapter 26: Numbers and Abbreviations

Activity 1 on Numbers (page 451)

1. ~~three-thirty~~ 3:30 . . . ~~one-sixteen~~ 116 . . . ~~Forty-Second~~ 42nd
2. ~~four o'clock~~ 4:00...~~twenty~~ 20
3. ~~fifty~~ 50 . . . ~~tenth~~ 10 (*or* 10th)

Activity 2 on Abbreviations (451-452)

1. ~~Nov.~~ November . . . ~~Jan.~~ January . . . ~~lbs.~~ pounds
2. ~~A.M.~~ morning...~~caf~~ cafeteria
3. ~~p.o.~~ post office . . . ~~min.~~ minutes . . . ~~dol.~~ dollars

Review Test 1 (page 452)

1. ~~S.~~ Shive
2. ~~Prof.~~ Professor
3. ~~four~~ 4

4. ~~Prof.~~ Professor
5. ~~3~~ three
6. ~~Psych.~~ psychology
7. ~~Sept.~~ September
8. ~~twenty~~ 20
9. ~~Psych.drs.~~ psychologists
10. ~~exp.~~ experimental
11. ~~One~~ 1
12. ~~&~~ and
13. ~~3rd~~ third
14. ~~7~~ seven
15. ~~pg.~~ page
16. ~~fifty-six~~ 56
17. ~~Hosp.~~ Hospital
18. ~~one-thirty~~ 1:30
19. ~~ped.~~ pediatric
20. ~~psych.~~ psychology
21. ~~dept.~~ department
22. ~~Thx.~~ Thank you
23. ~~Tom~~ Thomas Shive

Section III: Punctuation

Chapter 27: Apostrophe

Activity 1 on Apostrophe in Contractions (page 455)

1. Aren't
2. they're . . . don't
3. I'm . . . who's
4. Who's...it's...We're
5. can't . . . there's

Activity 2 on Apostrophe to Show Ownership or Possession (page 457)

- | | |
|---|----------------------------|
| 1. Great Britain's capital | 6. Libby's car |
| 2. One of New York City's major attractions | 7. In the bakery's window |
| 3. Switzerland's three official languages | 8. Caden's apartment |
| 4. The Previn family's piano | 9. Brock's tennis shoes |
| 5. John's computer | 10. Whitney Parker's house |

Activity 3 on Apostrophe to Show Ownership or Possession (page 458)

Note: Sentence responses will vary; below are the possessive forms of the given words.

2. The government's
3. Annalise's
4. The grocery store's
5. The golden retriever's
6. The ski resort's

Activity 4 on Apostrophe versus Simple Plurals (page 459)

1. *Possessive:* wife's arm
Plural: skates
2. *Possessive:* Vonette's decision
Plurals: predictions . . . opportunities
3. *Possessive:* Picasso's paintings
Plurals: paintings...museums
4. *Possessive:* doctor's request
Plural: scars
5. *Possessive:* people's names, world's countries
Plurals: names . . . countries
6. *Possessive:* Seville's many
Plurals: attractions...Moors...centuries
7. *Possessive:* children's shouts
Plurals: shouts . . . eggs . . . lightbulbs . . . items
8. *Possessive:* Tina's camping handbook
Plurals: tablets . . . ropes
9. *Possessive:* children's novel
Plurals: readers...years
10. *Possessive:* rattlesnake's head
Plural: eyes

Activity 5 on Apostrophe with Plurals Ending in -s (page 460)

1. campers' tents
2. Johnsons' daughters
3. cities' subway and bus systems
4. twins' habit
5. cars' windshields

Review Test 1 (page 460)

1. state's corrected to states'
2. capital's corrected to capitals
3. Virginias corrected to Virginia's
4. wouldnt corrected to wouldn't
5. lions corrected to lion's
6. Kentuckys corrected to Kentucky's
7. boys' corrected to boys

8. Connecticut's corrected to Connecticut's
9. Arkansas' corrected to Arkansas's
10. rocks' corrected to rocks
11. States corrected to State's
12. students corrected to students'

Chapter 28: Quotation Marks

Introductory text (page 462)

1. capital
2. new
3. Commas
4. inside

Activity 1 on Set Off Words of a Speaker or Writer (462-463)

1. Several people have been credited with saying, "The more I see of people, the more I like dogs."
2. "Let nature be your teacher," advised the poet William Wordsworth.
3. According to the Bible, "The laborer is worthy of his hire."
4. "The ballot," said Abraham Lincoln, "is stronger than the bullet."
5. "When chefs go to great lengths," the woman at the diet center said, "I go to great widths."
6. My friend said that when she dies, she wants her headstone to read, "She lived life to the fullest!"
7. "I apologize that my homework is tattered and stained," said the child, "but I dropped it in a mud puddle."
8. Marilyn Monroe said, "I restore myself when I'm alone."
9. The article warned residents, "Severe weather is expected to arrive within the next two days."
10. Although he is most known for being funny, when Robin Williams said, "No matter what people tell you, words and ideas can change the world," he was giving serious advice.

Activity 3 on Indirect Quotations (page 465)

2. Monica said, "My grandmother has been the role model for several women in my family."
3. Angelo said, "I want a box of the extra-crispy chicken."
4. My history professor told us, "Tomatoes were first grown in Peru."
5. The instructor announced, "Thursday's test has been canceled."

Activity 4 on Titles (page 466)

1. In her short story "A Sea Worry," Maxine Hong Kingston describes a group of teenage surfers and a mother who tries to understand them.
2. The January issue of Discover magazine included an article entitled "Lost Cities of the Amazon."
3. We read the chapter "Pulling Up Roots" in Gail Sheehy's book Passages.
4. Raymond gave me a copy of last month's National Geographic magazine, which featured a story called "Saving Energy: It Starts at Home."
5. The movie Casablanca, which starred Humphrey Bogart, was originally cast with Ronald Reagan in the leading role.
6. One of my grandfather's favorite old TV shows was Thriller, a horror series hosted by Boris Karloff, the man who starred in the 1931 movie Frankenstein.
7. When the Beatles' movie A Hard Day's Night was first shown, fans screamed so much that no one could hear the songs or the dialogue.
8. Pinned on Jeffery's wall is the cover of a recent issue of Rolling Stone. The cover has a photo of the British rock group The Rolling Stones.
9. The sociology test will cover the first two chapters: "Culture and Diversity" and "Social Stratification."
10. An article in Consumer Reports called "Which Cereal for Breakfast?" claims that children can learn to like low-sugar cereals like Cheerios and Wheaties.

Review Test 1 (467-468)

1. In *Monty Python and the Holy Grail*, John Cleese famously says, "I fart in your general direction. Your mother was a hamster and your father smelt of elderberries."
2. In *The Usual Suspects*, Verbal Kint (Kevin Spacey) claims, "The greatest trick the devil ever pulled was convincing the world he didn't exist."
3. In the short story, "The Death of Ivan Ilych," Leo Tolstoy writes, "In place of death there was light."
4. "Remember to let her into your heart," is one of the memorable lines from the Beatles' song, "Hey Jude."
5. Tom Hanks plays a coach in *A League of Their Own*, but it certainly isn't his finest moment when he yells at one of his players, "Are you crying? There's no crying! There's no crying in baseball!" [Correct]
6. *Forrest Gump* includes many quotable lines, such as, "Run, Forrest, run. Run, Forrest!" and "Mama says, 'Stupid is as stupid does.'"
7. Richard Wilbur opens his poem, "The Writer," with these lines, "In her room at the prow of the house/ Where light breaks, and the windows are tossed with linden,/ My daughter is writing a story."
8. Emily Blunt's character in *The Devil Wears Prada* explains, "I'm just one stomach flu away from my goal weight."
9. "Find a truly original idea. It is the only way I will ever distinguish myself. It is the only way I will ever matter," John Nash moans in *A Beautiful Mind*.
10. Robin Williams inspires his students in *Dead Poets Society* when he says, "...But if you listen real close, you can hear them whisper their legacy to you. Go on,

lean in. Listen, you hear it? Carpe, *Carpe diem*. Seize the day, boys. Make your lives extraordinary.”

Chapter 29: Comma

Activity 1 on Comma Between Items in a Series (page 470)

1. southern swamps, streams, lakes, and other
2. hammock, popped open a frosty can of soda, and
3. warm, deep, swirling
4. eyes, relaxed manner, and
5. soft, warm

Activity 2 on Comma After Introductory Material (page 471)

1. bacteria, penicillin
2. wildly, Jesse
3. states, the Appalachian
4. begin, the audience
5. brook, we noticed

Activity 3 on Commas Around Words Interrupting the Flow of Thought (page 472)

1. large pines, swaying in the wind,
2. Hawaii, which became the fiftieth state in 1959,
3. Liam Bage, an avid football fan,
4. weather, windy and wild,
5. actress, who has starred in many plays,

Activity 4 on Comma Between Complete Thoughts (473-474)

- | | |
|------------------|---------------|
| 1. bulletin, and | 6. reruns, so |
| 2. Correct | 7. camera, or |
| 3. parlor, for | 8. Correct |
| 4. trees, and | 9. Correct |
| 5. tissue, but | 10. Correct |

Activity 5 on Comma with Direct Quotations (page 474)

1. whisper, “Ladybird
2. bursting,” said
3. announced, “Tomorrow
4. it,” the detective murderer, “and I...
5. gap,” the conductor

Activity 6 on Comma with Everyday Material (page 475)

1. Dublin, Maggie,
2. July 15, 2009...Woodbridge Avenue, Fort Myers, Florida
3. 875,000 . . . October 16, 1995
4. shows, Elaine, . . . 1,231 . . . Sarasota, Florida
5. Highway, Great Plains, Minnesota

Review Test 1 (page 476)

Note: Wording of rules may vary.

1. tissues,” said . . . professor, “were
(comma with direct quotation)
2. large, juicy...sweet, cold, and refreshing
(comma between items in a series)
3. theater, we
(comma after introductory material)
4. counter, but
(comma between two complete thoughts)
5. reading, “Humans
(comma to set off a direct quotation)
6. plants, which now sell for very high prices,
(commas with words interrupting the flow of thought)
7. twenty-one, Tiger
(comma after introductory material)
8. Tucson, a large city in Arizona,
(commas with words interrupting the flow of thought)
9. Tunisia, Libya, Niger, Mali, and Mauritania
(comma between items in a series)
10. dogs, like most animals,
(commas with words interrupting the flow of thought)

Review Test 2 (page 477)

1. gym, Nikki
2. said, “Golf
3. faculty, Jason's
4. highway, so
5. C
6. ceremony, students fanned themselves with commencement programs,
7. dead, the space shuttle . . . February 1, 2003.
8. little,” said Ernie, “my
9. medieval art, which is part of the New York Metropolitan Museum of Art,
10. June 24, 1948, the Soviet Union...However, this...May 11, 1949, when

Review Test 3 (477-478)

1. students, engenders
2. evaluation, she
- 3-4. students, except two,
5. activity, and
6. students, “Either
7. activity, they
8. portfolios, and
9. portfolio, and
10. expository, and

Chapter 30: Other Punctuation Marks

Activity 1 on Colon (page 4800)

1. speech:
2. used:
3. education:

Activity 2 on Semicolon (page 480)

1. creates; Shiva...destroys; and
2. camera; my last
3. \$200; by . . . \$100; and

Activity 3 on Dash (page 481)

1. leg—broken in three places—lay
2. lives—they
3. thing—a hot

Activity 4 on Parentheses (page 481)

1. independent (the country had been part of the Soviet Union since 1922), in
2. seasons (1984–1996).
3. *Stone* (Book 1), I

Activity 5 on Hyphen (page 482)

1. blood-red . . . picture-perfect
2. lily-covered...sweet-smelling
3. well-written . . . nerve-racking

Review Test 1 (482-483)

1. nephew—it's
2. sister (who will be six next week) started
3. students: "Always
4. cherry-flavored
5. Fermium (named after the Italian physicist Enrico Fermi, who helped develop the atomic bomb) is
6. first-grader; . . . third-grader;
7. class—read
8. warm-hearted
9. groups; other
10. toilet: hire

Section IV: Word Use

Chapter 31: Effective Word Choice

Note: Answers may vary in all of the sentences that follow.

Activity 1 on Slang (486-487)

1. When our car broke down, the police were very helpful; they called a tow truck, which got there very quickly.
2. I was astonished when I saw my parents dancing to rock music at my cousin's anniversary party.
3. Theo was so tired after his workout at the gym that he couldn't find the energy to defrost a frozen dinner.
4. When Rick tried to flirt with Lola at the school party, she told him to leave.
5. The entire town was thrilled that the corrupt mayor was arrested.

Activity 2 on Clichés (page 488)

1. got away with murder
As the only girl in an otherwise all-boy family, I could do anything I wanted.
Or: I was spoiled.
2. on top of the world...as healthy as a horse
I was extremely happy to hear that I was in excellent health.
3. a shot in the dark
My suggestion is just a guess, but it's better than nothing.
4. more than she bargained for
Janice got more work than she expected when she offered to help Larry with his homework.
5. stone's throw...as good as it gets
Near the Colosseum in Rome are some restaurants where the food is the best in the world.
6. really hits the spot

- On a hot, sticky midsummer day, iced tea or any frosty drink is really satisfying.
Or: is really refreshing.
7. thanks her lucky stars
 Nadia is grateful that she was born with brains, beauty, and humility.
8. right up my alley
 Anything that involves mathematical ability has always been easy for me.
Or: I've always done well at anything that....
9. old hat...came upon the scene...it raised a few eyebrows
 The Montessori system of education is accepted now but, when it was first introduced, it was criticized.
10. up to our eyeballs in work
 Even when we are overloaded with work, our boss wonders if we have enough to do.
Or: Even when we are overworked or very busy . . .

Activity 4 on Pretentious Words (490)

Note: Rewritten versions may vary.

1. ~~interrelate in a harmonious manner~~
 Rico and his brother do not get along well.
2. ~~conclusion eluded my comprehension~~
 I didn't understand the ending of the movie.
3. ~~departmental conference will commence~~
 The department meeting will begin promptly at two o'clock.
4. ~~Utilization of the left lane is proscribed~~
 Use of the left lane is reserved for buses.
5. ~~writing implement malfunctioned~~
 When my pen (*or* pencil) broke, I asked the professor for another.

Review Test 1 (page 490-491)

Note: Rewritten versions may vary.

1. ~~strategically advantageous/beneficial~~
2. ~~time and time again~~/[no replacement needed; words not needed at all]
3. ~~people who have emigrated from foreign lands~~/immigrants
4. ~~purloining~~/taking
5. ~~nullifying~~/negative
6. ~~indisputably wonderful augmentations~~/positive contributions
7. ~~and got his act together~~/ [no replacement needed; words not needed at all]
8. ~~the golden opportunities that come once in a lifetime~~/the opportunities
9. ~~the delectations of the palatableness~~/the great tastes
10. ~~physicians of medicine~~/doctors
11. ~~Last but not least~~/Finally, it's worth noting that

12. ~~should be cognizant that it isn't an either-or issue~~/should understand it is a complex issue

PART FIVE: READINGS FOR WRITERS/ANSWER KEY 1

Note: Answers, with notations as appropriate, are provided here for the reading comprehension questions that follow each of the eighteen reading selections. As well, a model thesis and support outline is provided for each reading. Numbers of relevant paragraphs from each selection are shown in parentheses for the supporting points within the outlines.

ANSWERS AND SUGGESTED OUTLINE FOR “SELF-RELIANCE”—RALPH WALDO EMERSON

Reading Comprehension Questions

1. a
2. c
3. b
4. d
5. a
6. c Paragraph 4
7. c Paragraph 3
8. False Paragraph 3
9. c Paragraph 7
10. b

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: There is a time in everyone’s life when he or she realizes that believing in himself/herself is more important than believing what others say.

1. Trust in personal thoughts and ideas (2).
2. Be a nonconformist and don’t worry about what others think (3-5).
3. Don’t be afraid to change (6-7).

ANSWERS AND SUGGESTED OUTLINE FOR “THREE PASSIONS”—BERTRAND RUSSELL

Reading Comprehension Questions

1. d
2. a
3. d Answer a is too narrow; answer b is unsupported; answer c is too broad.
4. a Paragraph 1

- | | | |
|-----|-------|--------------------------------------|
| 5. | b. | Paragraph 2 |
| 6. | False | Paragraph 3 |
| 7. | c | |
| 8. | d | |
| 9. | a | |
| 10. | d. | Answers a, b, and c are unsupported. |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Three passions have governed the author's life.

1. The first passion in the author's life has been the search for love (2).
2. The second passion in the author's life has been the search for knowledge (3).
3. The third and final passion in the author's life has been a deep sense of pity (4).

ANSWERS AND SUGGESTED OUTLINE FOR "SHAME"—DICK GREGORY

Reading Comprehension Questions

- | | | |
|-----|------|--|
| 1. | a | |
| 2. | d | |
| 3. | b | Answers a, c, and d are too narrow. |
| 4. | a | Answers b, c, and d are too narrow. |
| 5. | c | Paragraph 6 |
| 6. | True | Paragraph 23 |
| 7. | a | Paragraph 5 |
| 8. | b | The entire incident with the Community Chest Fund shows Richard's pride; see also paragraph 28. |
| 9. | b | Richard's teacher ignores his problems and humiliates him in front of the entire class; see paragraphs 5 through 26. |
| 10. | b | Helene cries over Richard's humiliation; see paragraph 23. |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Living poor was, for the author, a humiliating experience.

1. He was embarrassed in front of his classmates and, worse, in front of Helene Tucker (7-23).

2. Everybody knew he was a “worthy boy” who had no Dad and no money (28).
3. His self-pity prevented him from helping another poor man, the wino (29-37).

ANSWERS AND SUGGESTED OUTLINE FOR “I BECAME HER TARGET”—ROGER WILKINS

Reading Comprehension Questions

- | | | |
|-----|---|--|
| 1. | d | |
| 2. | a | |
| 3. | d | Answers a and c are too broad; answer b is not supported by the selection. |
| 4. | d | Answers a, b, and c are too broad. |
| 5. | d | Paragraph 3 |
| 6. | a | Paragraph 6 |
| 7. | b | Paragraph 7 |
| 8. | b | Paragraph 2 |
| 9. | c | Paragraph 6 |
| 10. | d | Paragraph 11 (We know that Miss Bean had not intended to knock the pencil from his hand because she gasped when the pencil went flying.) |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: A teacher helped the first black student in school to be accepted and to learn to think for himself.

1. As a black newcomer to an all-white school in a bigoted neighborhood before the era of civil rights, the author felt shame for being different (1-3).
2. Miss Bean immediately began to give Wilkins “human dimensions” by including him in class discussion (4-6).
3. By requiring Wilkins to give his opinion on facts learned in class, Miss Bean showed him “that thinking was part of education” and that he could “form opinions that had some value” (7-10).
4. By (accidentally) knocking a pencil from Wilkins’s hand with a tossed eraser, Miss Bean made Wilkins “just another kid in school” (11).

ANSWERS AND SUGGESTED OUTLINE FOR “STEPPING INTO THE LIGHT”—TANYA SAVORY

Reading Comprehension Questions

- | | | |
|-----|---|--|
| 1. | a | |
| 2. | c | |
| 3. | c | Answer a is too narrow; answers b and d are too broad. |
| 4. | b | |
| 5. | d | Paragraph 27 |
| 6. | b | Paragraph 29 |
| 7. | a | Paragraph 28 |
| 8. | b | |
| 9. | d | Paragraphs 29-31 |
| 10. | c | Paragraph 32 |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Over time a person can learn to accept her identity as a gay woman and to love her enemies.

1. The author explains her fear of being true to herself and expressing her identity. (14)
2. The author is stunned when her father encourages her to be who she truly is. (20)
3. The author embraces the option to love others and to respond to hate with love. (35)

ANSWERS AND SUGGESTED OUTLINE FOR “A HANGING”—GEORGE ORWELL**Reading Comprehension Questions**

- | | | |
|-----|-------|---|
| 1. | c | |
| 2. | d | |
| 3. | d | Answer a is too narrow; answer b is too broad; answer c is too narrow (the execution may have been legally necessary according to the laws of Burma at the time, but Orwell feels it is morally wrong). |
| 4. | c | Answers a, b, and d are ideas not suggested in the essay. |
| 5. | b | Paragraph 12 |
| 6. | False | Orwell does not say what crime the prisoner had been convicted of. |
| 7. | a | Paragraph 12 |
| 8. | b | Paragraph 10 |
| 9. | d | Paragraphs 3, 7, 13 |
| 10. | a | Paragraphs 19, 23, 24 |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: “When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide” (10).

Or: Taking another person’s life is morally wrong.

1. The moments leading up to the hanging are filled with a tension caused by the enormity of the act—taking another person’s life—that is about to occur. In particular, the dog trying to lick the condemned man’s face reminds us of the life still within him (2-9).
2. The prisoner stepping aside to avoid a puddle and moving clumsily up the gallows ladder reminds the narrator of the life within the man (10-11).
3. The man further asserts his life by praying loudly to his god until the moment of his death (12-13).
4. The relief and laughter by the participants afterwards is also a measure of the momentous event—the murder of another human being—that has occurred (16-24).

ANSWERS AND SUGGESTED OUTLINE FOR “WHAT YOUR CLOSET REVEALS ABOUT YOU”—AMY TAN

Reading Comprehension Questions

1. c
2. a
3. c
4. b Answer a is too narrow; answer c is not central; answer d is too narrow
5. a
6. c Paragraph 1
7. d Paragraph 4
8. a Paragraph 5
9. d
10. b Paragraph 13

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: The items found in a person’s closet reveal many secrets about the owner.

1. Looking into the venture capitalist’s closet revealed an obsessive-compulsive woman who was “so inflexible she allowed no wrinkles in her life” (1-4).

2. The author analyzes her own closet that was a “repository of foibles and fetishes, and archive of my personality and life history” (5-9).
3. The author illustrates how the changes in her closet reflect the changes in her life (10-13).

ANSWERS AND SUGGESTED OUTLINE FOR “THE PROFESSOR IS A DROPOUT”— BETH JOHNSON

Reading Comprehension Questions

- | | | |
|-----|---|--|
| 1. | a | |
| 2. | b | |
| 3. | d | Answers a and b are too broad; answer c is too narrow. |
| 4. | c | Answers a and d are too broad; answer c is too narrow. |
| 5. | b | Paragraph 15 |
| 6. | d | Paragraph 36 |
| 7. | b | Paragraph 17 |
| 8. | a | |
| 9. | c | Answers a, b, and d are unsupported |
| 10. | b | |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Lupe Quintanilla overcame significant cultural and linguistic obstacles to obtain an education, develop a rewarding career, and help her children achieve success.

1. Lupe spends her early childhood in Mexico (3-4).
2. Lupe moves to Texas with her grandparents and has difficulty in school (5-9).
3. Lupe learns at home and becomes a great reader (10-11).
4. Lupe marries and has five children (12).
5. As Lupe’s children attend school, she has a profound revelation about their schooling and about her own educational experience (13-23).
6. Lupe begins college without a high school degree and makes the dean’s list during the first semester, transfers to a full university and eventually earns her doctorate in education (24-32).
7. The author and Lupe reflect on how she managed to achieve as much as she did while also raising her children (33-35).
8. Lupe credits her accomplishments within the Hispanic community and the larger society to her belief that everyone is the “architect of [their] own destiny,” to her love of reading, and the importance of education (36-38).

ANSWERS AND SUGGESTED OUTLINE FOR “THE CERTAINTY OF FEAR”— AUDRA KENDALL

Reading Comprehension Questions

1. a
2. a
3. d Answer a is too broad; answer b is too narrow.
4. c
5. a Paragraph 15
6. b Paragraph 25
7. b Paragraph 24
8. a Paragraphs 4-6
9. d
10. d

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: People fear different things at different stages of their lives.

1. The author relates her own fears as a child (1-7).
2. Young children’s fears (8-13).
3. Adolescents’ fears (14-16).
4. Fears during middle age (17-21)
5. Fears of the elderly (22-25)

ANSWERS AND SUGGESTED OUTLINE FOR “WHAT’S WRONG WITH SCHOOLS? TEACHER PLAYS STUDENT, LEARNS TO LIE AND CHEAT”—CASEY BANAS

Reading Comprehension Questions

1. d
2. a
3. b
4. d
5. c Paragraph 11
6. False Paragraph 12
7. b Paragraph 7
8. c Paragraph 7, 8, 9
9. b Paragraph 12
10. b Paragraph 6, 12

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: “. . . students are turned off because they have little power and responsibility for their own education” (2).

1. Students don’t decide on or do homework; teachers assign it and then do it themselves in class (3-4).
2. Teachers take an active role in the classroom, and students, a passive one (5-7).
3. Students see teachers primarily as grade-distributors and role-players, not as people who can teach them things (9-10).
4. Teachers demand too little of students (12).

ANSWERS AND SUGGESTED OUTLINE FOR “PROPAGANDA TECHNIQUES IN TODAY’S ADVERTISING”—ANN MCCLINTOCK

Reading Comprehension Questions

- | | | |
|-----|---|--|
| 1. | b | |
| 2. | d | |
| 3. | b | Answer a is too broad; answers c and d are too narrow. |
| 4. | c | Answers a and b are too narrow; answer d is too broad. |
| 5. | b | Paragraph 9 |
| 6. | d | Paragraphs 18-19 |
| 7. | c | Paragraph 16 |
| 8. | c | Paragraph 23 |
| 9. | b | |
| 10. | a | |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: People should detect and understand common propaganda techniques, which appeal to the emotions rather than to logic.

1. We are bombarded with ads, which present biased messages through various propaganda techniques, including seven common ones (1-4).
2. Name calling—referring to a competitor with negatively charged names or comments (5).
3. Glittering generalities—making important-sounding general claims with no explanation (6-8).

4. Transfer—associating something with a symbol or image most people respect and admire (9-11).
5. Testimonial—promoting something with the support of a celebrity (12-15).
6. Plain folks—associating something with the average person (16-17). or making an unfinished claim (18-19).
8. Bandwagon—appealing to people’s desire to do what many others are doing (20-21).
9. Use critical thinking to avoid reacting emotionally to ads (22-23).

ANSWERS AND SUGGESTED OUTLINE FOR “CHIEF SEATTLE’S SPEECH OF 1854”—CHIEF SEATTLE

Reading Comprehension Questions

1. d
2. a
3. b
4. c
5. a
6. d
7. c Paragraph 5
8. b Paragraph 8
9. c
10. b Paragraphs 18 and 21

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: We accept that our people will have to move to a reservation, but we need to maintain the right, without molestation, to visit our ancestors on ancestral lands.

1. Indians used to be great in number, but have since diminished, thus diminishing their power (3-4).
2. Fighting is not the answer and will serve only to hurt us as the white man’s numbers are far greater (5-8).
3. Our religion and culture, though different from the white man’s beliefs, are important and should be respected (9-21).

ANSWERS AND SUGGESTED OUTLINE FOR “SINGLE SEX SCHOOLS: AN OLD IDEA WHOSE TIME HAS COME”—DIANE URBINA

Reading Comprehension Questions

1. c
2. a
3. c Answers a, b, and d are too narrow.
4. d Answers a, b, and c are too broad.
5. c Paragraph 9
6. b Paragraph 14
7. b Paragraphs 14
8. d
9. a
10. c

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Single-sex schools offer students advantages that they cannot get in coed settings.

1. One advantage to single-sex schools is because girls and boys simply learn differently (4)
2. Another advantage of single-sex schools is that they take into account a very basic fact of life; boys and girls act differently in each others' presence (9).
3. A final reason that single-sex schools are advantageous concerns the behavior of teachers (12).

ANSWERS AND SUGGESTED OUTLINE FOR “HERE’S TO YOUR HEALTH”— JOAN DUNAYER

Reading Comprehension Questions

1. c
2. c
3. d Answers a, b, and c are too narrow.
4. c Answer a is too narrow; answer b is too broad; answer d, never directly stated in the article, is too narrow.
5. b Paragraph 6
6. False Paragraph 4
7. True Paragraph 8
8. a
9. False Paragraphs 6 and 8
10. d Paragraphs 4 and 8

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: The media and our culture promote a false myth about alcohol.

1. Part of the myth is that alcohol signals success; the reality is that alcohol can prevent success (3-4).
2. Another part of the myth is that alcohol makes one sexually attractive; the reality is that alcohol can make one less sexy (5-6).
3. A third part of the myth is that alcohol combines well with athletics; the reality is that alcohol slows people down and can lead to physical decline (7-8).
4. The fourth part of the myth is that alcohol contributes to family happiness; the reality is that alcohol can lead to great unhappiness.

ANSWERS AND SUGGESTED OUTLINE FOR “MAYOR OF RUST”—SUE HALPERN

Reading Comprehension Questions

1. c
2. b
3. d
4. b Answer c is too broad; Answers a and d are not supported.
5. d Paragraph 5
6. d
7. c
8. a Paragraph 12
9. d
10. a

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: The mayor of Braddock, Pennsylvania, John Fetterman, has been working to improve the dying town though it is still a work in progress.

1. The town fell into decline when the steel mills shut down, resulting in a loss of population, loss of structures, and increased violence, but since Fetterman has been mayor, things have begun to turn around (1-6).
2. John Fetterman was introduced to Braddock when he was hired to start a program for at-risk youth, and he decided to stay and run for mayor (7-11).
3. His work as mayor has not always been welcome or by-the-book, but Fetterman sees his job as improving the town, not working for popularity (12-25).
4. Although people have moved into Braddock, hoping to benefit both themselves and the town, not everyone has had success with urban renewal (26-39).

5. The Braddock story is not finished; further positive developments may (or may not) yet evolve (40).

ANSWERS AND SUGGESTED OUTLINE FOR “HOW TO MAKE IT IN COLLEGE, NOW THAT YOU’RE HERE”—BRIAN O’KEENEY

Reading Comprehension Questions

- | | | |
|-----|---|-------------------------------------|
| 1. | d | |
| 2. | c | |
| 3. | b | Answers a, c, and d are too narrow. |
| 4. | d | Answers a, b, and c are too narrow. |
| 5. | d | Paragraphs 2 and 13 |
| 6. | d | Paragraph 23 |
| 7. | d | Paragraphs 15 through 18 |
| 8. | a | Paragraph 2 |
| 9. | b | Paragraph 9 |
| 10. | d | Paragraphs 2, 13 |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: You can succeed in college if you follow certain guidelines.

1. You can get good grades by developing good study habits (3-12).
2. You can handle your various responsibilities by scheduling your time efficiently (13-18).
3. You should learn how to cope when personal problems conflict with school work (19-23).
4. You can develop a positive attitude (24-27).

ANSWERS AND SUGGESTED OUTLINE FOR “COLLEGE LECTURES: IS ANYBODY LISTENING?”—DAVID DANIELS

Reading Comprehension Questions

- | | | |
|----|---|---|
| 1. | c | |
| 2. | a | |
| 3. | c | Answers a, b and d are all too narrow, as each covers only a single point of the selection. |
| 4. | b | Answers a, c, and d are too narrow. |

- | | | |
|-----|------|--------------------------|
| 5. | d | Paragraphs 5 and 7 |
| 6. | a | Paragraph 10 |
| 7. | a | Paragraph 10 |
| 8. | a | Paragraph 9 and 10 |
| 9. | True | Paragraphs 11 through 13 |
| 10. | c | Paragraph 13 |

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Colleges and universities should offer interactive, not lecture, classes to first- and second-year students (4, 15).

1. The lecture system is outmoded (4).
2. It is inadequate for students, especially less experienced students (5-11).
3. It is harmful to educators (12).
4. The lecture system continues because administrators like its profitability and teachers and students find it easier (13).
5. Small, interactive classes benefit both students and teachers (14).

ANSWERS AND SUGGESTED OUTLINE FOR “IS SEX ALL THAT MATTERS?”— JOYCE GARITY

Reading Comprehension Questions

1. c
2. c
3. c
4. d
5. c Paragraphs 4 and 6
6. a Paragraph 5
7. b Paragraph 2
8. b
9. c Paragraphs 10 and 11
10. b Paragraph 10

Thesis-and-Support Outline

Note: The numbers in parentheses refer to relevant paragraphs in the selection.

Thesis: Nothing, not even sex education, is counteracting the numerous sexual images in our society that encourage irresponsible sex.

1. A seventeen-year-old girl, Elaine, who is living temporarily with the author, reveals that she has gotten pregnant because birth control is not “romantic”(1-2).
2. The author reflects on the effects in a ‘sex-saturated universe’ of magazine and television ads on young people (3-8).
3. The author provides statistics to support her argument that “heroes” in our society are those who advocate sexual excess (9).
4. Sex education isn’t taught in a manner that really reaches young people and little else is done in society to counter the emphasis on sexuality (10-11).
5. The author returns to thinking about Elaine, who is now pregnant again. (12).

Suggested Answers to the Discussion Questions in Part 5

Ralph Waldo Emerson, from *Self-Reliance*

Structure and Technique

1. Emerson begins his second paragraph with “Trust thyself: every heart vibrates to that iron string.” What does he mean by this? Why do you think he placed it this early in the essay?

Answer: Emerson wants his readers to truly look within themselves and trust that they have a purpose. By doing this, they can trust that their opinions and feelings are valid and sacred. He places this idea early in the essay because the rest of the essay continues to support it.

2. Emerson uses several metaphors in his essay. Find one that you identify with and explain your connection.

Answer: This question will elicit varying responses. Strong answers will demonstrate an understanding of the metaphor and a good connection to it. Possible metaphors might include “imitation is suicide” or “a foolish consistency is the hobgoblin of little minds.” For the first metaphor, students might make the connection of losing their identity in high school because they started dressing and talking like someone else, instead of being true to themselves.

3. Emerson ends his essay by listing important historical figures who were misunderstood. What is his purpose in ending on such an important note?

Answer: His essay explains to the reader that sometimes being true to the inner self means going against society and suffering society's displeasure. By listing figures like Jesus and Newton, he demonstrates to his reader that being misunderstood or disliked by society is not necessarily a bad thing. In fact, it can be a great thing.

4. A title can offer interesting insights into an essay, especially if the title acquires unexpected meanings. Before reading this essay, what did you think the title *Self-Reliance* might refer to? What additional meaning have you gleaned after reading the essay?

Answer: This question will elicit varying responses. At first some readers may have thought that self-reliance referred to living alone or being self-centered. After reading the essay, some of their new meanings may include being authentic to themselves, trusting their own judgment, or retaining their individuality.

Critical Reading and Discussion

1. What does Emerson mean by “envy is ignorance. . . imitation is suicide”?

Answer: Emerson is promoting the idea of being true to oneself. If a person envies another or imitates another, he or she is not being authentic to his/her individuality, which can result in losing oneself.

2. *Emerson states that “the only right is what is after my constitution; the only wrong what is against it.” Do you think he means that people can be totally selfish and do whatever they want? Explain your answer.*

Answer: Nowhere in Emerson’s essay does he state or imply that a self-centered attitude that completely disregards—or hurts—others is acceptable. His focus is on being true to a person’s own ideals and judgment and not conforming just because the majority agrees.

3. *In paragraph 4, Emerson says “it is easy in the world to live after the world’s opinion; it is easy in solitude to live after our own.” What does he mean by this? What is his purpose in making this statement?*

Answer: He is pointing out that agreeing with the opinions of others is not challenging, nor is living in isolation. His purpose is to show that the sign of a great person is to live among others with his or her own true opinions intact.

4. *What does Emerson say is a consequence of being a non-conformist and why does he feel this consequence shouldn’t put you off?*

Answer: (Paragraph 5) The world “whips you with displeasure” and won’t make it easy on you. However, as ideas change, so will the “world’s reactions” because ideas change as quickly as the wind blows.

Bertrand Russell, “Three Passions”

Structure and Technique

1. *Does this essay follow the frequently used one-three-one essay model of introduction, support, and conclusion? How would you outline the essay?*

Answer: It does follow the traditional pattern, although it is unusually brief.

Introduction: paragraph 1

Support: paragraphs 2–4

Conclusion: paragraph 5

2. *This essay primarily is organized in terms of three causes and their overall effect. What is the effect and what are the causes? The essay can also be seen as an exemplification essay. What examples does the author provide to help the reader understand each of his lifelong passions?*

Answer

Effect: How Russell has lived his life.

Causes: His seeking of love, his seeking of knowledge, and his pity for humankind

Examples of love's power: It brings ecstasy; it relieves loneliness; it provides a glimpse of heaven.

Examples of the power of knowledge: It provides insight into the hearts of men; it reveals why the stars shine; it allows us to understand the universe in terms of mathematics.

Examples of situations that evoke pity: children suffering famine; victims of oppression; elderly people abused by their children.

3. *What kind of transitional signals—time, space, or addition—does Russell employ in the second paragraph? List the transitions you find there.*

Answer: He uses addition signals: first, next, finally, at last.

4. *Russell is a master of the use of metaphorical language. For instance, as has already been seen, he compares his anguish to an "ocean." What other examples of metaphorical language can you find? Why do you think Russell chose to use such imaginative language, rather than write in plain-spoken terms?*

Answer: Other metaphors are

His passions have blown him about like "great winds." (Paragraph 1; figures of speech using *like* or *as* are known as similes.)

"[O]ne shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss." (Paragraph 2)

"Love and knowledge . . . led upward toward the heavens." (Paragraph 4)

Answers to the second part of the question will vary, but Russell was trying to express ideas that were outside of ordinary, daily experience. In order to communicate the deeply felt nature of his passions, he turned to extraordinary, figurative language.

Critical Reading and Discussion

1. *Can you identify one or two passions—or at least strong influences—that have, in Russell's words, governed your life? What examples can you provide of how those passions have affected you?*

Answer: Answers will vary. In order to identify their passions, students may need to examine the forces that were behind important decisions they have made.

2. *Do you think that many people are influenced by the same passions as Russell: love, knowledge, then pity? Or do you feel that many people spend their lives influenced by other factors? What other passions or influences do people live by, in your experience?*

Answer: Answers will vary. Certainly other factors, such as greed, fear, jealousy, anger, optimism, or hope, could be powerful influences in people's lives.

3. *Russell writes, "[I]n the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined" (paragraph 2). Most people, whether they believe in heaven in a religious sense or not, have a concept of an ideal place of perfect love and harmony. What on earth—perhaps a place, a relationship, an individual, or a*

situation—comes closest to giving you a “prefiguring vision” of heaven? What is it about that place, person, or thing that seems heavenly to you?

Answer: Answers will vary, but most people will probably identify a person, place, or thing that inspires strong feelings of love or awe. It might be a relationship with a romantic partner, a spouse, or a family member. It could be a place of great natural beauty. It could be an example they have seen of a person’s loving or self-sacrificing behavior.

4. *Overall, do you find Russell’s statement an uplifting or a saddening one? What elements of each do you find within it? What makes one element outweigh the other, in your mind?*

Answer: The fact that Russell concludes by saying that his life has been “worth living” and that he would be “glad” to live it again suggests that he sees his statement as an uplifting one. However, his references to life’s loneliness and to the tragedies of the world—children going hungry, old people being unloved—certainly imply that life has its share of sadness. He seems to say that it is our love and pity for one another that ultimately makes life a good experience.

Dick Gregory, “Shame”

Structure and Technique

1. *In paragraphs 1 and 2, Gregory mentions several steps he took to impress Helene Tucker. What were they? Why does he include them in his essay?*

Answer: To impress Helene, Gregory brushed his hair, got a handkerchief, washed his socks and shirt every night, shoveled the snow off her walk, tried to make friends with her mother and aunts, and left money on her stoop. He describes those steps in detail because, besides demonstrating his devotion to Helene, they give a clear picture of Gregory’s poverty.

2. *A metaphor is a suggested comparison. What metaphor does Gregory use in paragraph 5, and what is its purpose? What metaphor does he use in the second sentence of paragraph 7, and what does it mean?*

Answer: In paragraph 5, Gregory uses the metaphor that he was pregnant to suggest the effects poverty had on him—it gave him strange tastes, which pregnant women get. It also filled him (as pregnancy fills someone), but with negative things: poverty, dirt, “smells that made people turn away,” and so on.

In the second sentence of paragraph 7, Gregory uses the metaphor of a flying eagle to represent the movement of money. (A picture of an eagle is engraved on one side of a quarter.)

3. *In narrating the incidents in the classroom and in the restaurant, Gregory chooses to provide actual dialogue rather than merely to tell what happened. Why?*

Answer: By using the exact words spoken by Helene, the teacher, and himself, Gregory gives a very clear picture of what happened and allows the reader to “experience” it, rather than simply hear a general summary. The dialogue

between Helene and the teacher shows Helene as an ideal little student who received approval from the teacher. The dialogue between Gregory and the teacher, however, clearly demonstrates Gregory's eagerness to impress Helene and his unsuccessful, embarrassing attempt to gain the teacher's approval. If Gregory had merely described what had happened, we would have a much less vivid impression of the characters involved.

4. *At the end of the essay, Gregory shifts his focus from the classroom to the scene involving the wino at the restaurant. What is the connection between this closing scene and the rest of the essay?*

Answer: In the body of the essay, Gregory is narrating a time when he was shamed publicly and no one came to his defense. In the closing scene, Gregory realizes that he has done the same thing—that he, too, has witnessed a person being shamed without assisting him. He feels a new kind of “shame,” that of having failed to help another man in need.

Critical Reading and Discussion

1. *When Gregory writes, “I never learned hate at home, or shame. I had to go to school for that” (paragraph 1), he is using irony—an inconsistency between what is expected and what actually occurs. What does he mean by these two statements? What is the effect of his irony?*

Answer: Gregory means that although his home life was one of poverty and want, his home was not a place of inhumane values, such as hatred and shame. But at school, which on its surface was a more positive place, he was made to feel hatred and shame. The ironic statement intrigues the reader and makes him or her want to know more about what Gregory means.

2. *What are Gregory's feelings about his teacher? What were your feelings about her as you read this essay? What could the teacher have done or said that would not have made Gregory feel ashamed?*

Answer: Gregory seems sad and resentful that the teacher did not understand why he misbehaved in class and that she assumed he was stupid and a troublemaker. But he also badly wanted her approval, as is seen by the Community Chest incident and the fact that he got a “big thrill” out of being chosen to clean the blackboard. Students' suggestions about the teacher will vary. One possibility: She could have merely thanked Gregory in class and then spoken to him privately later if she doubted that he could contribute to Community Chest.

3. *Gregory shows how a childhood incident taught him shame. What other important lessons does Gregory learn in this essay? Explain.*

Answer: From paragraph 3, in which Gregory talks about his accomplishments later in life, we can conclude that he learned he could boost his self-esteem through his own efforts. Paragraph 5 shows that from his own experiences, he learned that children who are hungry and poor may feel invisible and so behave in ways that attract attention. From his experience with the wino, he learned

that, to feel good about himself, he would have to start standing up for other people who were shamed.

4. *At the end of his essay, Gregory says, “I waited too long to help another man.” Why do you think he waited so long to assist the wino? What are some reasons people do not always help others who are in need (for example, ignoring a homeless person seated on the sidewalk)?*

Answer: Gregory probably had many reasons for not helping the wino sooner: embarrassment at drawing attention to himself, reluctance to part with his hard-earned money, not wanting to get into trouble with Mr. Williams, not knowing the wino and thus feeling the affair wasn’t his business, and so on. People have similar reasons for not helping others in need. In addition, people who ignore a homeless man may feel that the man’s problems—maybe including substance abuse or mental illness—are so big and deep-rooted that they are not qualified to help him in any effective way.

Roger Wilkins, “I Became Her Target”

Structure and Technique

1. *Which pattern of development—comparison, narration, or description—does Wilkins use in most of his essay? Explain.*

Answer: Wilkins primarily uses narration. Although description is woven throughout, he is generally telling the story of his family’s move to Grand Rapids and a series of events that occurred there.

2. *Which kind of transition signal—addition, time, or space—does Wilkins use to move his essay smoothly from one event to the next? Find at least four different words that are examples of this signal.*

Answer: Wilkins uses time signals, including “before” (paragraph 2), “later” (7), “after” (8), “final” (12), and “afterward” (12). Time signals are often used in narratives to clarify the time relationships between events.

3. *In the first paragraph, Wilkins chooses to provide some historical background for his story. Why do you think he chose the specific details mentioned there? What might have been lost if these details had been excluded from the essay?*

Answer: The historical events Wilkins lists provide helpful context for the story he is about to tell. By telling readers that he is writing about the World War II era, when the symbolic beginning of the civil rights movement was more than ten years away, he helps readers understand how unusual it was in those days for a single black student to enroll in a formerly all-white school. If Wilkins had not included the details and readers had assumed the story happened more recently, they would have been surprised to read of an all-white school where blacks were considered a novelty.

4. *A title can offer interesting insights into an essay, especially if the title acquires unexpected meanings. Before reading this essay, what did you think the title "I Became Her Target" might refer to? What additional meanings do you think Wilkins intended?*

Answer: The first impression most readers are likely to get of the title is that someone "targeted" Wilkins in an unpleasant way, as in "targeted for criticism." Wilkins's real meaning seems to be twofold: that Miss Bean made him a "target" for her attention because she wanted to force other students to recognize him as a colleague, and later he became the literal "target" of the eraser she threw.

Critical Reading and Discussion

1. *What does Wilkins mean by the term nonstandard person (paragraph 3)? Do you think he later felt more like a "standard" person? Why or why not?*

Answer: At first, it seemed that "standard" in the Grand Rapids school could only mean white. As a nonwhite student, Wilkins was made to feel less than normal, adequate, or accepted. By saying in paragraph 12 that he became "just another kid in school," Wilkins indicates that he came to feel more "standard."

2. *Wilkins mentions several ways Miss Bean treated him differently from the way he was treated by the other teachers at Creston. How did her approach differ from theirs? What does this approach reveal about Miss Bean—as a teacher and as a person?*

Answer: Unlike Wilkins's other teachers, who chose to ease him in by ignoring him for a while, Miss Bean made him talk in class immediately. She also asked him questions that required him to do his own thinking, not merely give the "correct" answer. Her approach reveals that she was an effective teacher: she realized that if she did not take the lead, the other students would isolate Wilkins. Also, she knew the value of encouraging students to think for themselves and express their own opinions. In addition, her approach reveals that she was a sensitive person, concerned about Wilkins's success in his new school.

3. *Wilkins says that initially he was Miss Bean's "incipient teacher's pet" (paragraph 6). But how did Miss Bean's behavior toward him go beyond mere favoritism? In what way did her treatment of Wilkins affect how his peers regarded him?*

Answer: Through her attention to Wilkins, Miss Bean was inviting him to demonstrate to the class that he was an intelligent, normal kid. By forcing him to give answers, to "clean up [another student's] mess," and to present his opinions, she made it more likely that other students would see him as a person rather than as a "dark presence."

4. *In paragraph 7, Wilkins says, "Miss Bean became the first teacher ever to require me to think." Before Miss Bean's class, what do you suspect Wilkins—and his classmates—were being taught to do in school? Describe*

a teacher who gave you “the sense that thinking was part of education.” In your opinion, what can teachers do to get students to think?

Answer: Wilkins’s comment suggests that his other teachers had primarily required him to memorize material and parrot it back. Answers to the rest of the question will vary.

Tanya Savory, “Stepping into the Light”

Structure and Technique

1. What method of introduction—brief story, stating importance of topic, or broad-to-narrow—does Savory use? Why do you think she chose this way to begin her essay?

Answer: Savory uses a brief story to introduce her essay.

2. Which pattern of development—comparison, narration, or description—does Savory use in most of her essay? Explain.

Answer: Much of the essay uses narration, but Savory also compares prejudice against gays to what African Americans experienced.

3. A symbol is something that represents something else. In the title and throughout the selection, Savory uses light in a symbolic sense. What does light represent to her? What does the absence of light represent?

Answer: This question is open-ended, but most students will have little trouble understanding that light represents truth, acceptance, love, and hope. Its absence represents ignorance, hatred, intolerance, and despair.

4. Savory concludes her essay by going back to where it began—her childhood. In your opinion, is this an effective way to conclude her essay? Why or why not?

Answer: This too is an open-ended question. However, students should be able to see that Savory’s conclusion works so well because it emphasizes and sheds new light on the comparison she is making. It does not simply repeat what has already been said.

Critical Reading and Discussion

1. How does Savory’s attitude toward homosexuality change in the course of the selection? What incident marks the turning point in her attitude toward her own sexuality?

Answer: The incident, of course, is the conversation with her father. She realizes at this point that the kind of religion this authority figure is preaching is one of acceptance and love. Consequently, her father gives her the courage to be honest with herself.

2. According to the Christian magazine that Savory read as a youth, people can choose to be heterosexual in the same way that they can decide not to rob a bank or eat too much pie. In your view, is homosexuality a choice or not? Explain.

Answer: As expected, this question elicits various points of view; however, most students today seem tolerant and understanding.

3. *What did Savory feel was so unjust about the story of Sarah and Laura? If you agree with her attitude toward the couple, what steps could be taken to make sure that unfortunate situations like these no longer occur?*

Answer: The author feels that Sarah should have been treated reverently and fairly—as the legitimate widow of her spouse. Students will offer a number of suggestions in response to the second question in this item.

4. *In paragraph 28, Savory states that there will come a day when no one will really care one way or the other about sexual orientation. Do you agree or disagree with her belief? Explain.*

Answer: Again, this question elicits various responses, but it makes a good prompt for class discussion.

George Orwell, “A Hanging”

Structure and Technique

1. *Paragraphs 1, 2, and 3 contain vivid descriptions of the people and things surrounding the author on the morning of the execution. What details does he use that appeal to readers' senses of sight, hearing, and touch? What is the effect of all these details?*

Answer: A few of Orwell's many sight details include “sickly light,” “high walls,” cells “like small animal cages,” the condemned man being a “puny wisp of a man, with a shaven head and vague liquid eyes.” Hearing details include “a bugle call, desolately thin” and the “gruff voice” of the superintendent. Touch details include the humid feeling of the “sodden morning of the rains” and the “wet air,” and the guards holding the condemned man, “their hands always on him in a careful, caressing grip, as though all the while feeling him to make sure he was there . . . like men handling a fish.” The many rich details give readers a vivid sense of the morning and the moments before the execution. In addition, some of the details—a “sickly light, like yellow tinfoil,” sheds “like small animal cages,” “a bugle call, desolately thin”—set an appropriate mood for the story, one of gloomy sadness.

2. *“A Hanging” takes place in Burma, and Orwell occasionally uses regional terms such as lathis and boxwallah in the course of his essay. Why do you think Orwell chose to include these foreign terms rather than translate them into English?*

Answer: By using the occasional regional term, Orwell gives some local flavor to the story, emphasizing the story's location and making the story more realistic.

3. *In part, Orwell uses dialogue to tell his story, giving the actual words of numerous individuals. What does the essay gain or lose from this technique? Explain.*

Answer: The superintendent, the jailer, the prisoner, and the Eurasian boy all have distinct personalities that are best communicated by allowing the reader

to hear their own words. The direct quotations help us form a much more complete picture of each person involved and his response to the events of the morning. For example, the head jailer's comment in paragraph 4—"Yes sir, yes sir. . . . All iss satisfactorily prepared. The hangman iss waiting. We shall proceed"—shows in a more interesting way than a summary would that his focus is on following orders and pleasing his boss, the superintendent.

4. *In paragraph 10, Orwell provides a series of details about the bodily organs of the condemned man. List these details. How do they relate to Orwell's larger point in "A Hanging"?*

Answer: Orwell points out that the man's bowels were digesting food; that his skin, hair, and nails were all growing; that his eyes perceived the yellow gravel. By emphasizing how alive the man was, Orwell heightens the horror that in a few more moments he will be dead.

Critical Reading and Discussion

1. *Why does everyone stand "aghast" when the stray dog licks the prisoner's face? Why is this incident important?*

Answer: The people are aghast because of the painful contrast between the condemned man on his death march and the ordinary playfulness of the lively dog. The incident is important because it points up the humanity of the prisoner (the dog licks him) and emphasizes the joy, freedom, and life he is losing.

2. *The author has a moment of understanding when the prisoner steps "slightly aside to avoid a puddle on the path" (paragraph 9). What realization does Orwell come to? How is this insight related to the small incident of avoiding a puddle?*

Answer: Orwell realizes that the man is as fully alive as any of the other people in the group and that what they are about to do is horrible. Prior to seeing the man step around the puddle, Orwell was apparently able to think of him merely as "the condemned prisoner" instead of as a fellow living human being who is still concerned about details as mundane as not getting his feet wet.

3. *The character of the superintendent evolves in the course of this narrative. How do the words he speaks (and the tone of voice he speaks them in) reflect the emotional changes he goes through?*

Answer: At first the superintendent is clearly tense, gruffly ordering the head jailer to hurry up with the preparations. His anger at the appearance of the dog also reveals his tension. The superintendent waits with his eyes on the ground as the prisoner cries out his prayer and then "almost fiercely" shouts out the command to hang him. Once the prisoner is dead, however, the superintendent shows how difficult the event was for him by commenting, "Well, that's all for this morning, thank God." Then he becomes almost jolly, clearly relieved that the task is over. He is "genial," asking the other men to join him in a drink of whiskey, and then acknowledges again the horror of the morning by saying, "We could do with [a drink]."

4. *The author's thesis is most clearly stated in paragraph 10: "When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide." Do you agree that capital punishment is always wrong? Explain your answer.*

Answer: Answers will vary.

Amy Tan, "What Your Closet Reveals about You"

Structure and Technique

1. *Which patterns of development are the most dominant in the essay?*

Answer: The essay primarily uses description and exemplification.

2. *Tan mentions several famous names in design like Eames, Bauhaus, Armani, and Blahnik. What is her purpose in "dropping names" like this in her essay?*

Answer: She is demonstrating how important names are to the owner of the vault-sized closet, and how these names defined the owner—in her mind.

3. *Tan employs the use of alliteration throughout her essay. Find several examples of alliteration that you believe are especially effective.*

Answer: This question will elicit varying responses. Possible examples of alliteration could include "segregated sections," "four banks of shelves housing four dozen shoe boxes," "foibles and fetishes," "messiness is the impetus, the disarray is the wellspring," and/or "objective orderliness." Students' reactions should indicate an understanding of the term alliteration and an understanding of how these examples increase the poetic and descriptive tone of this essay.

4. *Tan breaks conventions and shifts from first person point-of-view to second person point-of-view. Why do you think she does this? Is it effective?*

Answer: Her article appeared in *Harper's Bazaar*, a magazine for women. By employing second person, Tan is "conversing" with the reader and making the reader part of the story. This is often done in magazines to encourage readers to feel "part of the magazine" and what it is selling.

Critical Reading and Discussion

1. *Why do you think Tan believed that the owner of the closet would probably never marry?*

Answer: She thinks the owner of the closet is too rigid and organized to allow her heart to fall in love.

2. *React to Tan's statements that outfits are "shoved, to the back, along with impulse items never worn, whose price tags had once made them irresistible and now remind us how little we value our intelligence. To throw them away only magnifies the stupidity." Do you agree or disagree? Explain your answer.*

Answer: Tan believes that we often make mistakes in our clothing purchases, but we don't want to admit these mistakes. We then keep the items in the

hope that by holding onto them, we will eventually find that they are needed, thereby signifying our intelligence rather than stupidity. Although this question will elicit varying responses, students' answers should demonstrate an understanding of Tan's point and a connection to their own personal lives.

3. *Tan states that her foibles were exposed by her six skirts that were almost identical and then questions why she continued to buy this type of skirts. Why do you think she had purchased so many similar skirts? What does this say about her? Think about a foible that you have and be prepared to discuss it with your class.*

Answer: She probably made the mistake of buying similar skirts because her closet was so disorganized, she didn't realize she already had enough. According to the author, buying similar skirts is probably based on something in her psyche.

4. *Tan mentions several items of clothing that are especially important to her because they represent meaningful moments. Why do you think people place such importance on items like "a favorite blouse" or a "velveteen vest"?*

Answer: This question will elicit varying responses. One possible idea students may point out is that objects often represent memories, and people are afraid that by throwing away the object, they are throwing away the memory. Another idea that students may point out is that physical objects often fill emotional holes for people.

Beth Johnson, "The Professor Is a Dropout"

Structure and Technique

1. *Johnson begins the essay by listing Lupe Quintanilla's accomplishments, then revealing that Quintanilla was once classified as retarded. What introductory technique is Johnson employing? Why is it effective here?*

Answer: Johnson is starting with a situation (Lupe's many accomplishments) that is the opposite of what she then reveals (that Lupe was once labeled as retarded). It is a particularly effective technique here because the revelation that Lupe was thought to be retarded is such a surprising one.

2. *Paragraphs 3–11 are devoted to the first fifteen years of Lupe's life. But the next decade or so is covered in only two paragraphs (12–13). Why might Johnson have presented Lupe's earlier life in so much more detail? Do you agree with her decision?*

Answer: The first fifteen years of Lupe's life are described in some detail because it was during that time period that several significant events occurred. Those events set Lupe on what seemed to be her permanent path in life—as a traditional, old-fashioned Mexican girl without formal education who could speak only Spanish. During the next decade or so, nothing occurred to vary that pattern, so it could be described quite briefly. Answers to the final part of the question will vary.

3. *In paragraph 2, Johnson writes that "[Lupe's] school records state that she is retarded. . . ." But in the next sentence, she writes, "How did Lupe Quintanilla,*

'retarded' nonlearner, become Dr. Quintanilla, respected educator?" Why does Johnson put the word "retarded" in quotation marks in the second sentence, but not in the first? What is she implying? Can you find another place where Johnson makes similar use of quotation marks?

Answer: In the first instance, Johnson is simply reporting what Lupe's school records say. But in the second, she is herself using the word "retarded" to refer to Lupe. Because she knows that Lupe is not in fact retarded, she puts the word in quotation marks to call attention to the fact that she is using the word ironically—that she knows it is inaccurate.

In paragraph 25, after describing how the college registrar told Lupe she had to manage a full course load or not come back, Johnson writes: "With that 'encouragement,' Lupe began a semester that was part nightmare, part dream come true." Again, Johnson puts "encouragement" in quotation marks to make it clear that the registrar's words were not, in fact, encouraging at all.

4. *At one point, Johnson switches from the topic of Lupe's success in college to the topic of the challenges that continued to face her children in school. In what paragraph does she make that switch? What transitional words does she use to alert the reader to her new direction?*

Answer: The switch occurs in paragraph 35. She uses the transitional words "Even though."

Critical Reading and Discussion

1. *In the course of the essay, what characteristics and attitudes does Lupe suggest are typical of Hispanic culture? Does she seem sympathetic, critical, or neutral about those qualities or attitudes? How has she dealt with cultural expectations in her own life?*

Answer: Lupe makes several references to Hispanic, and particularly Mexican, characteristics and attitudes. She describes her grandfather as "stern and authoritarian, as Mexican culture demanded" but also says that her grandparents were extremely kind to her. After she married, she followed her grandmother's example in being a very traditional Mexican wife, devoting herself to her husband's and children's welfare. She describes Hispanic parents as traditionally being reluctant to interfere with their children's schooling, believing that such interference would be disrespectful of the teacher.

Lupe seems to regard such traditional Hispanic attitudes with affection and sympathy. For instance, despite her course load at school, she continued to carry out what she saw as her traditional wifely and motherly duties, coming home to prepare her husband's and grandparents' meals, and doing all the housework. At the same time, though, she seems to support working around such expectations when they interfere with a person's growth and development. She has taken a number of very bold and nontraditional steps, beginning with going to talk with her children's teachers, persevering in her search for a way to learn English,

enrolling in college, disputing a teacher's decision to put her son in woodworking class, and so on.

2. *How has Lupe handled the question of what language to use with her children? If you grew up in a two-language household, how did your family deal with the issue? How would you approach the issue with children of your own?*

Answer: When Lupe was concerned about her children's ability to function in English, she spoke only English with them to encourage their development in that language. Once they were fluent in English, she reverted to Spanish at home so that they would not forget their first language. Answers to the second part of the question will vary.

3. *Do you think Lupe's grandfather was right in allowing her to quit school? What factors do you imagine might have gone into his decision?*

Answer: Answers will vary. From the perspective of a modern-day North American, it might seem irresponsible to allow a twelve-year-old to quit school. But her grandfather was an elderly man with traditional Mexican values. In all likelihood, he did not see education as being essential to a woman; he probably expected her to be content being a wife and mother.

4. *Lupe credits her fellow Hispanic students with giving her valuable support in college. Is there anyone in your life—a teacher, family member, or friend—who has helped you through challenging times in your education? Explain what obstacles you faced and how this person helped you overcome them.*

Answer: Answers will vary.

Audra Kendall, "The Certainty of Fear"

Structure and Technique

1. *The author uses the first-person approach to introduce her topic. Why do you think she uses this approach? Do you think this approach is effective?*

Answer: Kendall's first-person approach helps her identify with her reader and demonstrate that fear is a universal phenomenon.

2. *In paragraph 5, Kendall writes a series of four questions. Why does she employ this technique? Do you think it is effective?*

Answer: Kendall uses these questions to illustrate her fear and uncertainty on learning of Monk-Monk's disappearance.

3. *Which kind of transition signal—addition, change of direction, or illustration—does Kendall use to move from a discussion of adolescent fears to a discussion of fears that occur in middle age? From midlife fears to fears of the elderly? Which transitional word does she use in each case?*

Answer: In both cases Kendall uses change of direction and signals a transition with the word "but."

4. *In paragraph 2, Kendall begins a personal anecdote about her own greatest childhood fear. Starting in paragraph 9, she relates another anecdote about the teenage sons of a friend of hers. What do these anecdotes contribute to the essay? How do they relate to the larger point she is trying to make?*

Answer: Again, such anecdotes help Kendall identify with her reader and show that fear at each stage of life is a universal phenomenon.

Critical Reading and Discussion

1. *Kendall calls her greatest childhood fear “the Titanic of my childhood terrors.” What does the use of this metaphor add to her essay? What was your own greatest childhood fear? Did it actually happen?*

Answer: The metaphor conveys the momentousness of Kendall's childhood terror.

2. *According to Kendall, different stages of life are characterized by different fears. Which fears accompany which stages? Based upon your observations, is Kendall's thesis accurate? Why or why not?*

Answer: According to Kendall, childhood is accompanied by the fear of loss. Adolescence is accompanied by the fear of being conspicuous. Middle age is accompanied by the fear of uncertainty and unfulfilled goals. Elderly people fear helplessness, especially as their bodies become more frail.

3. *The author writes, “And that, I think, is the essence of fear—the threat of loss.” Do you agree with her? What are some examples you can think of in which fears are caused by the threat of loss? If you disagree with her statement, which other fears can you think of that would lie outside this description?*

Answer: Answers will vary. This might be a good prompt for a class discussion.

4. *What do you think of psychologist David Elkind's “Imaginary Audience Theory” of adolescence? Did you feel the kind of self-consciousness he describes when you were an adolescent? Do you observe that kind of behavior in other teens?*

Answer: Answers will vary, but most students will likely identify with Elkind's theory.

Casey Banas, “What’s Wrong with Schools? Teacher Plays Student, Learns to Lie and Cheat”

Structure and Technique

1. *Which method of introduction—broad-to-narrow, anecdote, or questions—does Banas use in his essay? Why do you think he chose this approach?*

Answer: Banas begins with a brief anecdote about Ellen Glanz lying about her homework. He uses the anecdote to draw his readers in by making them curious about who Ellen is and why she lied.

2. *List the time transitions that Banas uses in paragraph 12. How do they help Banas make his point?*

Answer: He uses the transitions “since,” “before,” “now,” “before,” and “now.” They help make clear the contrast in Glanz’s attitudes before and after her time as a student. That contrast, in turn, supports the author’s main idea: “teachers and students . . . are in separate worlds and have an ongoing power struggle.”

3. *Throughout “What’s Wrong with Schools? Teacher Plays Student, Learns to Lie and Cheat” Banas shifts between summarizing Ellen Glanz’s words and quoting Glanz directly. Find an instance in the essay in which both direct and indirect quotations are used in the same paragraph. What does Banas gain or lose from using this technique? (Refer to pages 549–553 for definitions and examples of direct and indirect quotations.)*

Answer: In paragraph 11, for instance, Banas both paraphrases Glanz and quotes her directly. Paraphrasing allows Banas to express Glanz’s thoughts concisely, while the occasional direct quotation lets the reader hear Glanz’s own voice when she expresses herself especially clearly or memorably.

4. *Parallel structures are often used to emphasize similar information. They can create a smooth, readable style. For example, note the series of -ing verbs in the following sentence from paragraph 2: “. . . students **doing** as little as necessary to pass tests and get good grades, students **using** ruses to avoid assignments, and students **manipulating** teachers to do the work for them.” Find two other uses of parallelism, one in paragraph 4 and one in paragraph 7.*

Answer: Paragraph 4: “I considered my options: Confess openly to the teacher, copy someone else’s sheet, or make up an excuse.” (Each phrase begins with a verb in the same tense.)

Paragraph 7: “. . . figuring out how to best present an idea, thinking about whom to call on, whom to draw out, whom to shut up; how to get students involved, how to make my point clearer, how to respond . . .” (The first series of parallel phrases begins with an -ing verb, the second with “whom to . . .,” and the third with “how to . . .”)

Critical Reading and Discussion

1. *After reading this essay, what do you think Glanz’s attitude is? Is she pro- or anti-teacher? Pro- or anti-student? Provide evidence for your position.*

Answer: Student answers will vary, but it is apparent that Glanz wants to be supportive of both teachers and students. She sees an educational system that has evolved in forms that damage both the teachers’ ability to teach and the students’ ability to learn.

2. *Banas suggests that many students are in school to get good grades—not to learn. Explain whether or not you agree with this assessment. Do you find that getting a good grade isn’t always the same as really learning?*

Answer: Answers will vary.

3. *The author ends with Glanz's view of "the larger issue": "We must be sure, ourselves, that what we are teaching is worth knowing." What was taught in your high school classes that you feel is worth knowing or not worth knowing? Explain why. Also, what is being taught in your college classes that you feel is worth knowing or not worth knowing, and why?*

Answer: Answers will vary.

4. *Much of this essay contrasts the behavior of students with that of teachers. In what ways does Glanz see their behavior and views differing? What do you think each group should be doing differently?*

Answer: Glanz sees students avoiding assignments and teachers then doing the work for them in class. She sees students sitting passively in class while teachers are active. She sees students regarding their teachers as boring, while the teachers are (in their own lives) very interesting. She sees students avoiding responsibility for their own learning and teachers assuming they are demanding too much. And she sees students doing only what they feel is necessary to get a good grade, including cheating, and teachers unaware of the big gap between them and students. Students will have their own opinions about what each group should be doing differently.

Ann McClintock, "Propaganda Techniques in Today's Advertising"

Structure and Technique

1. *In paragraph 1, McClintock's choice of words reveals her attitudes toward both propagandists and the public. What specific words reveal her attitudes, and what attitudes do they represent?*

Answer: McClintock describes propagandists as "seducers" and "brainwashers." She refers to their "alluring images," their "tricks," and their "charm." She describes the public as "content" and "eager . . . victims." Her choice of words makes it clear that she thinks propagandists are untrustworthy and interested in taking unfair advantage of a too-trusting public.

2. *What key term does McClintock define in paragraph 2? Why does she define it here? Where else in the essay does she use the technique of definition?*

Answer: She defines the term "propaganda." She places the definition close to the beginning because it is so essential to the reader's understanding of the rest of her essay. Other points at which McClintock uses definition are in paragraphs 5, 6, 9, 12, 16, 18, and 21. In each of those paragraphs, she defines a particular propaganda technique.

3. *McClintock uses parentheses in two lists, the ones in paragraphs 7 and 19. What purpose do these parentheses serve?*

Answer: Paragraph 7 lists “high-sounding but basically empty phrases.” The author uses parentheses to add comments that reveal the emptiness of those listed phrases. Paragraph 19 lists claims that include “weasel words.” The author uses parentheses to show just how insubstantial those weasel words are.

4. *McClintock provides abundant examples throughout her essay. Why does she provide so many examples? What does she accomplish with this technique?*

Answer: McClintock’s many examples, drawn from the television and print ads we all see every day, clarify her definitions and demonstrate that propaganda techniques are truly a factor in everyday life. The examples make the reader more aware of the effects of propaganda on decisions he or she makes.

Critical Reading and Discussion

1. *Some of the propaganda techniques listed in the selection have contrasting appeals. How do name-calling and glittering generalities contrast with each other? Testimonials and plain folks?*

Answer: Name-calling appeals to the instincts of fear, anger, and mistrust. Name-calling propaganda encourages the public to reject something or someone. Glittering generalities, on the other hand, appeal to the public’s positive emotions: love, attraction, patriotism. The public is asked to accept the thing or person advertised by associating it with those emotions.

Testimonials depend on the public’s interest in or affection for celebrities—people ordinary viewers don’t know but admire and see as bigger and more important than themselves. By contrast, plain-folks advertising is based on the idea that members of the public like to see ordinary people—people like themselves—in the products and services they buy.

2. *Why are ads that use the bandwagon approach so effective? What ads have you seen recently that use that approach?*

Answer: The bandwagon technique is effective because of the human need to be part of a group. We feel safe and secure when we are surrounded by people who agree with us about something—even something as trivial as what frozen coffee cake is best (“Nobody doesn’t like Sara Lee”). Answers to the second question will vary.

3. *The author states, “Americans, adults and children alike, are being seduced” (paragraph 1). What might be the differences between the ways adults and children react to the seductions of advertising?*

Answer: Answers will vary.

4. *McClintock states, “We are victims, content—even eager—to be victimized” (paragraph 1). Do you agree? Is this article likely to change how you view ads in the future? Why or why not?*

Answer: Answers will vary.

Chief Seattle, “Chief Seattle’s Speech of 1854”

Structure and Technique

1. *What is the tone of Chief Seattle’s speech? Explain why you think Chief Seattle chose to speak in this way.*

Answer: His tone is somber, but includes a warning. Answers will vary about why students think he chose to speak in this manner, but may include his knowledge that he was fighting a losing battle and his belief that man is not infallible and all civilizations experience ebbs and flows.

2. *Which patterns of development does Chief Seattle employ in his speech?*

Answer: He primarily uses description, narration, comparison and contrast.

3. *Chief Seattle contrasts his people’s fate with that of the white man by saying “. . . one of all the mighty hosts. . . will remain to weep over the tombs of a people once as powerful and as hopeful as your own.” What is his purpose in making this statement?*

Answer: Chief Seattle is trying to demonstrate that his people were once strong and powerful, and that the white man is not immune to the same fate as the American Indian.

4. *Chief Seattle employs the use of simile and metaphor throughout his speech. Find some examples that you find particularly effective.*

Answer: Answers will vary, but could include “words are like the stars that never set” and “my people are few, and resemble the scattering trees of a storm-swept plain.”

Critical Reading and Discussion

1. *What do you believe is Chief Seattle’s overall goal in making this speech? Be prepared to demonstrate how you have come to this conclusion.*

Answer: Chief Seattle’s goal is to make it clear that although he is conceding to the terms of the treaty, he is willing to concede on his terms only. It is important to Chief Seattle that he demonstrate that the white man’s current victory does not diminish the history and importance of his people.

2. *How does Chief Seattle feel about the actions of the younger tribal members? Use examples from the speech to support your ideas.*

Answer: He doesn’t condone their actions and believes their hatred distorts their hearts. “When our young men grow angry . . . their hearts . . . are disfigured and turn black. . . . We would have everything to lose and nothing to gain . . . and old women . . . know better.” (Paragraphs 5-7)

3. *According to the speech, what does Chief Seattle believe will eventually happen to his people? What does he believe will eventually happen to the white man?*

Answer: He believes his people, as well as white people, will all meet the same fate—death and decline—the common destiny. He demonstrates this belief through his comment that “men come and go like the waves of a sea” and his references to his people’s ancestors—“the dead who are not altogether powerless.”

4. *Read the last two lines of Chief Seattle’s speech. What you think he means? Be prepared to support your ideas.*

Answer: Chief Seattle and his people believe that their dead never fully leave the Earth, so they will remain among their lands. He warns the white man to treat his people fairly because the dead can always exercise revenge.

Diane Urbina, “Single-Sex Schools: An Old Idea Whose Time Has Come”

Structure and Technique

1. *Urbina begins her essay by providing some background information on the decline of single-sex schools in our society. Then she declares that this decline is “a shame.” What introductory technique—broad-to-narrow, contrast, or anecdote—is she employing? Why is it effective here?*

Answer: Urbina uses contrast here to show how education has changed since 1972 and suggests how such changes may account for declines in student performance.

2. *Does the author clearly state her thesis? If so, where is it stated, and how?*

Answer: Urbina states her thesis at the end of her introductory paragraph in the form of an argument: “For most people, single-sex schools are thought of as something antique: a quaint remnant of the distant past. And that’s a shame. For there is increasingly persuasive evidence that single-sex education offers students—particularly girls—advantages that they cannot get in coed settings.”

3. *Urbina’s essay is an argument in favor of single-sex public schools. What argumentation techniques does she employ?*

Answer: Urbina cites research on single-sex education, then uses examples of student behavior in classrooms to back up the findings of the research.

4. *How does Urbina conclude her essay—with a summary and final thought, a prediction or recommendation, or with a question?*

Answer: Urbina concludes her essay with a prediction and a recommendation: “Single-sex schools could be the very best thing to ever happen to many students. It’s time to bring them back.”

Critical Reading and Discussion

1. *According to researchers, why do girls perform better in single-sex schools? Why do boys perform better in single-sex schools?*

Answer: Girls perform better in single-sex schools because teachers pay more attention to them. Boys perform better because they focus on learning rather than on attracting girls' attention. Both girls and boys do better because learning can be tailored to their unique cognitive development.

2. *According to the article, there are some differences in the way girls and boys learn. What are they? What does Urbina suggest educators do to take into account these differences?*

Answer: Boys' language abilities tend to develop more slowly than girls', while girls take longer to develop math skills. Urbina suggests that in single-sex classrooms, curriculums could be tailored to boys' and girls' different interests and cognitive development.

3. *Urbina presents a number of advantages to attending single-sex schools. What might be some disadvantages to attending single-sex schools? If you were a parent, would you want your child or children to attend single-sex or coed schools? Why?*

Answer: Answers will vary based on students' own experiences in single-sex or coed classrooms.

4. *In your experience, do teachers treat boys and girls differently in the classroom? In what ways?*

Answer: Again, answers will vary based on students' experiences.

Joan Dunayer, "Here's to Your Health"

Structure and Technique

1. *What method of introduction does Dunayer use? What effect do you think she hoped to achieve with this introduction?*

Answer: She uses an anecdote. By telling a brief story about Tod's experience, she puts a human face on the larger idea that alcohol abuse is linked to societal pressure. The anecdote also sets the tone for Dunayer's thesis by showing the potential danger of even small amounts of alcohol.

2. *Dunayer begins her criticism of alcohol with "Part of the myth is . . ." (See the first sentence of paragraph 4.) What addition transitions does she use to introduce each of the three other parts of the myth (in the first sentences of paragraphs 6, 8, and 10)? What is gained by the use of these transitions?*

Answer: The three addition transitions are "another," "also," and "finally." Each transition makes the reader aware that one element of the myth is being introduced.

3. *The body of Dunayer's essay is made up of four pairs of paragraphs (paragraphs 4 and 5; 6 and 7; 8 and 9; 10 and 11). What is the relationship between the paragraphs in each pair? In which of the two paragraphs does*

Dunayer present her own perspective? Why do you think she puts her own perspective in that paragraph?

Answer: In the first paragraph of each pair, Dunayer presents one part of the alcohol myth. She begins each second paragraph with a topic sentence that represents her perspective. She then goes on to support her topic sentence with a series of facts. For example, below is the topic sentence of paragraph 5; it represents her perspective, which contradicts what the ad in paragraph 4 suggests about whiskey.

Contrary to what the liquor company would have us believe, drinking is more closely related to lack of success than to achievements.

She then follows that sentence with supporting facts.

By presenting her perspective *after* describing each part of the myth, Dunayer makes her points more dramatically: She sets up an appealing image in the first paragraph of each pair only to knock it down with force in the second one.

4. *In her essay, Dunayer provides vivid descriptions of alcohol advertisements, particularly in paragraphs 4 and 6. What vivid details does she provide? How do these details support her main point?*

Answer: In paragraph 4, she describes in detail the print ad showing two prosperous-looking businessmen in a restaurant, surrounded by fine crystal, velvet draperies, and spotless linen. In paragraph 6, she provides details about a beach scene: a young, beautiful, sexy woman; a young muscular man enticing her with a cold beer. By providing such detailed description, Dunayer makes the reader very much aware of the premise (alcohol will make you successful; alcohol will make you sexually attractive) behind such ads.

Critical Reading and Discussion

1. *Dunayer presents and then rebuts four “myths” about alcohol. What are these four myths? According to Dunayer, what is the reality behind each myth?*

Answer: (1) Alcohol will make you professionally successful. In fact, says Dunayer, alcohol is frequently tied to low achievement and poverty. (2) Alcohol will make you sexually attractive. Dunayer says that alcohol actually lowers one’s hormones and can lead to impotence and infertility. (3) Alcohol and sports mix well. Dunayer points out that alcohol slows the reflexes, interferes with the eyes’ ability to focus, and increases the likelihood of various serious diseases. (4) Alcohol brings families closer together. In fact, Dunayer writes, alcohol is frequently involved in domestic violence, suicide, and birth defects.

2. *Dunayer concludes, “‘Here’s to your health’ rings with a terrible irony when it is accompanied by the clink of liquor glasses” (paragraph 12). What is the “terrible irony” she refers to? How does this irony—already signaled in her essay’s title—relate to her main point?*

Answer: The irony is that alcohol, rather than promoting one's health, is often tied to illness and misery. The irony is also implied in her main point—that while advertising myths promise us that alcohol will improve our lives, it is far more likely to have destructive effects.

3. *Do you think Dunayer's essay is one-sided or balanced? Explain. What additional points could be used to support her point or to rebut it?*

Answer: The essay is one-sided in the sense that Dunayer does not include opinions from people who disagree with her. Other points she might have used to support her argument include the widespread idea among young people that using alcohol makes them seem more adult. Rebuttals of Dunayer's argument could include the ideas that many people use alcohol responsibly and that the problem is not with the product itself but with irresponsible people's misuse of it.

4. *Advertisers often create myths or use false ideas to get people to buy their products. Besides alcohol ads, what are some other examples of manipulative or deceptive advertising? Do you think advertisers should be permitted to use such tactics to sell products?*

Answer: Answers will vary.

Sue Halpern, "Mayor of Rust"

Structure and Technique

1. *What method of introduction—brief story, stating importance of topic, or broad-to-narrow—does Halpern use? Why do you think she chose this way to begin her article?*

Answer: She uses a brief story to catch the readers' interest.

2. *Halpern employs the use of dialogue throughout her article. Why do you think she does this, and do you find it effective?*

Answer: Halpern is interviewing/profiling Fetterman, so direct dialogue adds detail and creates a connection for the readers. Students' answers about effectiveness may vary.

3. *What pattern(s) of development does Halpern use in her article?*

Answer: She primarily uses exemplification, narration, and description.

4. *Analyze how the tone changes throughout the article.*

Answer: The tone changes from idealistic and visionary to hopeful and more realistic.

Critical Reading and Discussion

1. *What is Halpern's purpose in using these details—shaved head, tattoos, 6-foot-8—in her description of Fetterman?*

Answer: She uses his description to dispel the stereotype of bald, tattooed men.

2. *The slogan, “Everybody’s Work Is Equally Important,” was featured on billboards across the country. The author stated that this slogan was ironic when applied to Braddock because so many were out of work. Why do you think this slogan was featured? Do you agree that it is ironic, or might it have a different purpose? Explain your reasoning.*

Answer: The slogan has a tone of communal spirit and that is what the mayor and many of the people living in Braddock are trying to create. Although it may be difficult to find a good paying job in Braddock, building a community often means that people need to allow themselves to hold jobs that are not as prestigious. In other words, the good of the community often outweighs the good of the individual.

3. *Not all the people interviewed are happy with Fetterman and the way he is running things, yet he has been reelected. Why do you think Fetterman is handling the revitalization of Braddock in the manner he is?*

Answer: Although this question will elicit varying responses, students should address Fetterman’s no-nonsense attitude toward getting things done. His experience includes working through political channels and with organized groups, often with slow or little progress. In order to improve his city, as he sees it, his job is to do what is right for the city, not what makes certain people happy.

4. *The article ends on a realistic, rather than a happy, note. Instead of touting Fetterman as the savior of Braddock, Halpern portrays the reality of trying to save a dying town. Why wouldn’t Halpern want to end her article on a more positive note? Do you think she supports Fetterman? Do you think she condones his actions?*

Answer: Many people, including Halpern, want Fetterman to win the game of bringing back Braddock because it would signify hope for other such towns, but the truth is that he may not succeed; only time will tell.

Brian O’Keeney, “How to Make It in College, Now That You’re Here”

Structure and Technique

1. *O’Keeney uses a highly structured format in his essay. What are some of the features of this format? Why do you think O’Keeney structured his essay in this way?*

Answer: O’Keeney divides the body of his essay into four sections; each section begins with a boldfaced question that might be asked by a college student, followed by the author’s answer or answers to the question. His answers to two of the questions take the form of a numbered list. He uses such a structure to give students very specific, easy-to-remember advice.

2. *Does the author clearly state his thesis? If so, where is it stated, and how?*

Answer: The thesis is found in paragraph 2: “On the basis of my own experience as a final-year student, and after dozens of interviews with successful students, I’ve worked out a no-fail system for coping with college.”

3. *What method of introduction does the author use in the section on personal problems (starting with paragraph 19)? What is the value of using this method?*

Answer: O’Keeney begins the section with two anecdotes, the stories of Roger and Marian. The value of such anecdotes is that they vividly illustrate the kinds of personal problems a student might have and the toll those problems might take on him or her.

4. *In his essay, O’Keeney addresses his audience in the second person—using the word you. How does such a technique advance his main point?*

Answer: In using the second person, the author makes it clear that his “no-fail system for coping with college” was written for students to read, emphasizing that to succeed students must take his advice personally.

Critical Reading and Discussion

1. *What, according to O’Keeney, is the secret of getting good grades? Have you used any of O’Keeney’s study methods? If so, how useful do you think they have been for you? Are there any that you haven’t used but might try? Explain your answer.*

Answer: O’Keeney says the key to good grades is effective study techniques. He provides eight tips for effective studying: (1) Set up a study place; (2) get into a studious frame of mind; (3) reward yourself; (4) skim textbook readings first; (5) take notes; (6) review by “talking to yourself”; (7) take a break before you’re exhausted; and (8) take a skills course if you need it. Answers to the last three questions will vary.

2. *What does O’Keeney recommend students do to manage their time and responsibilities more effectively? Which of these suggestions are you most likely to use? Which are you least likely to use? Why?*

Answer: O’Keeney’s recommendations include keeping a monthly calendar, establishing a study schedule, and making to-do lists. Students’ answers will vary as to the techniques they might use and why.

3. *What is the secret the author says got him through college? What do you think is the most helpful or important suggestion the author makes in the selection? Give reasons for your choice.*

Answer: The author cites “to-do lists” as the technique that was most important for him. Students’ answers to the rest of the question will vary.

4. *Do you agree with the author that Roger and Marian should stay in school? Are there any situations in which it would be better for students to quit school or leave, at least temporarily? Explain, giving examples to support your answer.*

Answer: Answers will vary.

David Daniels, “College Lectures: Is Anybody Listening?”

Structure and Technique

1. *Daniels begins his essay with an anecdote about a former teacher of his. How does this introduction relate to his thesis?*

Answer: The anecdote is an extreme example of a college teacher who seemed unaware of whether his students were listening to him. The professor serves as a caricature of the type of teaching Daniels is criticizing.

2. *Does Daniels directly state his thesis? If so, where is it stated?*

Answer: Daniels states his thesis at the end of paragraph 4: “The time is long overdue for us to abandon the lecture system and turn to methods that really work.”

3. *In describing Mary’s classroom experience (paragraphs 5–7), Daniels provides numerous details. What are some of these details? How do they relate to the essay’s main idea?*

Answer: Some of the details provided are the huge class size, the lack of a roll call, the professor’s ancient notes, the lack of opportunity for student feedback, and the absence of quizzes. The details all contribute to the idea that lecture-heavy classes do a poor job of involving the student in the subject and stimulating his or her thinking.

4. *Daniels’s essay is an argument against the lecture system of education. What argument techniques does he employ? (See pages 344–47 for information on argument.)*

Answer: Daniels uses four of the argument techniques explained in Chapter 16, “Argument,” pages 344–347:

(1) *Point out common ground.* Daniels points out common ground between him and schools that support lectures. In paragraph 8, he admits that many schools supplement lectures with discussion groups and that some classes, such as first-year English, are relatively small.

(2) *Acknowledge differing viewpoints.* Daniels acknowledges (but does not support) viewpoints that differ from his. In paragraph 13, he states that administrators like lectures because they “can cram far more students into a lecture hall than into a discussion class.” He adds in the same paragraph that

teachers and students find lectures easier because students can sit back and be passive and teachers can “engage in intellectual exhibitionism.”

(3) *Grant the merits of differing viewpoints when appropriate.* Daniels grants the merits of opposing views in paragraph 15, where he states that lectures are “economically necessary” and also “spring from a tradition in a setting that rightly values tradition for its own sake.”

(4) *Rebut differing views.* Daniels rebuts the support for lecture classes for first- and second-year students by stating the virtues of smaller classes, which are listed in paragraph 14: smaller classes force students to become more active, students’ listening skills improve, professors do a better job, and tests demand analysis and synthesis instead of “empty memorization.” And while Daniels supports the tradition of lectures in paragraph 15, he immediately argues against their use in the first two years of college.

Critical Reading and Discussion

1. *Daniels states that “listening intelligently is hard work” (paragraph 9) and “[a]ctive learning . . . is far more beneficial for those who have not yet fully learned how to learn” (paragraph 10). Why might Daniels feel that listening is so hard? And why does he feel that active learning is so good?*

Answer: In paragraph 10, Daniels mentions that listening actively involves special techniques, including these two: “trying to anticipate the speaker’s next point” or “taking notes selectively.” We can assume that he feels it takes time and practice to learn such techniques. In discussing active learning in paragraph 10, Daniels mentions several types: writing essays, performing experiments, and having work evaluated by an instructor. He obviously feels that these types of active work involve students in ways they are not ready to be involved in as listeners.

2. *In paragraph 8, Daniels acknowledges that he has exaggerated Mary’s negative classroom experience, saying, “I admit this picture is overdrawn.” Does this admission strengthen or weaken his argument? Explain.*

Answer: The case could be made that the admission strengthens Daniels’s argument. By admitting that he is exaggerating slightly, Daniels can point out that many classes do have most if not all of the negative aspects of Mary’s class. It is also psychologically sound to admit a shortcoming of one’s argument, as it helps establish the writer as a reasonable person.

3. *According to Daniels, the lecture system harms professors by reducing feedback from students to a minimum. What is useful about feedback from students?*

Answer: If students’ comments indicate they don’t understand something, the teacher can then do something to help students improve their understanding. Students’ comments may also help teachers decide which activities and materials

are effective and ineffective. Also, the knowledge that their view counts in class may motivate students to get involved with class work.

4. *How do your experiences in both lecture classes and smaller classes compare with Daniels's descriptions? As a student, which type of class do you prefer? Why? If you were an instructor, which type of class would you prefer to teach? Why?*

Answer: Answers will vary.

Joyce Garity, "Is Sex All That Matters?"

Structure and Technique

1. *To support her views about sexuality in popular culture, Garity presents the case of Elaine. Why has the author chosen to focus so much of her essay on Elaine? What would have been lost if Garity had omitted Elaine?*

Answer: Elaine serves as a real-life example of a young girl whose life has been deeply damaged by her embracing of popular culture's view of sexuality. If Elaine had been omitted, the essay would have lacked the persuasiveness of a fully drawn case, leaving the reader with only a series of generalities, facts, and brief examples.

2. *List the details that Garity provides as she describes the Claiborne ad. Why does she go to such lengths to describe it? Why might she think it important for the reader to see it so clearly?*

Answer: Garity describes the Claiborne ad as including a nearly naked couple on a bed, with the man painting the woman's toenails. The woman laughs; the bed is heaped with clean white linen and pillows. There are sheer curtains at the window, and a wrought-iron balcony is visible. Garity describes the ad in such detail in order to make the reader understand what a highly attractive and seductive scene it is, especially to impressionable young readers.

3. *Garity uses a number of examples to support her claim about the prevalence of sex in popular culture. Cite some of these examples and explain how they support her argument.*

Answer: Garity mentions numerous magazine advertisements, billboards, children's fashions, and sexually promiscuous celebrities. Taken together, the examples make a persuasive case for her claim that sexually suggestive messages are everywhere young people look.

4. *Throughout paragraph 11, Garity poses a series of questions. What does she gain by using this technique?*

Answer: By asking questions, she hopes to provoke the reader into realizing the answer: that there are few voices in our society presenting an alternative to the perspective presented by much of popular culture.

Critical Reading and Discussion

1. *How do you think Garity felt about Elaine? Affectionate? Scornful? Resentful? Disapproving? Pitying? Explain your answer. Use evidence from the text.*

Answer: Garity's attitude toward Elaine might be described as fond, concerned, and somewhat exasperated. The fact that Elaine lived with Garity's family for some time and that the two had intimate conversations suggests that Garity felt affection for her. Her hosting of Elaine makes it clear, too, that she was concerned about what would become of Elaine and her children. In addition, Elaine's unrealistic attitude toward her own situation—her “yearn[ing] after magazine images, soap-opera heroines, and rock goddesses” even while she carries yet another child she is not equipped emotionally or financially to bring up—seems to exasperate Garity.

2. *In paragraph 7, the author says that Elaine is “completely unaware of the irony of her situation.” In an ironic situation, there is an inconsistency between what might be expected and what actually happens. What about Elaine's situation is ironic?*

Answer: The irony lies in the fact that while Elaine wanted a glamorous life of passion, romance, and sexual spontaneity, she actually has a life of poverty, unwed teen motherhood, and reliance on charity.

3. *The author lists numerous examples to illustrate and support her claim that “young people are immersed from their earliest days in a culture that parades sexuality at every turn and makes heroes of advocates of sexual excess.” What examples can you think of to add to her list? Describe and explain them.*

Answer: Answers will vary.

4. *In arguing against the emphasis on sexuality in our culture, Garity focuses on potential dangers to young women. How do you think this highly sexualized culture affects young men? Are they also at risk? Explain.*

Answer: Answers will vary, but students might realize that, like the members of the “Spur Posse” mentioned in paragraph 9, young men may receive the message from popular culture that their “manhood” is determined primarily by their ability to “score” sexually.