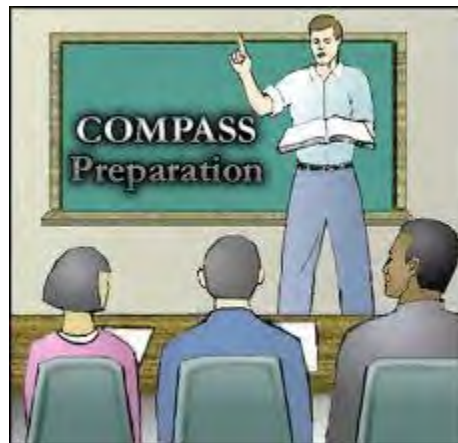




COMPASS Placement Test Review Packet



For preparing to take the COMPASS Reading Placement Test

(Funded through the Gulf-Coast PASS Grant)

Table of Contents

The COMPASS Test	3
Test-taking Strategies	5
Additional Resources for the Compass Placement Test	6
Reading Review	
I. Vocabulary	7
Word Meaning and Context	7
II. Finding the Main Idea	20
III. Implied Main Idea	27
IV. Supporting Details	34
V. Patterns of Organization	39
Time Order	39
List of Items	40
Comparison and Contrast	41
Cause and Effect	42
Definition and Example	43
Classification	44
Order of Importance	44
Problem and Solution	45
Process	46
VI. Inferences	62
VII. Reading Graphics	69
VIII. Fact and Opinion	77
IX. Purpose and Tone	83
Online Reading Resources	100
Appendix A List of Prefixes, Suffixes and Roots	101
Appendix B List of Commonly Confused Words	124

The COMPASS Test

The COMPASS placement test is offered in Reading, Writing, and Math. The test helps to determine whether you have the knowledge to succeed in the classes you are planning to take or whether taking some preparatory classes will ensure your success. Taking the three tests separately is usually helpful to ensure best results in all three tests.

The COMPASS test is a self-adjusting, multiple choice test that is taken at the computer. The answer to your current question will determine the next question; it will stop once it has determined your level. Consequently the test is untimed and has a different number of questions for each student. It also means that you will see questions that you don't know, because the test will ask you more and more difficult questions until it has found something that you don't know. Just do your best you can for each question the test presents to you.

You will receive paper, pencil, and a calculator. Since you will work on the computer you will not be allowed to bring food or drink. Once you have completed a test you will receive a printout with your scores and a recommendation of classes to take. You should then make an appointment with an advisor to discuss your course work.

The COMPASS Reading comprehension items are of two general categories: referring and reasoning. Within each of these two general categories are several content categories that further specify the skills and knowledge assessed by each item. Referring items pose questions about material explicitly stated in a passage. Reasoning items assess proficiency at making appropriate inferences, developing a critical understanding of the text, and determining the specific meanings of difficult, unfamiliar, or ambiguous words based on the surrounding context.

Advising

The Advising process is an integral part of your academic success. Academic advisors are available to assist you with a variety of academic services including admissions, testing, advising, registration, referral of campus and community resources, add/drop/withdrawal process, transfer planning and graduation processes.

Check out our advising resources at <http://www.lonestar.edu/advising.htm> but don't hesitate to contact an advisor if you need additional assistance. They're here to help you! It is very important that you are placed into the correct reading class.

This page intentionally left blank

Test-Taking Strategies

1. Take the Placement Test Seriously

Giving your best during the test can save you several terms of math, reading, and writing classes, and therefore a lot of time and money. What you don't know, you don't know. That's fine. But if you know something, make sure you show it on the test so that you are placed into the appropriate class for your skill level.

2. Prepare For the Test

It is important that you review your knowledge before you take the test, particularly if you have not been in school for many years. Go over the following parts in this review packet to refresh your memory about the things you once knew. This packet is not designed to help you learn material that you never knew. For that you should take a class.

It is equally important, however, that you are physically prepared for the test. Be sure to get enough sleep the night before, and eat something nutritious before arriving for the test. Don't consume anything with caffeine or a lot of sugar right before the test. Caffeine might make you feel more jittery and less patient, causing you to skip important steps. Too much sugar will give you a short energy boost followed by a sense of fatigue. Drink water or tea instead.

3. Take Time

The Compass Test is not timed which means that you can take as much time as you need. Make use of that! Read the questions carefully, think about them, do your work on paper, and then choose an answer. Your score does not depend on how long you take for each question. Your score *only* depends on whether you choose the right answer.

4. Read the Questions Carefully

Don't assume anything. Follow the instructions of the question exactly. Read all the details very carefully. A simple ,not* can change everything around. It helps to copy the question onto paper and underline the important information or rewrite it in your own words.

5. Work Math Problems out on Paper

Since the COMPASS Test is a test that you take on the computer make sure to copy math problems onto paper and work them step by step. It's worth it! Working a problem out carefully and minding all the details gets you the points to place you in the right class.

6. Take a Break

You can take a break whenever you like! Just go to the testing supervisor, and s/he will save your work. You can continue when you come back. You can even come back the next day.

This is very important because in order to do well on the test you need to concentrate. So if you need to use the restroom, go. If you are thirsty or hungry, go drink and eat. If you are tired, get up and take a walk or go home and come back the next day.

Additional Resources for the COMPASS Placement Test

<http://www.act.org/compass/student/index.html>

<http://wcb.neit.edu/asc/prctctst.htm> - Very basic; sentence level

http://www.testprepreview.com/accuplacer_practice.htm – Scroll down to English/reading MI only, but answers have explanation

http://www.testprepreview.com/compass_practice.htm – Use the left hand margin for navigation to COMPASS or ACCUPLACER review. Passages are several paragraphs as are the COMPASS reading passages.

Short passages that combine reading skills

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter10/deluxe.html

I. VOCABULARY

Word Meaning and Context

<http://scc.losrios.edu/~langlit/reading/contextclues/intro2.htm>

Using Context Clues

Text book writers usually know when they must use a word that will be new to their student readers. So they often include other words or phrases to help with the understanding of the new word. These words or phrases are referred to as **context clues**. They are built into the sentences around the difficult word. If you become more aware of the words around the difficult words you encounter in your reading, you will save yourself many trips to the dictionary. You will be able to make logical guesses about the meanings of many words.

Four Types of Context Clues

Types of Context Clues

- definitions, synonyms or restatements
- antonyms and contrasts
- examples
- inference or general knowledge

Synonym or restatement clue:

- The author includes a synonym to help the reader understand the meaning of a word.
- A synonym is a word that means the same as or nearly the same as another word.
- Signal words: *or, in other words, that is, also known as, sometimes called*

Example: After seeing the picture of the starving children, we all felt *compassion, or pity*, for their suffering.

The synonym “pity,” set off by commas with the word “or,” helps the reader understand that the meaning of “compassion” is the same as or related to “pity.”

Antonym or contrast clue:

- The author can also include an antonym or help the reader understand the meaning of a word.
- An antonym is a word that means the opposite of another word.
- Signal words: *but, in contrast, however, instead of, unlike, yet, no, on the other hand*.....

Example: My mother’s book keeping is *meticulous*. *No inaccuracy or carelessness* ever slips into her records.

The antonyms “inaccuracy” and “carelessness” in combination with the signal word “no” helps the reader understand the word “meticulous” has an opposite meaning.

Definition or example clue:

- The author includes a definition to help the reader understand the meaning of a word.
- Signal words: *is defined as, means, the term, [a phrase in boldface or italics] set off with commas* such as, for example,...

Example: *Sedentary* individuals, *people who are not very active*, often have diminished health.

The definition “people who are not very active” is set off by commas and gives the reader the meaning of the word “sedentary.”

Example: The river was full of **noxious** materials such as *cleaning agents* from factories and *pesticides* from the nearby farms.

The examples *cleaning agents* and *pesticides* in combination with the signal phrase “such as” gives the reader the meaning of “noxious”.

Inference or General Knowledge clue

- Some writers help the reader figure out unfamiliar words by having the reader use reasoning and prior knowledge.
- The meaning is derived from the experience and background knowledge of the reader’s “common sense” and logic.
- Signal: the information may be something basically familiar to you within the passage or sentence

Example: Ella is always *sucking up to the boss*, even in front of others. That *sycophant* just doesn’t care what others think of her behavior.

The general knowledge in the context helps the reader understand that a “sycophant” may be someone who sucks up, or influences others to get their way.

Exercise 1

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter1/deluxe.html

Directions: Note the clues within the sentences. The type of context clue is labeled. Select the correct meaning of each italicized word and write the correct letter in the parentheses.

1. The *bioscope*, an early motion-picture projector, was considered a breakthrough when it was first introduced. It has since been replaced with state-of-the-art equipment, which will surely be considered "old" in the future.

Direct Definition ()

- (a) state-of-the-art equipment
- (b) an early motion-picture projector
- (c) a breakthrough

2. In the early days of motion pictures, the *dialogue*, or conversation, was not heard. In addition to very heavy drama, there were often subtitles to help the audience understand what was being said.

Direct Definition ()

- (a) subtitles
- (b) conversation
- (c) heavy drama

3. Some of the "pre-talkie" actresses and actors soon learned their voices were a *liability*, once sound was added. For example, audiences laughed at or tuned out a high-pitched, monotone or difficult to understand accent.

Example ()

- (a) something that holds one back
- (b) difficult accents
- (c) a "pre-talkie" actress or actor

4. Sadly, some of the best loved figures of the silver screen were found living in *poverty* without money, a home, or even enough to eat once their voices were heard.

Example ()

- (a) unheard voices
- (b) figures of the silver screen
- (c) the state of being poor

5. Even though many of the performers and directors were **eminent** figures before the addition of audio, they were practically unknown later.

Contrast ()

- (a) foreign
- (b) practically unknown
- (c) famous

6. Audiences immediately responded to the performances of more **contemporary** actors and actresses instead of those from the early days.

Contrast ()

- (a) immediately
- (b) recent
- (c) previous

7. Just as audiences changed allegiance from one format to the other, the **fickle** studios no longer gave contracts to the "older" stars of yesterday.

Comparison ()

- (a) large
- (b) angry
- (c) changeable

8. The talkies caused a whole new **genre** of writing to be developed for the movies as the dialogue took on greater significance. Musicians also needed to create new arrangements to supplement the dialogue.

Comparison ()

- (a) a seating arrangement
- (b) form of composition
- (c) take the place of

9. Through it all, producers and directors wouldn't **succumb** to the pleas of the agents to reinstate the older stars; their begging fell on deaf ears and new contracts were not written.

Logic of the passage ()

- (a) become soft-hearted
- (b) pretend to enjoy
- (c) give in

10. What will the future hold for one of our favorite pastimes? Will we continue to **juxtapose** the new movies with the old? Will we still rent the reruns of our old favorites, yet enjoy watching the latest films on the big screen?

General Sense ()

- (a) compare
- (b) think about
- (c) throw out

Answers

1. b

2. b

3. a

4. c

5. c

6. b

7. c

8. b

9. c

10. a

Exercise 2

http://www.mc.cc.md.us/faculty/~steuben/public_html/practice_context_clues.htm

Directions: Read each sentence below and write down type of context clue (contrast/antonym, restatement/synonym, example or general knowledge) that helps you define the meaning of the key term. Circle the best meaning from the choices.

1. Joan loves to buy **exotic** foods: vegetables and herbs from China, spices from India, olives from Greece, and cheeses from France.

expensive seasonings rare from other places

2. Emotionally disturbed people may be troubled by **morbid** thoughts. For instance, they may often think about suicide or murder.

confused dealing with death psychologically ill scary

3. At first, the surgery seemed to be successful. But several hours later, the patient's condition began to **deteriorate**, and it continued to worsen over the next few days.

stabilize surprise everyone change decline

4. In Dickens' *A Christmas Carol*, the **miserly** Ebenezer Scrooge is visited by three spirits who changed him into a generous man.

cheapskate single and elderly unhappy wealthy

5. Raul is an **indulgent** father. For instance, he lets his daughter stay up as late as she likes and he never insists that she does her homework.

lazy and caring stupid and kind strict and mean lenient and tolerant

6. Languages **evolve** over time, as you can see if you open a page of *The Canterbury Tales*, written about six hundred years ago by the English poet Chaucer. It is barely recognizable as English today.

develop age increase complexity regress

7. The decision Veronica made to study instead of going out for pizza with her friends was **prudent**. She got an A on the exam, while her friends all got D's.

anti-social careful and wise selfish calculating

8. Whenever something bad happens to Jane, she says it's the fault of **destiny**. But I prefer to take charge of my own life rather than simply blaming fate.

bad luck evil caused by someone poor planning event that happens regardless

9. My father died when I was a baby, but Mom told me so many stories about him that I feel I knew him well. For example, one **anecdote** was about how he cried with joy when I was born.

medicine or cure **biographical account** **example** **joke**

10. Ivan is a wonderful piano player. But Jerri is more **versatile**; she sings, acts, paints and writes poetry, and also plays the piano.

cheerful **popular** **superior skills** **many abilities**

11. This third grade was full of **precocious** children. One child had learned to read at two and another could do algebra at age 6.

backward **active** **ahead** **pretty**

12. I expected truthfulness from a doctor; I was shocked by his **mendacity**.

falsehood **meanness** **candidness** **knowledge**

13. When my grandfather meets someone with that much knowledge in a field, he finds that their **erudition** frightens him and he is inclined to withdraw.

rudeness **intelligence** **illiteracy** **age**

14. When going to an office party you should show your best **decorum**, for example, dress your best, drink and eat moderately, and be sure to thank the host before you leave.

civility **decorations** **party moves** **rudeness**

15. We thought that the mother would be very **distraught** at hearing of her husband's accident; however, she took the news quite calmly.

tranquil **indifferent** **disgusted** **anxious**

16. It is refreshing to see students so excited, so **zealous**, in doing their homework.

zany **dedicated** **indifferent** **jealous**

Answers

1. Example: exotic - from other paces
2. Example : morbid – dealing with death
3. Restatement: deteriorate – decline
4. Contrast: miserly – cheapskate
5. Example: indulgent – lenient and tolerant
6. General knowledge: evolve – develop
7. General knowledge: prudent – careful and wise
8. General knowledge: destiny – event that happen regardless
9. Restatement/Example: anecdote – biographical account
10. Example: versatile – many abilities
11. Example: precocious – active
12. Contrast: mendacity – falsehood
13. Restatement: erudition – intelligence
14. Example: decorum – civility
15. Contrast – distraught – anxious
16. Restatement: zealous - dedicated

Exercise 3

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter1/deluxe.html

Directions: Read each of the passages using context clues to determine the meaning of the italicized word. Note the part(s) of the paragraph you used to help in your selection.

Jazz! The music that touched every musician of the 20th century, whether it was ¹*embraced* or discarded, still resounds in the chords and creations heard today. Many ²*renowned* figures provided ³*innovation* to this form of music, but none more than the "Duke"--Mr. Edward Kennedy Ellington. He took this exciting, pulsating music and enriched it with his ⁴*incomparable* creativity. Although he would have been 100 years old in 1999, this "old" man still influences musicians today. From short instrumental pieces, to symphonic works, to film scores, to music for the theater and for worship, his range was without comparison. He composed almost 2,000 works during his career ⁵*spanning* 50 years of creativity from the 1920s through the 1970s.

Born in Washington, D.C. in 1899, Ellington was a contemporary of George Gershwin, another major figure in the serious business of music. In the 1920s, Ellington took his orchestra, known as the Washingtonians, to New York where they performed at the famous Cotton Club in Harlem. By the mid 1930s, Ellington had created an astonishing list of compositions, such ⁶*classics* as *Caravan*, *Mood Indigo*, and *Sophisticated Lady*. He led his orchestra on a grand tour of Europe where he was greeted by cheering, adoring fans. From this successful foreign tour, he ⁷*initiated* a series of annual concerts at Carnegie Hall in New York where he introduced his extensive ⁸*repertoire* of concert suites. He continued to compose concerts, ballets, operas, and film scores (most notably *Anatomy of a Murder* and *The Asphalt Jungle*), and officially retired in 1954. He received the Presidential Medal of Freedom and honorary degrees from Yale and Howard Universities. Although the "Duke" died in 1974 in New York City, his works, even ⁹*posthumously*, were still being discovered. One of his operas was performed in Philadelphia in 1986, and his symphonic works started to appear in concert halls and recordings. Finally, in 1999, "Duke" was awarded a special Pulitzer Prize for lifetime achievement.

The "Duke's" power and ¹⁰*vitality* will always remain in his contributions to musicians everywhere. He took jazz and translated it into a style spanning the blues, the big-band sounds of swing, concert suites, and even religious music.

- | | |
|---------------------|----------------------|
| 1. () embraced | a. extending through |
| 2. () renowned | b. collection |
| 3. () innovation | c. started |
| 4. () incomparable | d. exceptional |
| 5. () spanning | e. accepted |
| 6. () classics | f. old masterpieces |
| 7. () initiated | g. after death |
| 8. () repertoire | h. change |
| 9. () posthumously | i. energy |
| 10. () vitality | j. famous |

Answers:

1 e; 2 j; 3 h; 4 d; 5 a; 6 f; 7 c; 8 b; 9 g; 10 i

Exercise 4

http://wps.ablongman.com/long_mcwhorter_gcr_6/2/707/181188.cw/index.html

Directions: Read the text and answer the questions that follow by putting the correct letter in the parentheses.

Genetic Foundations

What are genes, and how are they transmitted from one generation to the next?

1. Each individual's **phenotype**, or directly observable characteristics, is a product of both genotype and environment.
2. **Chromosomes**, rodlike structures within the cell nucleus, contain our hereditary endowment. Along their length are **genes**, segments of DNA that make us distinctly human and influence our development and characteristics.
3. **Gametes**, or sex cells, are produced by the process of cell division known as meiosis. Since each individual receives a unique set of genes from each parent, **meiosis** ensures that children will be genetically different from one another. Once sperm and ovum unite, the resulting **zygote** starts to develop into a complex human being through cell duplication, or **mitosis**.
4. If the fertilizing sperm carries an X chromosome, the child will be girl; if it contains a Y chromosome, a boy will be born. **Fraternal**, or **dizygotic**, twins result when two ova are released from the mother's ovaries and each is fertilized. In contrast, **identical**, or **monozygotic**, twins develop when a zygote divides in two during the early stages of cell duplication.

Berk, L.E. (2001). *Development through the Lifespan, 2/e*, Boston: Allyn & bacon, p. 75.

1. We can tell from the context that **phenotype** refers to characteristics in a person that are directly observable. ()
(a) True
(b) False
2. The definition of the word *genes* is "segments of DNA that make us distinctly human and influence our development and characteristics." ()
(a) True
(b) False
3. The definition of the word *chromosome* is a rodlike structure within the cell nucleus. ()
(a) True
(b) False
4. Mitosis contains our hereditary endowment. ()
(a) True
(b) False
5. An individual's phenotype is completely determined by the environment. ()
(a) True
(b) False

6. Gametes are sex cells. ()
(a) True
(b) False
7. Cell division is called *meiosis* while cell duplication is called *mitosis*. ()
(a) True
(b) False
8. Another term used for *fraternal* twins is *dizygotic* twins. ()
(a) True
(b) False
9. Another term for *identical* twins is *monozygotic* twins. ()
(a) True
(b) False
10. If the fertilizing sperm carries an Y chromosome, the child will be girl; if it contains an X chromosome, a boy will be born. ()
(a) True
(b) False

Answers:

1. T
2. T
3. T
4. T
5. F
6. T
7. T
8. T
9. T
10. F

Exercise 5

http://wps.ablongman.com/long_mcwhorter_gcr_6/2/707/181224.cw/index.html

Denotation and Connotation

Directions: Check the best answer.

1. Meaning is also affected by the denotation and connotation of particular words. **Denotation** is the objective reference of a word—that is, its factual, concrete meaning. Dictionary definitions present denotations. Some words are primarily denotative, but most words also possess less definable connotations. **Connotation** refers to meanings beyond the objective reference. The word *automobile*, for example, denotes a four-wheeled motor vehicle. Yet it may connote little or nothing to one person, anger to someone who has just been fired from an automobile factory, and pleasure to someone who has just bought a new sports car. Very specific words—*chair*, *desk*, *book*, and so forth—are usually without connotation for most people. Other words, such as *obsolete* and *respectable*, can fall either way, depending on context, while words such as *fantastic* and *horrible* are almost totally connotative in nature.
2. We acquire our connotations from social and personal experiences. The word **farm** means something different to a city dweller than to a country person. The more two people have in common—the more similar their backgrounds, past experiences, attitudes, and outlooks—the better chance they have of attaching the same meaning to a word or concept.
3. Consider the following situation. Ingrid is talking with her parents, and all is going well. They are communicating for a change. Then the conversation turns to the subject of drugs. Communication quickly comes to an end, Ingrid and her parents stop communicating because they have different connotations for the word *drug*. But the word is only a small part of a larger problem. Ingrid, her mother, and her father have different attitudes about many things, and this difference in attitudes influences the connotations they attach to words. The end result of these differing connotations is often a breakdown in communication. Barker, L.L. & Roach Gaut, D. (2002). *Communication*, 8/e, Boston: Allyn & Bacon, pp. 38-39

1. Connotation is the factual, concrete meaning of a word.
 True
 False
2. The word *automobile* means nothing but a four-wheeled motor vehicle to everybody.
 True
 False
3. Very specific words such as *chair*, *desk*, and *book* usually carry the same meaning for most for most people
 True
 False
4. The word *obsolete* does not usually carry a connotation.
 True
 False

5. Words such as *fantastic* and *horrible* always represent their factual meanings.
 True
 False
6. The word *obsolete* usually carries a connotation; it has a different meaning for most people.
 True
 False
7. We attach connotative meaning to words through our life experiences.
 True
 False
8. Because we all learn the same vocabulary words, the word *farm* means the same thing to a city dweller as it does to a country person.
 True
 False
9. People have a better chance of attaching the same meaning to a word if they have similar backgrounds and experiences.
 True
 False
10. When people have different connotations for words that they use in conversation, the end result is usually a breakdown in communication.
 True
 False

Answers:

1.F 2. F 3.T 4.F 5.F 6.F 7.T 8.F 9.T 10.T

For more practice on Content Clues, see

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_1.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_2.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter3/context_clues_exercise_3.html

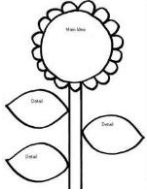
http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter3/how_much_do_you_know_about_vocabulary_.html

<http://www.townsendpress.net>

II. Finding the Main Idea

<http://www.slideshare.net/Melodia/adv-read-main-idea-presentation>

The Point



- The main idea is the big point that the writer is communicating to the reader.
- Often the reader can approach the main idea just by looking at the title.
- For example, a passage titled: “Why Doctors Deserve More Dollars” will include reasons for that idea.

The Roof Figure

- Try to see the main idea as a roof.
- It should be big enough to include everything in the reading passage.
- But it shouldn't be too big for the text.



What about the topic?

- To find the topic, just ask yourself: “Who or what is this passage about?”
- The topic can be expressed in a word or a phrase.
- The topic is the general subject of a reading passage.

The Main Idea

- **Main Idea** - is like the heart of the text or a paragraph.
- It is the controlling idea.
- All the other supporting details in the text or within a paragraph should tell us more about the main idea.



General Versus Specific

- The main idea is a general one.
- The supporting ideas in the passage are specific ones.
- Which word is the most general: Potato or Vegetable?

The Topic Sentence

- Many paragraphs have topic sentences that indicate what they are about.
- Find the topic sentence in this paragraph:

Homeless people have many problems. In winter, it's hard to stay warm and it gets too hot in summer. It's also hard to keep things safe without a home. Worst is the lack of privacy.

Answer: The first sentence, “Homeless people have many problems” is the topic sentence.

■ **Read this short paragraph:**

Engineers create wealth for society. So, tennis is a game and the resources of the earth are scarce. Have you gone mad? Thus the only solution is to educate the public on being socially responsible.

■ We would go *crazy* if texts were written like this all the time.

■ It was difficult to understand because it was made of different ideas that did not link. There was no common thread.

■ **The good news is that normal passages have main ideas!**

Exercise 1 <http://www.townsendpress.net/class/everything/assignment/26/1548>

Directions: One statement in each group is the main idea. Each of the other statements is an illustration, example or reason that supports the general main idea statement. Circle the letter of the statement that is the main idea for each group.

Group 1

- a. Einstein demonstrated that time and space are not absolute.
- b. Einstein revealed that light is composed of tiny particles called photons.
- c. Albert Einstein changed the world of physics.
- d. Einstein showed that energy and matter are linked.

Group 2

- a. A lightning bolt is hotter than the sun's surface.
- b. Lightning strikes the Earth approximately 8 million times a day.
- c. Lightning is a phenomenon of awesome power and scope.
- d. A single lightning bolt contains enough energy to light an entire city for a week.

Group 3

- a. Cockroaches can thrive in extreme climates.
- b. Cockroaches can survive amid surface pressure as low as that on Mars.
- c. Cockroaches can withstand high amounts of radioactivity.
- d. Cockroaches are champions of survival.

Group 4

- a. Because longwall mining removes more coal than other methods, it creates a greater risk of mine cave-ins.
- b. Longwall mining can be damaging to the environment and dangerous to human beings.
- c. Longwall mining disturbs underground water supplies, causing freshwater wells to go dry.
- d. A longwall mine can span miles, destroying the foundations of numerous homes above.

Group 5

- a. Many Devil’s Island inmates died of tropical diseases.
- b. Inmates who escaped to the mainland found themselves in jungle so forbidding that some called it “the green hell.”
- c. The penalty for killing a Devil’s Island guard was public beheading by guillotine.
- d. Conditions within and around Devil’s Island made it one of the world’s most notorious prisons.

Group 6

- a. Air conditioning changed many aspects of twentieth-century American life.
- b. Air conditioning enabled industry to continue regular manufacturing hours throughout hot summer months.
- c. After air conditioning became standard, the architecture of northern homes spread south.
- d. Air conditioning was a major factor in Sunbelt population growth.

Group 7

- a. Larch trees have developed tough bark that can withstand the flames of fast-moving wildfires.
- b. Some plants can withstand or benefit from wildfires.
- c. To flourish, sequoia seedlings need a site cleared of other vegetation—for instance, by fire.
- d. Wildfire heat can melt the snow from pinecones, enabling them to release their seeds.

Group 8

- a. In various ways, actual pirates contrast with fictional ones.
- b. There is little evidence that pirates commonly forced prisoners to walk the plank, as they do in movies.
- c. In fiction, pirates steal chests filled with gold and gems; in reality, pirate loot normally consisted of molasses, sugar, and enslaved Africans being shipped to America.
- d. Although American pirate fiction has focused primarily on Caribbean pirates, China Sea pirates were the best organized and most feared.

Group 9

- a. Henry Miller’s *Tropic of Cancer*, written in 1935, couldn’t be published in the United States until 1961 because the novel was considered obscene.
- b. Because of government censorship, James Joyce’s *Ulysses* had to be smuggled into the United States.
- c. Since its publication in 1884, Mark Twain’s *Adventures of Huckleberry Finn* has been targeted in numerous censorship campaigns: initially, many people considered it immoral; today, many people consider it racist.
- d. In the United States, censorship has been more common than many people realize.

Group 10

- a. At the height of the Roman Empire, pearls were so precious that one general financed an entire military campaign by selling a single pearl earring.
- b. According to Hindu mythology, the god Krishna created the pearl by reaching into the sea for his daughter’s wedding present.
- c. Cleopatra crushed one of her large pearls, which would have been worth about \$9 million today, and dissolved it in a glass of wine to show Marc Antony that she could have the most expensive dinner in the world.
- d. For thousands of years, humans have regarded pearls as wealth.

Group 11

- a. Because the air atop Mount Everest is so thin, climbers must bring oxygen tanks as a precaution.
- b. Some parts of the route to Mount Everest's peak are passable only at certain times of the year and day.
- c. Climbing Mount Everest, the world's highest mountain, is extremely dangerous.
- d. Many climbers have perished in sudden Mount Everest snowstorms.

Group 12

- a. The Americans with Disabilities Act (ADA) is an important piece of legislation.
- b. The ADA mandates that schools accommodate students with learning disabilities.
- c. The ADA requires that all public buildings be accessible by wheelchair.
- d. The ADA forbids denying people employment because of their disabilities.

Group 13

- a. Sightings of marine mammals such as seals probably prompted a belief in mermaids.
- b. Stories of the Pongo, a hairy human-like monster stalking Africa's jungles, likely derive from gorilla sightings.
- c. Mythical dragons probably derived from actual ones, such as the Komodo dragon.
- d. Mythical creatures often have some basis in reality.

Group 14

- a. A continuing mission of Amnesty International is to end torture in the world's prisons.
- b. Through letter-writing campaigns, Amnesty International has secured the release of thousands of political prisoners.
- c. Established in 1961, Amnesty International works to protect human rights worldwide.
- d. Amnesty International has published reports exposing slave-labor camps in the Soviet Union, death squads in South America, and inequitable use of the death penalty in the United States and other countries.

Group 15

- a. The U.S. Treasury Department wages an ongoing war against counterfeiters.
- b. In 1996 and in 2003, the Treasury Department introduced new designs for paper money, to thwart counterfeiters.
- c. Special ink that shifts from black to green (depending on how a bill is tilted) makes counterfeiting more difficult.
- d. U.S. currency is printed on cotton-and-linen paper that gives it a unique feel.

Group 16

- a. The lion trainer always enters the ring first, in full sight of the cats, in order to establish the ring as his territory.
- b. Lion trainers working in circuses apply basic principles of dominance in training big cats.
- c. The ring shape of the performance area prevents the lions from backing into a corner away from the trainer.
- d. All of the trainer's actions in the ring—barking orders, stomping, snapping his whip—are designed to remind the lions that he is the alpha male.

Group 17

- a. In the mid-fifteenth century, the Scottish parliament banned golf because soldiers were neglecting their military training in order to play the game.
- b. An avid golfer, King James I brought the game of golf to England.
- c. Mary Queen of Scots is credited with having brought golf to France, where golfers' assistants were French cadets ("caddies").
- d. Golf's history is tied to Scottish rulers

Group 18

- a. Scandal surrounded President Jefferson when it became known that he had fathered a child by Sally Hemings, one of his slaves.
- b. In 1875-1886, government officials—including the Secretary of the Treasury and President Grant's personal secretary—were indicted for involvement in a massive tax-evasion scheme known as the Whiskey Ring.
- c. Presidential scandals have been around almost as long as the presidency.
- d. The Teapot Dome Affair, which involved bribes and the illegal transfer of oil reserves, stained President Harding's administration.

Group 19

- a. Dysfunctional workplaces happen when managers create a bad atmosphere.
- b. Managers who "talk the talk" but don't "walk the walk" basically tell their employees that there are two sets of standards at the company, one for managers and one for workers.
- c. Bosses who point the finger when things go wrong stifle the creativity of their workers.
- d. Managers who do not set clear priorities create confusion in the ranks.

Group 20

- a. One physician tried to determine the weight of the human soul by devising a bed scale that weighed a dying patient before and after the moment of death.
- b. For centuries humans have sought ways to prove scientifically the existence of the human soul.
- c. Others have tried photographic techniques to capture proof of the human soul on film.
- d. Believing that the soul escaped through the mouth, the ancients tried to capture the soul in an urn placed near the dying man's mouth.

Answers:

- | | | | | | | | | | |
|------|------|------|------|------|------|------|------|------|------|
| 1.c | 2.c | 3.d | 4.b | 5.d | 6.a | 7.b | 8.a | 9.d | 10.d |
| 11.c | 12.a | 13.d | 14.c | 15.a | 16.b | 17.d | 18.c | 19.a | 20.b |

Exercise 2

Directions: The following selections have topic sentences (main ideas) that may appear at the beginning, in the middle or at the end of the paragraph. Identify the topic sentence of each paragraph by filling in the correct sentence number in the space provided.

1. _____

¹Often when older children move back home, unpleasant tensions and disagreements arise. ²However, adult children who move back home can avoid family conflicts by following some tips. ³First, they should contribute what they can—and it need not be in terms of money: Being productive family members will help them earn their keep. ⁴This can involve tutoring or coaching younger sisters or brothers, or helping Mom and Dad with chores and errands. ⁵Second, these “returnees” should not expect their parents to rescue them from difficulties. ⁶As adults, they are responsible for getting out of their own scrapes—and for trying to avoid them in the first place. ⁷Last, they must respect their parents’ lifestyles and own needs for independence. ⁸It is unrealistic to expect parents’ lives to revolve around the needs of a grown child, in the manner they may have when the child was younger.

2. _____

¹Scientists have learned that the way we view exercise strongly influences our performance. ²Research on Russian weight lifters, for example, demonstrated that if they were told the weights were heavy, they perceived an exercise to be more difficult. ³If they were told the weights were light, then they considered the exercise easier. ⁴Another example is the weight lifter who kept failing to break a record. ⁵He finally succeeded after his trainer told him the weights he was lifting were not as heavy as they in fact were.

3. _____

¹Until the 1940s, most Americans were born and died at home. ²Births and deaths happened when they happened, often without medical intervention. ³If a baby was too premature or defective or if a seriously ill person was dying, there was little the family doctor could do about it other than to offer comfort. ⁴Today, most Americans are born and die in hospitals under the supervision of medical personnel who sometimes decide to keep them alive long beyond the point at which they would normally have died. ⁵Patients can be hooked up for days, months, or years to machines that sustain their lives. ⁶This step may be taken even if they are in constant pain or permanently comatose. ⁷Obviously, technology has greatly changed how we are born and die.

4. _____

¹ Though natural-fiber purists may turn up their noses at it, polyester-and-cotton-blend clothing has advantages over all-cotton garments. ² For one thing, polyester, which is manufactured, costs less than cotton, which grows naturally but is expensive to process. ³ Therefore, cotton/polyester clothing is more economical than pure cotton garments. ⁴ Also, the polyester content of cotton-blend clothing helps the garments retain their shape after repeated washings. ⁵ That's because this synthetic does not share cotton's tendency to shrink or stretch after immersion. ⁶ But perhaps polyester's most endearing quality is its "no-wrinkle policy." ⁷ Unlike pure cotton, polyester blends require little or no ironing!

5. _____

¹ Baseball enthusiasts hold softball in low esteem. ² It's a picnic game, they argue, with a big, soft ball, shorter base paths, and a pitcher who throws underhand. ³ Yet fast-pitch softball can be as intense and dramatic as any baseball game, perhaps more so. ⁴ True, the base paths are shorter, but ask any third baseman how quickly a well-hit groundball reaches him on softball's smaller diamond. ⁵ True, the pitcher throws underhand, but he stands fifteen feet closer to the plate, and he might hit speeds exceeding eighty miles per hour. ⁶ True, the ball is softer than a baseball, but catch a hard one in the ribs just once, and such knowledge is small comfort.

Answers: 1. (2) 2. (1) 3. (7) 4. (1) 5. (3)

For more practice on Finding the Main Idea, see:

<http://www.townsendpress.net/class/everything/assignment/26/1505>

<http://www.townsendpress.net/class/everything/assignment/26/1506>

<http://www.townsendpress.net/class/everything/assignment/26/1507>

<http://www.townsendpress.net/class/everything/assignment/26/1508>

<http://www.townsendpress.net/class/everything/assignment/26/1509>

<http://www.townsendpress.net/class/everything/assignment/26/1847>

<http://www.townsendpress.net/class/everything/assignment/26/1848>

<http://www.townsendpress.net/class/everything/assignment/26/1849>

<http://www.townsendpress.net/class/everything/assignment/26/1850>

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter8/identifying_stated_main_ideas_exercise.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter8/locating_the_stated_main_idea_multiple-choice_exercise.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter8/topic_and_stated_main_idea_multiple-choice_exercise.html

III. Implied Main Idea

<http://www.mdc.edu/iac/learningResources/courtyard/doc/MAIN%20IDEAS-TOPICS.pdf>



What does this cartoon imply about the newly married couple whose car has broken down?

The details tell you the implied point.

The newlyweds' car has broken down. Since they are hitchhiking in opposite directions, the implied point is that their marriage has broken down as well.

<http://www.cf.edu/departments/instruction/las/academicfoundations/reading/index.html>

The Implied Main Idea is one that is NOT clearly stated in any one sentence in a passage. It is only suggested or inferred by the supporting details. The author doesn't state it directly.

When you see that no sentence is general enough to include all of the others -- that each sentence is too specific to cover all the others -- the paragraph's main idea is *implied*.

Your task is to figure out the author's main idea. You can do so by asking two questions:

1. What is the topic, or subject, of the paragraph? In other words, who or what is the entire paragraph about?
2. What is the main point being made about the topic? This is the topic of the paragraph.

Once you have found the topic, ask yourself, "What is the author's main point about the topic?" In other words, "What is the author saying about the topic?"

Your answer should not be too general nor too specific.

- Try to make it broad enough to include all the supporting details in the paragraph, and make sure you state it in a complete sentence.
- This is the *implied main idea* of the paragraph.

Try it on the following paragraph. Read each sentence, then ask yourself what the topic of the paragraph is. Once you identify the topic, ask what the individual sentences are saying about the topic.

(1) College and university sports teams have nicknames. (2) Most are common, such as the Bears, Lions, and Tigers. (3) However, some are unusual. (4) For instance, the University of California at Irvine is nicknamed "Anteaters." (5) The University of Washburn's sports teams are called the "Ichabods." (6) Richland College sports teams are called "Thunderducks." (7) And perhaps the strangest of all belongs to the University of California at Santa Cruz. (8) Their nickname is the "Banana Slugs."

Explanation

- What is the main idea of the paragraph? No one sentence expresses it.
- When this happens, you must consider the topic of the paragraph and then look at the details to try to piece together the "missing topic sentence."
- This paragraph starts talking about college nicknames. But it does not focus on common nicknames.
- The signal word "however" at the beginning of Sentence 3 tells you that the paragraph is changing directions, and will focus on "Unusual college nicknames."
- This is the topic of the paragraph.
- Sentences 4 - 8 are detail sentences that provide the following examples:
 - (a) The University of California at Irvine is nicknamed "Anteaters."
 - (b) The University of Washburn's sports teams are called the "Ichabods."
 - (c) Richland College sports teams are called "Thunderducks."
 - (d) The University of California at Santa Cruz team nickname is the "Banana Slugs."
- Once you have identified the important details, ask yourself this question:

"What point do all the details add up to?"
- In the above paragraph, the details all add up to the main idea that "Some college sports teams have unusual nicknames."

A Note about Paragraphs that Begin with a Question

- Sometimes, a paragraph will begin with a question.
- The answer to that question is the main idea of the paragraph.
- Often, that idea is expressed as a sentence.
- Sometimes, however, it is not.
- When this happens, you must formulate the answer to the question in your mind.
- The answer will be the "missing topic sentence," or the *implied main idea* of the paragraph.

Here is an example. Read the paragraph, trying to answer the question that is asked in the first sentence of the paragraph.

(1) What happens to thoroughbred race horses when they are too old to race? (2) Essentially, there are two groups of "over-the-hill race horses". (3)The first group are the unlucky ones. (4)They are sold to slaughter houses, where they become pet food or are killed and their meat becomes delicacies in Europe or Japan. (5)The second group are the lucky ones who find their way to an Equine Retirement Foundation ranch. (6)These ranches are run by people who love horses and who want to provide a final resting place for horses that gave their all as they raced. (7)The people running the ranches understand the stress and effort that each horse went through in training and in running races. (8)They reward the horses by letting them roam pastures, feeding them well, and letting them enjoy the companionship of other horses. (9) And the horses are cared for by people who love and understand these gentle yet competitive animals.

Explanation

- This paragraph starts with a question. When looking for a paragraph's topic sentence, you should always look for the answer to the question.
- In this paragraph, no one sentence answers the question. When this happens, you have to piece together the details to come up with the "missing topic sentence."
- First, look for the paragraph's topic. The topic of this paragraph is "What happens to thoroughbred race horses when they are too old to race."
- The details of the paragraph should provide you with the answer -- they tell you that there are two categories of such horses. Identify them and you have come up with the answer to the question.
- A good *implied main idea* might be: "Thoroughbred race horses that are too old to race are either sold for slaughter or enjoy life at an Equine Retirement Foundation ranch."

DIRECTIONS: Read the paragraph and then choose what you think is the implied main idea.

The biggest living thing in America is a tree. So is the oldest living thing. Both are found in California. The oldest living tree is a bristlecone pine tree. Nicknamed "Methuselah," it is 4,700 years old. "General Sherman" is the largest tree. It is a giant sequoia, standing 385 feet in height. It weighs over 1,400 tons, more than the combined weight of 360 elephants.

The implied main idea of this paragraph is:

- a. In America, things that are old and large have nicknames.
- b. The biggest and oldest living things in the world are in America.
- c. Trees are both the biggest and oldest living things in America.
- d. General Sherman probably named the largest tree in America.

Answer and explanation

- There are three major details that have to be pieced together to come up with the implied main idea.
- First, the paragraph is centered in America.
- Second, it is talking about the oldest living thing.
- Third, it is talking about the largest thing.
- The only choice that brings these elements together is c: Trees are both the biggest and oldest living things in America.

DIRECTIONS: Read the paragraph and then choose what you think is the implied main idea.

Each year, *Fortune* magazine lists the world's largest corporations. Of the top 500 companies, 157 call the United States home. Five of the ten largest companies are from the United States. General Electric is ranked eighth. IBM is sixth. Ford is ranked fourth. Exxon is third. At the top of the list is General Motors.

The implied main idea of this paragraph is:

- a. The United States has a significant number of the world's largest corporations.
- b. More large corporations call the United States home than any other country.
- c. The number of corporations calling the United States home is on the decline.
- d. General Motors is always at the top of *Fortune* magazine's list of the largest corporations in the world.

Answer and explanation

- The topic of the paragraph is "The world's largest corporations."
- The point being made about the topic is that a lot of them are located in the U.S.
- Thus, the implied main idea is a. The United States has a significant number of the world's largest corporations.

DIRECTIONS: Read the paragraph and then choose what you think is the implied main idea.

Is there any one day of the year you dread? For some people, it is their birthday. After all, a birthday is a reminder that we are getting older. Others are anxious as April 15 approaches. This is the day that federal taxes are due. For others, the most feared day is Friday the 13th. On this day, wedding chapels are usually shut down. Toy stores sell out ouija boards. Travel is down, especially on airplanes. And people have been known to stay in their house the entire day rather than risk anything happening to them.

The implied main idea of this paragraph is:

- a) The most feared day of the year is Friday the 13th.
- b) Different people fear different days of the year.
- c) Everyone dreads the date their birthday falls on.
- d) Someone whose birthday falls on Friday the 13th is in real trouble.

Answer and explanation

- The paragraph begins with a question.
- Answer the question and you have come up with the implied main idea.
- The answer is b. Different people fear different days of the year.

DIRECTIONS: Read the paragraph and then choose what you think is the implied main idea.

Hummingbirds are the world's smallest birds. The Bee hummingbird of Cuba is only 2 inches long. This is just a little bigger than a penny. Hummingbirds live only in the western hemisphere. Most migrate north in the early spring and return south in early fall. Their life span is between nine and twelve years. The colorful birds are very curious. They are also aggressive toward each other. Perhaps their best known trait is their ability to fly backwards. They are the only bird in the world that can do this.

The implied main idea of this paragraph is:

- a) There are no hummingbirds in the eastern hemisphere.
- b) There are a number of interesting facts about the hummingbird.
- c) Hummingbirds are migratory birds that are curious, aggressive, and can fly backwards.
- d) Hummingbirds are the most fascinating birds in the world.

Answer and explanation

- Each sentence in the paragraph focuses on a specific fact about hummingbirds. The implied main idea must reflect this.
- The only choice that does this is b. There are a number of interesting facts about the hummingbird.
- If you were tempted to answer d. Hummingbirds are the most fascinating birds in the world." Remember that your implied main idea cannot be too general. The statement may be true, but it is not made in the paragraph.

DIRECTIONS: Read the paragraph and then choose what you think is the implied main idea.

Local pizza parlors are found in most neighborhoods throughout the country. Because costs are low and their products are popular, most are money-making operations. Estimates are that local pizza parlors and small chains take in well over a billion dollars each year. Nationwide, three chains take in even more money. Little Caesar's takes in over 2.2 billion dollars in sales. Domino's takes in \$2.4 billion. And the leader of the pack is Pizza Hut. Yearly, they take in \$4.5 billion, accounting for 28% of all pizza sales in the country.

The implied main idea of this paragraph is:

- a) No pizza chain will ever make as much money as Pizza Hut.
- b) If you want to get wealthy, you should own a pizza parlor.
- c) Everyone in the United States loves pizza.
- d) Pizza is big business in the United States.

Answer and explanation

- The paragraph is talking about local and national pizza establishments.
- Its focus is on the money that is generated by pizza establishments.
- The only clear choice to connect these ideas is d. Pizza is big business in the United States.

Exercise

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter10/implicit_main_idea_exercise_1.html

Directions: The topic is given for each of these paragraphs. Remember that the topic must be part of the main idea sentence. Read each paragraph. Then select the answer choice that expresses its implied main idea.

1. Topic: *leadership styles*

Autocratic leaders are hands-on leaders who keep strict control over group members and their activities. They ask few questions, make the decisions, give orders, and are likely to use coercion to make others carry out their assignments. **Laissez-faire leaders** are hands-off leaders who leave most of the decisions to the group and tend not to get involved. **Democratic leaders** encourage group participation in decision-making and problem solving. Their style falls between the other two extremes.

- a) Democratic leaders are more effective than autocratic leaders.
- b) There are three leadership styles.
- c) Autocratic leaders are strict, laissez-faire leaders are hands-off leaders, and democratic leaders encourage group participation in decision-making.
- d) Employees prefer to work with democratic leaders.

2. Topic: *Americans waiting to marry (age at which Americans marry)*

Are Americans today waiting longer to get married? According to 2003 Census Bureau figures, the answer is yes. The Associated Press reports that one-third of men are still single when they reach age 34 and that nearly one-quarter of women are still single at that age. Compared with data for 1970, these figures are four times higher. In 1970, the percent of never-married men aged 30-34 was 9 percent; the rate has risen to 33 percent. The percent of never-married women increased from 6 percent to 23 percent. The typical marriage age for men in 2003 was 27.1 years, up from 25.3 in 1970. The typical age for women rose from 20.8 to 23.2.

- a) Are Americans today waiting longer to get married?
- b) Men marry at a later age than women do.
- c) Americans today are waiting longer to get married.
- d) More men than women are still single at age 34.

3. Topic: *results of a survey about teens and money*

A recent survey revealed some shocking results. One in five teens does not know that if you take out a loan, you must pay interest in addition to repaying the loan. One teen in four has the mistaken notion that financial aid will take care of all their college expenses. And one teen in three thinks that Social Security payments will provide all the money they need when they retire.

- a) A recent survey revealed some shocking results: one in five teens does not know that if you take out a loan, you must pay interest in addition to repaying the loan.
- b) Teenagers do not know anything about money matters.
- c) A recent survey revealed some shocking results about how little understanding teens have about money matters.
- d) One teen in four has the mistaken notion that financial aid will take care of all their college expenses. And one teen in three thinks that Social Security payments will provide all the money they need when they retire.

4. Topic: *fiction (definition of)*

Novels and short stories are types of fiction. Drama is another example. Fairy tales and fables are also fiction. It is a type of narrative writing that comes from the imagination of the author rather than from history or fact.

- a) There are many types of literature.
- b) Novels, short stories, drama, fairy tales and fables are types of fiction.
- c) Fiction is a type of narrative writing that comes from the imagination of the author rather than from history or fact.
- d) Novels and short stories are types of fiction.

(e) Topic: *how far it is to the Sun (distance to the sun)*

How far is it to the Sun? It's so far that it's hard to comprehend. In actual distance, it's approximately 93 million miles. The distance changes slightly as the Earth travels around the Sun. Suppose it were possible to take a jetliner there. Traveling at a little over 550 mph, it would take nearly 20 years to get there. Even if you could travel at 25,000 mph, it would take five months to reach the Sun.

- a) How far is it to the sun?
- b) It's so far to the Sun that it's hard to comprehend.
- c) In actual distance, it's approximately 93 million miles to the Sun.
- d) It takes a long time to get to the Sun, no matter how you travel.

Answers:

- 1. b
- 2. c
- 3. c
- 4. c
- 5. b

For more practice on Implied Main Idea, see

http://www.daltonstate.edu/writing-lab/practice-exercises-for-reading-classes/implied_main_idea_practice_2.htm

http://wps.ablongman.com/long_mcwhorter_ersonline_1/0,2257,70193-,00.html

<http://www.townsendpress.net>

IV. Supporting Details

http://www.townsendpress.com/uploaded_files/tinyMCE/reading%20series/A5_02a_%20MainIdea_web.pdf

Supporting Details

- Reasons, examples, facts, steps, or other kinds of evidence that explain a main idea.

Main Idea vs. Supporting Details

- The **main idea sentence** (or topic sentence) tells the reader what the paragraph will be about.
- The **supporting details** give more information about the topic.
- Supporting details are not as general as the main idea.
- Instead, they help the reader understand more about the main idea.

Typical Paragraph

I. The Main Idea Sentence:

- A. Supporting Detail #1
- B. Supporting Detail #2
- C. Supporting Detail #3

II. Concluding (or Summary) Sentence

Example Paragraph

There are three main benefits from exercise: weight loss, muscle tone, and cardiovascular improvement. First of all, a moderate exercise program such as bicycling, walking, jogging or aerobics for thirty minutes four days a week will result in weight loss for the average person. An increase in activity means the body will burn more calories, resulting in weight loss. Second, moderate exercise helps develop and tone muscles in the arms, legs, back, neck and shoulders. The body uses these muscles to exercise, and the activity helps the muscles become stronger. The heart, the most important muscle in the body, gets stronger with exercise, which makes the heart work more efficiently. This brings about the third benefit -- cardiovascular improvement. Exercise causes the heart to pump blood throughout the body more efficiently. The lungs deliver more oxygen to the cells, and breathing is easier. All of these benefits are the result of exercise, so start an exercise program today!

Outlining

I. The Main Idea Sentence:

There are three main benefits from exercise: weight loss, muscle tone, and cardiovascular improvement.

- A. Supporting Detail #1: weight loss
- B. Supporting Detail #2: muscle tone
- C. Supporting Detail #3: cardiovascular improvement

II. Concluding Sentence:

All of these benefits are the result of exercise, so start an exercise program today!

Development of the Paragraph

- Each of the **details** in the paragraph expands, or gives more information about, the **main idea**.
- These details are also called the paragraph's *development*.
- Ideas in a paragraph must be developed logically.
- This means that the writer must use details that the reader can expect to read about after reading the main idea sentence.

Outlining Tips

List Words

- several kinds of
- various causes
- a few reasons
- a number of
- a series of
- three factors
- four steps
- among the results
- several advantages

Addition Words

- one, first (of all), to begin with, for one thing
- second (ly), third (ly),
- next, other, another
- also, in addition, moreover,
- further, furthermore
- last (of all), final (ly)

EXAMPLE: Read the following paragraph.

TV Violence

Many people feel that violence on television is harmless entertainment. However, we now know that TV violence does affect people in negative ways. One study showed that frequent TV watchers are more fearful and suspicious of others. They try to protect themselves from the outside world with extra locks on the doors, alarm systems, guard dogs and guns. In addition, that same study showed that heavy TV watchers are less upset about real-life violence than non-TV watchers. It seems that the constant violence they see on TV makes them less sensitive to the real thing. Another study, of a group of children, found that TV violence increases aggressive behavior. Children who watched violent shows were more willing to hurt another child in games where they were given a choice between helping and hurting. They were also more likely to select toy weapons over other kinds of playthings.

Outline of the Paragraph

Main idea: We now know that TV violence does affect people in negative ways.

Major detail: 1. Frequent TV watchers are more fearful and suspicious of others.

Minor details: Protect themselves with extra locks, alarms, dogs, and guns.

Major detail: 2. Heavy watchers are less upset about real-life violence than non-TV watchers.

Minor details: Constant violence on TV makes them less sensitive to the real thing.

Major detail: 3. TV violence increases aggressive behavior in children.

Minor details: Children watching violent shows are more likely to choose toy weapons instead of other playthings.

Exercise 1

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyley_ab/chapter3/multiple1/deluxe-content.html

Directions: Read the paragraph and answer the questions that follow. As you read, look for the topic, main idea, and both major and minor details.

¹What causes reading disabilities, or dyslexia? ²Studies have been conducted for generations in an attempt to find answers to this difficult question. ³Rather than a single answer, however, several factors have emerged which seem to contribute to the disability. ⁴One factor points to a genetic link from one generation to the next. ⁵In particular, males are more likely to be affected if a father, grandfather, or uncle had dyslexia. ⁶Early difficulty in discriminating sounds appears to be another factor. ⁷Children who cannot hear the subtle differences within and among words will also have difficulty in reading those sounds. ⁸Finally, visual-perceptual problems, a difficulty in clearly seeing the written words, also contribute to dyslexia. ⁹If the words do not appear clearly, seem to move, or create distortions, the reader will not be able to read fluidly and comprehension will suffer.

1. Which sentence best expresses the main idea of the paragraph?
 - (a) Sentence 1
 - (b) Sentence 2
 - (c) Sentence 3
 - (d) Sentence 9

2. How many major details are given to support the main idea?
 - (a) Four
 - (b) Three
 - (c) Two
 - (d) One

3. Is sentence 5 a major or minor detail?
 - (a) Major
 - (b) Minor

4. Is sentence 6 a major or minor detail?
 - (a) Major
 - (b) Minor

Answers:

1. (c) 2. (b) 3. (b) 4. (a)

Exercise 2

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyler_ab/chapter3/multiple2/deluxe-content.html

Directions: Read the paragraph and answer the questions that follow. As you read, look for the topic, main idea, and both major and minor details.

¹Some schools are trying to form safe and productive partnerships with their communities. ²The teachers in these schools want to teach their students to connect their school lessons with people and real-life situations. ³For example, Wilson Elementary School teachers designed a program in which their second graders walked to the next-door assisted living center once a week. ⁴Not only did the children get some exercise, they also provided a valuable community service. ⁵The children planned programs about what they were studying and presented them to their adoring and always-present audience. ⁶They sang, read reports, and recited poetry. ⁷Some days they read books with one of their many adopted "grandparents." ⁸On Halloween, they safely trick-or-treated at the center to the delight of the residents who were afraid they would miss the ritual that had been a part of their lives for so many years. ⁹At Christmas, the children made and delivered a card and gift to every resident. ¹⁰For some residents, these cards and gifts were the only ones they received. ¹¹The children obviously formed special friendships with their older friends, for, to the teachers' surprise, the assisted living center director informed them that during the summer about three quarters of the children visited the residents at least once, often with their parents. ¹²They brought garden vegetables, fresh strawberries, or bouquets of flowers. ¹³Several parents have now become volunteers in the center. ¹⁴The concept of partnership--once an idea on paper--had become the reality of genuine love and kindness.

1. The major details of the paragraph are
 - (a) methods the teachers used to connect school with the community.
 - (b) examples of how the children and the residents formed a partnership.
 - (c) lists of gifts the children and their parents gave to the residents.
 - (d) ways the adopted grandparents helped the children.
2. Is sentence 10 a major or minor detail?
 - (a) Major
 - (b) Minor
3. Is sentence 11 a major or minor detail?
 - (a) Major
 - (b) Minor

Answers:

1. (b) 2. (b) 3. (a)

For more practice on Supporting Details, see:

<http://www.townsendpress.net>

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter9/supporting_details_exercise_1.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter9/supporting_details_exercise_2.html

V. Patterns of Organization

<http://www.montgomerycollege.edu/~steuben/Patterns%20of%20Organization.pdf>

- Separating supporting points from main ideas is an important reading skill.
- The organization of the supporting details will help you understand how an author thinks.
- Detecting the patterns of organization of the major and minor details can help with comprehension and retention.

The Main Idea

The thesis or main idea is usually a good predictor of the organization of an essay or paragraph. Different terms are used depending on the written material. Each paragraph has a stated or implied topic sentence which might also be called the main idea.

Main Idea	Text
Topic Sentence	Paragraph
Thesis	Essay
Theme	Story or Novel

Patterns of Organization

- Time (Chronological) Order
- List of Items
- Comparison and/or Contrast
- Cause and Effect
- Definition
- Classification
- Order of Importance
- Problem - Solution
- Process
- Example

Signal Words

Signal words, also known as *transitions*, are words which indicate the relationship between ideas, and the organization of the details.

TIME ORDER

- Also known as **chronological** order, or sequence of events.
- In this pattern, ideas are presented in the order in which they occurred in time.
- **Readings answer the questions:**
 - “When did it happen?”
 - “In what order did it happen?”
- **When Used:**

Commonly used in anthropology, history, art history and political science (government). It answers the questions relating to time.
- **Thesis Example:**

Between now and the election, the candidate will make a number of campaign stops throughout the U.S.
- **Time order signal words:**

first, third...; next; then; finally; eventually; following this;

Example:

The famous Leaning Tower of Pisa has been tilting for over 800 years, and recent improvements should allow it to continue tilting for 300 more. *On August 9, 1173* construction began on this well-known Italian bell tower. *Almost immediately*, it began leaning because it was being erected on the soft silt of a buried riverbed. *Between 1178 and 1360*, work stopped and started two more times as workers tried to continue the project and figure out how to compensate for the tilt. *Over the next six centuries*, the tower's lean continued to increase, although tourists were still allowed to visit. *Then, in 1990*, Italy's prime minister feared the tower would collapse and closed it to the public. *From 1999 to 2001*, engineers excavated soil from beneath the tower. *Now*, the tower still leans out about 15 feet beyond its base, but it should remain stable for several more centuries.

Covington, Richard (2001) Smithsonian. "The Leaning Tower Straightens Up".

LIST OF ITEMS

- Also known as listing, series, addition and enumeration.
- The information listed may be items, facts, reasons, examples, features or characteristics.

■ **Readings answer the questions:**

"What examples support the main idea?"

"Are supporting points numbered? What proof is there?"

■ **When Used:**

Commonly used in history, art history, the social sciences and political science. It answers the questions regarding the appropriate proof, back-up or support.

■ **Thesis Example:**

Managers experience different kinds of personnel problems that must be solved before a department can work effectively.

■ **List of items signal words:**

- | | |
|---------------|---------------|
| ▪ and | ▪ furthermore |
| ▪ too | ▪ as well as |
| ▪ in addition | ▪ plus |
| ▪ moreover | ▪ in fact |
| ▪ or | ▪ moreover |
| ▪ also | ▪ besides |

Example:

Many modern people are turning themselves into social victims. **One example** is a Tennessee woman who is suing McDonald's because she was badly burned on the chin by a hot pickle in her hamburger. A Canadian woman is **another example**. She wants to ban the South Park television show because her son Kenny is victimized by the show's Kenny character, who is killed in each episode. **A third example** is a group of European and Australian women who want to ban urinals in men's restrooms because they require men to stand in a way that suggests violence toward women. **Another group** argues that single people are victimized because society ignores them.

Leo, John. (2000) U.S. News and World Report. "Victims of the Year," p24

COMPARISON AND/OR CONTRAST

- The material is organized to emphasize the similarities and/or differences between two or more items or topics.

- **Readings answer the questions:**

“How are two or more items similar?”

“How are two or more items different?”

- **When Used: All Disciplines**

The items being considered usually fit into the same general category.

- **Thesis Example:**

Gangs and fraternities *share* many characteristics, *but* are quite *different*.

- **Comparison means**

- what things have in common
- how items or concepts are alike
- the similarities between elements or ideas

- **Contrast means**

- the differences between items or concepts
- how things are not alike
- distinctions between elements

- **List of comparison and contrast signal words:**

Comparison

- similarly
- like
- the same as
- compared to
- in the same way
- likewise...

Contrast

- but
- yet
- on the other hand
- however
- instead
- nevertheless
- on the contrary...

Example:

My two children are so *different* that it surprises me every day. For one thing, my older child is a girl, and my younger child is a boy. My daughter loves reading, going to the movies, and writing in her journal. My son, *on the other hand*, loves running, jumping, and swimming—anything that requires using energy. My daughter loves all different kinds of foods, *but* my son likes to eat only pizza. And *while* my son can't go a day without watching some kind of sporting event on television, my daughter will only watch a baseball game if nothing else is on.

Adapted from O Magazine, (2001) “Set Yourself Free,” p 37.

CAUSE AND EFFECT

- This pattern describes or discusses an event or action that is caused by another event or action.
- On occasion, this pattern is also referred to as result.

- **Readings answer the questions:**

“Why did something happen?”

“What were the results of a particular event?”

- **When Used: All Disciplines**

- **Thesis Example:**

Research has shown that birth defects *have various causes*.

- **List of cause and effect signal words:**

Cause	Effect
▪ because	▪ as a result
▪ for this reason	▪ consequently
▪ due to	▪ therefore
▪ cause	▪ thus
▪ on account of	▪ in effect
▪ if this, then this...	▪ resulting
▪ since	▪ and the outcome is...

Example:

Smoking is the single most preventable risk factor for fatal illnesses in the United States. Indeed, cigarette smoking **accounts** for more deaths than all other drugs, car accidents, suicides, homicides, and fires combined. Further, nonsmokers who inhale smoke from other people’s cigarettes **face an elevated risk** for lung cancer and other illnesses related to the lungs, a fact that has **given rise** to a nonsmokers’ rights movement in the United States.

Bernstein, et al., (1999) Psychology, p 473

DEFINITION AND EXAMPLE

- This pattern is found primarily in textbooks; a word or concept is introduced then explained or described.
- Some textbooks may use only definition or only examples for some material.
- An example of its usage then follows.
- The pattern is very close to illustration or description.

- **Readings answer the question:**
“What is it?”

- **When Used: All Disciplines**
Terms are often in boldface print with the definition in the body of the text, in the margin, and in a glossary at the end of the text.

- **Thesis Example:**
Ragtime music is a style that developed at the turn of the twentieth century, is played primarily by piano, and has a rhythm that stresses the weak beats rather than the strong beats.

- **Definition and example signal words**

Definition	Example
▪ define as,	▪ for example
▪ is, known	▪ to illustrate
▪ the term means	▪ for instance
▪ is stated as	▪ such as
▪ is used to mean...	▪ specifically

- A definition and example has three components:
 - key term (often boldfaced, underlined or in *italics*)
 - definition
 - example

Example:

Acrophobia is an intense, unreasonable fear of high places. People with acrophobia exhibit emotional and physical symptoms in response to being at great heights. *For instance*, one sufferer of extreme acrophobia, Andrea Copeland, is unable to go above the third floor of any building without feeling enormous anxiety. Her acrophobia began one evening when she was working alone in her office on the eighth floor of a large building. Suddenly she was struck with terror. She gathered her things and left the building although she still has no rational explanation for her fear, which is also typical of this type of phobia.

CLASSIFICATION

- This pattern is also widely used in textbooks.
- Classification, also known as division or categorization, divides a topic into parts that are based on shared or common characteristics.
- **Readings answer the questions:**
“How do the parts work with the whole?”
Ex: What part does an editor play in the publication of a magazine?
- **When Used:** All Disciplines
- **Thesis Examples:** There are many types of people involved in different tasks in the publishing of a magazine.
- **Classification signal words**
 - categories
 - classifications
 - groups
 - classes
 - ways
 - elements
 - features
 - kinds
 - types
 - varieties
 - methods...

Example:

The Ordovician 505 to 440 Million Years Ago

The Ordovician period began approximately 510 million years ago, with the end of the Cambrian, and ended around 445 million years ago, with the beginning of the Silurian. The Ordovician *is classified into three parts*: late, middle, and early. There are *two groups* in each part. In the *late part*, Ashgillian and Caradocian. In the *middle part* there are the Llandeilian and Llanvirnian. The *early part is made of* the Arenigian and Tremadocian groups.

ORDER OF IMPORTANCE

- In this pattern the information is given either from the least important feature to the most important, or from the most important to the least important.
- This pattern is also known as hierarchical or chain of command.
- **Readings answer the questions:**
“Which point is the most/least important?”
“Which element is crucial?”
- **When Used:** The sciences, particularly in laboratory texts and experiments.
- **Thesis Example:** While the *most basic need* is physiological, workers aspire to self-actualization as their *most valued* need.

■ **Order of importance signal words**

- | | |
|------------------|------------------|
| ▪ central | ▪ finally |
| ▪ principal | ▪ lastly |
| ▪ chief | ▪ finishing with |
| ▪ major | ▪ ending with |
| ▪ main | ▪ least... |
| ▪ key | |
| ▪ primary | |
| ▪ significant... | |

Example:

Almost everyone in the United States files a tax return. There are several things that should be done during the year, beginning with ***the most basic and fundamental***, keep copies of the tax return, W-2 statement and 1099 forms. It is also wise to keep seven years' worth of documentation in files, just in case there is an audit. Keep and compare figures on tax return to the Social Security statement. Also, retain a record of yearly medical expenses. But all of this is dependent of one crucial act. It is ***supremely important*** to keep all permanent records stored in an impregnable place, such as a fireproof strongbox.

PROBLEM AND SOLUTION

- The text presents a significant problem and explains it in detail.
- Then, a possible solution is proposed.
- Sometimes, only the problem is presented because there is no solution.
- **Readings answer the questions:**
 "What are the problems?"
 "What are possible solutions?"
- **When Used:** Often in essays and editorials
 The items being considered usually fit into the same general category.
- **Thesis example:** Since pollution has a detrimental impact on modern living standards, a *key solution is* increased recycling of waste products.
- **Problem and Solution signal words**

Problem	Solution
▪ problem	▪ answer
▪ need	▪ propose
▪ difficulty	▪ suggest
▪ dilemma	▪ indicate
▪ enigma	▪ solve
▪ challenge	▪ resolve
▪ issue	▪ improve
	▪ plan
	▪ respond to a need

Example:

The growth of urban areas exacerbated **many problems**, including the absence of clean drinking water, the lack of cheap public transportation, and most importantly, poor sanitation. Sanitation problems led to heavy urban mortality rates and frequent epidemics of typhoid, dysentery, typhus, cholera, and yellow fever. Government officials, recognizing the **need** for improvement, initiated the return to suburban and rural areas. The **proposal** involved several cost effective **solutions**. Local village water delivery systems were improved, and as villages were substantially smaller, almost everything was in walking distance, thereby eliminating the need for public transportation.

PROCESS

- In this pattern the information explains the steps in a particular procedure or process.
- The steps and stages lead up to a final product or finished project.

- **Readings answer the questions:**
“How?”
“In what sequence or order?”

- **When Used:** All disciplines, particularly technical textbooks. The items being considered usually fit into the same general category.

- **Thesis Example:** The moth and butterfly undergo several changes between hatching from an egg to mature adulthood.

- **Process signal words**
 - how to
 - in the process of
 - the following steps
 - first
 - second
 - third...

- ✓ Time order and Process use overlapping signal words.
- ✓ Both patterns organize points in time, but for different reasons.
- ✓ Process ends with a specific predetermined outcome.

Mixed Patterns

- In the real world, many texts contain sections and passages that combine two or more patterns of organization.
- This is perfectly normal and acceptable.
- You may incorporate blended patterns in your writing

Patterns of Organization

- Arrange the details.
- Assist with remembering major details.
- Help indicate what the author thinks is important.

Exercise 1

Laraine Flemming, *Reading for Results*, 9th edition, Houghton Mifflin Company, 2005

Directions: Decide which relationship— (A) cause and effect, (B) comparison and contrast, or (C) time order—organizes the following sentences. Then put the appropriate letter in the parentheses..

- () 1. As both statesman and human being, John Adams was much more open and direct than was his longtime friend and sometime enemy Thomas Jefferson
- () 2. The terrorist attack of September 11, 2001 has caused a dramatic change in the organization of the FBI.
- () 3. In 1925 the economy appeared to be booming, but by 1929 the country was plunged into depression.
- () 4. Stars in the universe are born, radiate energy, and then expand, contract, possibly explode, and eventually die.
- () 5. The gravitational forces of the Moon and Sun produce changes in the ocean tides on Earth.
- () 6. A diet low in carbohydrates not only results in faster weight loss but also appears to lower cholesterol.
- () 7. Contrary to popular belief, tap water is often healthier than bottled water.
- () 8. After thirty to forty-five minutes in stage 4 sleep, you quickly return to stage 2 and enter a special stage in which your eyes move rapidly under your closed eyelids.
- () 9. Compared to truth tellers, liars usually blink their eyes more often, speak in a higher pitched voice, give shorter responses, and make more speech errors.
- () 10. An immigrant who wants to become an American citizen must first live here for five years, and then submit an application, pass a test about American government, and, finally, swear loyalty to the United States.

Answers:

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

Exercise 2 <http://www.laflemm.com/RKeys/RKeysTest2.html>

Directions: For each of the following sentences, decide which pattern organizes it— (A) cause and effect, (B) classification, (C) comparison and contrast, or (D) time order—and write the appropriate letter in the parentheses..

- () 1. The high cost of malpractice insurance is forcing many doctors to leave the medical profession.
- () 2. Wastewater is pumped into sewage treatment plans, where it is filtered and disinfected before it is discharged into rivers or the sea or pumped back to purification plants.
- () 3. The geologic features and weather of the Rocky Mountains and the much older Appalachian Mountains are very different.
- () 4. Children in day care are constantly being exposed to cold germs passed on by other kids; as a result, they get one-third fewer colds than kids who didn't attend day care.
- () 5. Parenting styles can be loosely organized into three categories: strict, permissive, and authoritative.
- () 6. The *Harry Potter* and *Lord of the Rings* films have similar characters and plots.
- () 7. Reactions to stress tend to fall into one of three groups.
- () 8. Stalactites and stalagmites are both stone formations that develop in caves, but stalactites extend down from the caves ceiling while stalagmites rise up from ground.
- () 9. Eighteenth-century composer Wolfgang Amadeus Mozart was playing piano by age 4, giving public performances by age 5, and writing his first symphonies when he was only 8 years old.
- () 10. Global warming is likely to cause a decrease in the number of hurricanes.

Answer:

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

Exercise 3

Laraine Flemming, *Reading Keys*, 1st edition, Houghton Mifflin Company, 2003

Directions: Circle the appropriate letters to identify the pattern or patterns in each paragraph. Some are mixed patterns and will have 2 patterns.

1. In hot climates such as Mexico, foods tend to be spicy because the spices actually have a cooling effect. The heat-causing chemical in chile peppers raises your heart rate and also causes you to perspire, especially on your head and face. As this moisture evaporates, heat is pulled away from the body. As a result, you feel cooler. This reaction explains why so many dishes in tropical areas are flavored with hot sauce. It also explains why people who live in these areas become fond of eating whole hot peppers straight from the jar. (Source of information: Joy E. Zacharia, "Cool Down With Hot Sauce," *Southern Living*, August 2004, p. 83.)

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

2. Recyclable plastic containers are classified into seven groups, depending upon their type of plastic. Plastics stamped with 1 inside a small triangle or arrows include the thin type of plastic used to make drink bottles, such as those containing soda and water. Plastics labeled with a 2 are a thicker type used for containers of laundry detergent, bleach, milk, shampoo, and motor oil. Cooking oil bottles are examples of type 3 recyclable plastic. Type 4 plastics are the thinner kinds used to make grocery bags and sandwich bags. Harder and sturdier plastic containers, such as Tupperware® and yogurt containers, are labeled 5. Type 6 plastics include styrofoam cups and trays. Finally, any container labeled 7 contains either some combination of the other six types or another less commonly used plastic.

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

3. A series of machines transforms ordinary carrots into the popular peeled "baby" carrots we buy in bags in our grocery's produce department. First, harvesting machines pull the ordinary carrots from the ground by their green tops. The carrots ride up conveyer belts to the top of the picker, where an automatic cutter chops off the greens. Next, the carrots are transported by truck to a processing plant, where they are plunged into icy water and cooled to 37 degrees. They are then sorted by thickness, and the thin carrots continue on to be shaped into two-inch pieces by automatic cutters. These pieces go to peeling tanks, where automatic peelers rotate, scraping the skin off the carrots. Finally, the carrots are weighed, bagged, and put into cold storage until they are shipped to grocery stores. (Source of information: "From Field to Shelf," no author credited, *USA Today*, August 12, 2004, p. 2D.)

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

4. Oxidation is a chemical reaction that occurs when a material combines with oxygen and electrons (negatively-charged particles) are removed. Slow oxidation is occurring, for example, when metals such as iron and steel form rust. The tarnishing of silverware is another example of slow oxidation. Burning with fire is a faster oxidation reaction. The cells of the human body, too, convert food to energy through the process of oxidation. Bleaching, the removal of stains or color from fabric, is yet another process that involves oxidation. Oxidation is also an essential reaction within the batteries we use to power tools, vehicles, and toys.

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

5. In some cases, analysis of texts has shown that men and women tend to have different styles of writing. They differ, first of all, in the amount of personal pronouns they use. For instance, women are far more likely than men to use pronouns like "I," "you," and "she." Men also tend to use words like "a," "the," "that," and "these" more than women do. They also are more inclined to use numbers and quantifying words like "more" and "several." In contrast to women, men more readily modify nouns with phrases rather than single words. For example, a woman will probably write "rose garden" whereas a man would write "garden of roses." (Source of information: Clive Thompson, "He and She: What's the Real Difference?" *The Boston Globe*, July 6, 2003.)

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

6. There are three classes of mammals: monotremes, marsupials, and placentals. The monotreme class includes the primitive egg-laying mammals that live in Australia and New Guinea. Only the platypus and the echidna (a burrowing, insect-eating mammal that is also known as the spiny anteater) are members of this class. The marsupial class includes animals whose offspring develop inside a pouch on the mother's belly. Kangaroos and koalas are examples of marsupials. The largest of the three groups are the placental mammals. Placental young develop inside their mother's body while attached to a placenta. This is an organ that provides nourishment from the mother's blood. Horses, cats, monkeys, and human beings are all examples of placental mammals. (Source of information: Ronda Messick Bungardner, "Straight Answers," *The News Herald* (Morganton, NC), June 27, 2004, p. 2C.)

Patterns: a. definition d. time order: dates and events
b. classification e. comparison and contrast
c. time order: process f. cause and effect

7. Before the U.S. Food and Drug Administration will approve a new drug, it must determine that the drug is both safe and effective. Therefore, every potential new treatment is tested on human volunteers in clinical trials that last, on average, for seven years. In the first phase of a clinical trial, twenty to eighty volunteers, some of whom may be healthy, test the drug to identify how it works. In the second phase, the drug is tested on anywhere from one hundred to three hundred people who suffer from the disease the drug is supposed to treat. During these clinical trials, researchers try to determine the drug's risks and side effects. If the second phase indicates that the drug will be effective, the third phase tests 1,000 to 3,000 people with the disease. The fourth and final phase occurs after the drug is actually on the market and available to the public. At this point, ongoing trials monitor the drug's long-term effects. They also study how different groups, such as the elderly, react to the drug. (Source of information: "Clinical Trials Take Years," no author credited, *USA Today*, August 10, 2004, p. 10A; National Institutes of Health, "Glossary of Critical Trials Terms," ClinicalTrials.gov, <http://www.clinicaltrials.gov/ct/gui/info/glossary>)

- Patterns:**
- | | |
|------------------------|---------------------------------|
| a. definition | d. time order: dates and events |
| b. classification | e. comparison and contrast |
| c. time order: process | f. cause and effect |

8. The two types of rainforests in the world are tropical rainforests and temperate rainforests. Tropical rainforests are found close to the equator in 85 different countries, where temperatures stay above 80 degrees all year round. Temperate rainforests are found near coastal areas that are farther north or south of the equator, such as New Zealand, Chile, Scotland, and the Pacific coast of Canada and the United States. Both types of rainforest are very lush and wet. Both contain vegetation that is tall, dense, and extremely green. Each is also rich in plant and animal life. Tropical rainforests, however, are much warmer than temperate rainforests. They are also much older. Tropical rainforests are millions of years old. Temperate rainforests are less than 10,000 years old. Tropical rainforests also get more rain. While temperate rainforests get about 100 inches of rain per year, tropical rainforests get about 400 inches per year. The variety of life forms is also greater in the tropical rainforest. This may be the reason why tropical rainforests are home to at least half-and maybe as much as 90 percent-of Earth's plant and animal species. (Source of information: Missouri Botanical Garden, "Types of Rainforests," 2002, mbgnet.mobot.org/sets/rforest/types.htm)

- Patterns:**
- | | |
|------------------------|---------------------------------|
| a. definition | d. time order: dates and events |
| b. classification | e. comparison and contrast |
| c. time order: process | f. cause and effect |

9. A dysphemism is a word or phrase used to be intentionally offensive, or cruel. These terms make whatever they refer to sound worse. Put-downs such as "nerd" and "my old man" are examples of dysphemisms. Many terms that belittle or degrade one's race, gender, nationality, or religion are also dysphemisms. Examples include "frog" ("French person"), "chick" ("woman") and Bible-thumper ("Christian"). Many profanities are dysphemisms. Taboo words that refer to the genitals, sexual acts, and bodily functions (such as crapper for "toilet") are also dysphemisms. Crude phrases referring to death, such as "kicked the bucket" or "worm food," are dysphemisms as well. Dysphemisms are usually used for the purpose of provoking a humorous response or getting a negative reaction from listeners, viewers, or readers.

- Patterns:**
- | | |
|------------------------|---------------------------------|
| a. definition | d. time order: dates and events |
| b. classification | e. comparison and contrast |
| c. time order: process | f. cause and effect |

10. In the 1930s, a combination of drought and soil erosion caused the "Dust Bowl" to form in parts of Oklahoma, Arkansas, and Texas. In 1931, a severe drought hit the Great Plains of the United States. Due to the lack of water, crops began to die. Dust from the over-plowed land began to blow, causing dust storms. Over the next several years, as the drought continued, the number of dust storms increased. In 1932, there were 18 major storms, and in 1933, there were 38. By 1934, the Great Plains had become a desert, but the worst was yet to come. On April 14, 1935, a day now known as Black Sunday, a huge black cloud of dust blocked out the sun and engulfed people, livestock herds, and homes in so much dirt that it was piled up in drifts, like snow. The dust was so bad, people were forced to tie handkerchiefs over their faces and put vaseline in their nostrils to keep out the dust. Following Black Sunday, the federal government finally began creating programs in an attempt to reverse the damage. These programs encouraged farmers to change agricultural practices that had thrown the natural environment out of balance. By this time, though, many people had lost their land in bank foreclosures and were abandoning the area to live elsewhere. By 1940, 2.5 million people had moved away from the Plains states. In all, one-fourth of the population pulled up stakes to go look for greener pastures. (Source of information: "Surviving the Dust Bowl," *PBS*, www.pbs.org/wgbh/amex/dustbowl/)

- Patterns:**
- | | |
|------------------------|---------------------------------|
| a. definition | d. time order: dates and events |
| b. classification | e. comparison and contrast |
| c. time order: process | f. cause and effect |

Answers:

1. c and f 2. b 3. c 4. a and f 5. e
6. a and b 7. c and f 8. b and e 9. a and f 10. d and f

Exercise 4

Laraine Flemming, *Reading for Results*, 9th edition, Houghton Mifflin Company, 2005

Directions: Often, the headings in textbook chapters will give you a clue to the type of pattern you can expect the author to use. After reading each heading, circle the letter of the pattern (or patterns) you would expect to follow.

1. Storm Cycles

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

2. Management Styles

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

3. The Birth of the Blues

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

4. How to Create Your Own Web Page

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

5. Causes of Communication Anxiety

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

6. The Growth of Unionism in America, 1870 - 1910

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

7. Female vs. Feminine, There Is a Difference

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

8. The Meaning of Expansionism

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

9. Booker T. Washington and W. E. B. DuBois: Same Cause, Different Methods

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

10. Defining Leadership

- | | |
|---------------------------------|----------------------------|
| a. Definition | d. Comparison and Contrast |
| b. Sequence of Dates and Events | e. Cause and Effect |
| c. Process | f. Classification |

Answers:

1. c

2. f

Note: Answer d is also possible since writers often compare and contrast within the framework of the classification pattern.

3. b

Note: Answer e is also a possibility since the heading could suggest the author will discuss why the blues came into being.

4. c

5. e

6. b

Note: The better answer is b, but e is also possible.

7. d

8. a

9. d

10. a

Exercise 5

Laraine Flemming, *Reading for Results*, 9th edition, Houghton Mifflin Company, 2005

Directions: After each thesis statement, identify the pattern or patterns you think could be used to develop the thesis statement into an essay or research paper.

1. Because of the Industrial Revolution, the notion of the family took on an entirely new cultural meaning.

2. In different eras, love has had very different definitions.

3. To this day, the effects of Ottoman rule in the Balkans are still being felt in that war-torn area.

4. The eight-hour day was a hard-won victory for the early-American labor movement.

5. Although their names are often linked together, Emerson and Thoreau viewed nature from very different perspectives.

6. The idea of the “Good-Enough Mother” is central to the thinking of Donald Winnicott, a follower of Freud who specialized in the mental development of children.

7. The ancient Greek historians Herodotus and Thucydides were both clear-eyed observers, but this is where the resemblance ends.

8. In the twentieth century, genetic engineering has become a reality that arouses both astonishment and fear.

9. To many music critics, composer Arnold Schoenberg’s use of atonality was the biggest musical breakthrough of the twentieth century.

10. The process of natural selection is central to Darwin’s theory of evolution.

Answers

1. Cause and effect is the most obvious choice, but definition is also possible, since the revised notion of the family would require a definition.
2. Definition for sure, although comparison and contrast is also a good bet.
3. Cause and effect
4. Sequence of dates and events is the most likely answer, although this is a tricky one because students have to realize that the phrase “hard-won victory” implies a struggle that took place over time. I would also accept cause and effect if students argued that the paper would have to show why the victory was hard-won.
5. Comparison and contrast is an obvious answer. However, if students argued for definition, too, because the two men’s views of nature needed to be defined, I would accept that answer as correct.
6. Definition
7. Comparison and contrast
8. Definition and cause and effect
9. Definition and cause and effect
10. Process and definition

Exercise 6

<http://www.laflemm.com/RfT/IdentifyingPatternsExans.html>

Directions: Circle the letters of *all* the patterns appearing in each of the following paragraphs.

1. To our surprise, we are seeing sunlight whenever we look at a rainbow: When sunlight pierces raindrops in the atmosphere at just the right angle (42 degrees), a rainbow forms. First, the rays of light enter the top of the spherical raindrops. Then, the raindrops act like prisms. In other words, they bend the white light of the sun's rays and split it into its seven component colors as it exits the drops of water. Finally, the light passes out of the bottom of the raindrops and shines through to us on the ground. Our eyes see red light coming from droplets of water higher in the sky, violet light coming from droplets of water lower in the sky, and five other colors of the spectrum in between. Consequently, we see an arch of colors, with red always on top. Because they are products of sunshine and rain, rainbows appear more frequently from spring through fall when both elements are more plentiful. But even then, rainbows most often appear around sunrise or sunset because the sun is nearer to the horizon at those times.

Patterns:

a. definition	d. time order: dates and events
b. classification	e. comparison and contrast
c. time order: process	f. cause and effect

2. A *euphemism* is a more agreeable word or phrase that takes the place of a disagreeable or offensive word or phrase. Euphemisms can be used to disguise or render certain topics—such as profanities, sexual organs or acts, excretion, and death—more palatable. For example, euphemisms include "Geez" for "Jesus," "private parts and groin" for "genitalia," and "passed away" for "died." Most euphemisms fall into one of five different categories. The first group includes foreign terms, such as "derriere" for buttocks and "honorarium" for "payment." A second type includes abbreviations, such as "SOB." The third group consists of vague and indirect words like "behind" for "buttocks" or "unmentionables" for "underwear." The fourth type includes longer, more formal terms, such as "perspire" for "sweat" and "funeral director" for "undertaker." Mispronunciations, such as "goshdarnit" for "God damn it," make up the fifth category of euphemisms. (Source of information: "Euphemism," *Word IQ Dictionary and Encyclopedia*, www.wordiq.com/definition/Euphemism)

Patterns:

a. definition	d. time order: dates and events
b. classification	e. comparison and contrast
c. time order: process	f. cause and effect

3. Henry David Thoreau's two-year experience at Walden Pond provided the material for his widely influential literary work, *Walden, or Life in the Woods*. In 1836, Thoreau read and admired his friend Ralph Waldo Emerson's essay "Nature," which urged people to seek spiritual fulfillment through interaction with the natural world. In late March 1845, Thoreau decided to build a 10-by-15-foot cabin next to Walden Pond, near his childhood home in Concord, Massachusetts, on land belonging to Emerson. On July 4, 1845, just days away from his 28th birthday, Thoreau moved to his cabin. For the next two years, two months, and two days, Thoreau lived there alone and spent his time exploring the woods, observing nature, thinking, and writing. In September 1847, he left Walden Pond. Soon after, he wrote *Walden*, which has provoked and inspired several generations of readers since it was first published on August 9, 1854. As Elizabeth Witherell wrote in her essay "Reflections on Walden": "The book has inspired other young people to follow his example and retire to a lonely spot—even if only in imagination—to ponder the world and their place in it. Thoreau's words expressed the concerns of many of his contemporaries as industrialization and war permanently altered the world around them, just as they struck a chord in a generation of young people in the 1960s and 1970s who sought peace and simplicity in their lives."

- Patterns:**
- a. definition
 - b. classification
 - c. time order: process
 - d. time order: dates and events
 - e. comparison and contrast
 - f. cause and effect

4. Although the three personality/behavior types—Type A, Type B, or Type C—are distinct from one another in many ways, Type C shares some similarities with both Type A and Type B. The Type A personality is identified by a cluster of personality traits that include impatience, aggressiveness, competitiveness, a sense of being under time pressure, open anger and hostility, and cynicism. The Type B individual, on the other hand, is patient, less competitive, slow to anger, easygoing, relaxed, and laid back. Like Type B people, Type C individuals seem outwardly pleasant and relaxed; however, they suppress their anger and bottle up their emotions rather than expressing them. Negative emotions such as anger, rage, jealousy, fear, and so on are the distinctive features of the Type C personality. When it comes to behavior, the Type A individual walks fast, talks fast, works late, interrupts people, hates waiting in lines, drives fast and aggressively, lashes out at others when frustrated, and does several things at one time. The actions of Type B, however, are the opposite. A Type B person does one thing at a time, doesn't feel rushed, and is able to relax without feeling guilty. Behaviorally, Type C people often resemble Type B people; however, they display a tendency to be passive, withdrawn, and willing to give up easily. They often don't say or do what they need to say or do, responding instead as though they are helpless, hopeless, or despairing. Of the three personality types, Type B is the least stressed and the healthiest. Type A and Type C individuals, though, have proven to be equally prone to heart attacks and other fatal diseases, such as cancer. (Source of information: Sharon S. Brehm et al., *Social Psychology*, 5th ed., Boston: Houghton Mifflin, 2002, p. 511; Valery Mamonov, Ph.D., "Personality Types," <http://www.longevitywatch.com/PersonalityTypes.htm>)

- Patterns:**
- a. definition
 - b. classification
 - c. time order: process
 - d. time order: dates and events
 - e. comparison and contrast
 - f. cause and effect

5. Math anxiety, also known as "mathphobia," is a feeling of intense frustration or helplessness when confronted with mathematics. For many college students, it is a disabling condition characterized by anxious thoughts that interfere with working memory and the retrieval of the knowledge necessary for completing a mathematical problem. As a result, mathphobia produces feelings of humiliation, resentment, and panic. Yet, people who suffer from math anxiety can learn to overcome their fears. First of all, they must recognize and reject the myths that may be at the root of their anxieties. For example, many Americans assume that people are born either with or without mathematical aptitude or that men are good at math while women aren't. Both beliefs are incorrect and should be discarded. The next step involves identifying past experiences, such as humiliation in the classroom or negative comments from parents at home, that have contributed to the problem of math anxiety. Realizing the part these experiences have played in the creation of anxiety helps people understand their feelings and prepare to overcome them while actually doing math problems.

(Sources of information: Kaja Perina, "The Sum of All Fears," *Psychology Today*, December 2002, p. 19; "Coping with Math Anxiety," no author credited, www.mathacademy.com/pr/mini/text/anxiety/index.asp)

- Patterns:**
- | | |
|------------------------|---------------------------------|
| a. definition | d. time order: dates and events |
| b. classification | e. comparison and contrast |
| c. time order: process | f. cause and effect |

Answers:

1. c and f
2. a and b
3. d and f
4. b and e
5. a, c and f

Exercise 7

Directions: Read the following paragraphs and then answer the questions.

Radioactive Waste

- ¹In 1996, the United States' 424 commercial nuclear reactors produced an estimated 2,174 metric tons of spent nuclear fuel (U.S. Bureau of the Census, 1998c, Table 978), thus adding to what may well be the world's most serious waste disposal problem: radioactive waste. ²As hazardous as (or more hazardous than) toxic chemicals, radioactive wastes remain lethal to humans for a much longer time—in some cases, for thousands of years. ³The U.S. federal government, which was supposed to have begun accepting and disposing of the country's commercial nuclear wastes by 1998, has been unable to do so, leaving these materials largely stored on-site at individual power plants, hospitals, and other points of origin. ⁴Thousands more tons of dangerous military-related radioactive materials, another legacy of the Cold War era, must also be dealt with as U.S. nuclear weapons are phased out in the aftermath of the death of the Soviet Union (Knickerbocker, 1992). ⁵One U.S. Department of Energy estimate (in Levy, 1993) claimed that the final cost of cleaning up the known radioactive waste sites across the country will exceed \$200 billion.
- ¹As was also the case with regard to toxic chemical wastes, the breakup of the U.S.S.R. has revealed radioactive waste problems of catastrophic proportions in economically strapped countries (primarily Russia) financially unable to deal with them. ²Decades of plutonium production and atomic bomb testing have left vast areas in Siberia and other regions of Russia with massive amounts of water and soil contamination that threaten the lives of tens of thousands of citizens now and for years to come (Hoffman, 1998a). ³Radioactive contaminants from spent nuclear fuel and spent reactors that were simply dumped in the Kara Sea and the Sea of Japan present a very real danger of leaking into international waters, and, from there, into the global food chain (Bogert, 1992; Knickerbocker, 1993).

Bryjak, G.J. & Soroka, M.P. (2001). *Sociology: Changing Societies in a Diverse World*, Boston: Allyn & Bacon, p. 305.

- The author's thought pattern in the first sentence of paragraph 1 is that of cause/effect.
 - True
 - False
- Sentence two in paragraph 1 contains a comparison/contrast pattern.
 - True
 - False
- The author's thought pattern in the third sentence of paragraph 1 is that of cause/effect.
 - True
 - False
- Sentence four in paragraph 1 has both cause/effect and addition patterns.
 - True
 - False
- The estimated cost for cleaning up the known radioactive waste sites in the United States is only \$1 million.
 - True
 - False

6. The overall thought pattern of paragraph 1 is comparison/contrast.
 - (a) True
 - (b) False
7. The second sentence in paragraph 2 has two causes and two effects.
 - (a) True
 - (b) False
8. In sentence three of paragraph 2, the dumping of radioactive contaminants into the sea of Japan is an effect.
 - (a) True
 - (b) False
9. In the first sentence of paragraph 2, the cause is the lack of money.
 - (a) True
 - (b) False
10. The overall organizational pattern of paragraph 2 is addition.
 - (a) True
 - (b) False

Answers:

1. True The cause is the production of 2,174 metric tons of nuclear waste. The effect is a serious radioactive waste disposal problem.
2. True Radioactive waste is compared with toxic chemicals. It is like toxic chemicals in that it is hazardous and it is different from toxic chemicals in that it lasts much longer.
3. True The cause is that the federal government could not dispose of the nuclear waste. The effect is that the nuclear waste has been left on-site at the power plants, hospitals, and other points of origin.
4. True This sentence is providing more information about radioactive materials. The words "another" and "also" are transitional word clues. This sentence is also cause/effect. The cause is the end of the Cold War. The effect is that there are tons of dangerous military-related radioactive materials to clean up.
5. False It is estimated that the cost will be over \$200 billion.
6. False The overall pattern is cause/effect.
7. True Decades of plutonium production and atomic bomb testing is the first cause. The effect is that regions of Russia are contaminated. The fact that regions of Russian are contaminated is also a cause. The second effect is that tens of thousands of lives are threatened.
8. False The dumping of radioactive contaminants into the sea of Japan is the cause. The danger of radioactive contaminants into the food chain is the effect.
9. True The cause is the lack of money and the effect is catastrophic problems with radioactive waste.
- 10.False The overall pattern is cause and effect.

For more practice on Patterns of Organization, see

<http://www.townsendpress.net>

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter11/writing_patterns_exercise_2.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter11/writing_patterns_exercise_3.html

http://highered.mcgraw-hill.com/sites/0073123587/student_view0/chapter11/writing_patterns_exercise_1.html

tp://highered.mcgraw-hill.com/sites/0073407240/student_view0/using_transitions/exercise_1.html

VI. INFERENCES

<http://vclass.mtsac.edu/amla-51/Inferences/drawing.htm>

Have you ever listened to a song and known right away that the song is a sad one? You hear the song and take a guess that it is a sad song.

Usually you can tell that a song is sad even though you do not understand the words, or lyrics of the song. The title may indicate that it is a sad song, but more importantly, the melody or tune lets you know that the music is sad.



Look at the picture. Can you infer anything about the man in the picture? You can probably infer (or guess) all of these things:

- ✓ his age
- ✓ the type of job he has
- ✓ where he is now
- ✓ where he is going

All of these things are easy to guess from looking at the picture. There are **clues** in the picture that help you guess the answers to these questions.

For example, how can you guess where the man is? He is riding a subway which we can guess by the ring he is holding. The subway appears to be very clean, so it may be in Asia rather than in the United States (where subway cars and stations are not always clean). All of these **clues** can help you make inferences about the man in the picture.

You can make guesses and conclusions when you are reading also. These are called inferences.

Making a guess about something when you are reading is called "Making an Inference."

Making Inferences is also called "*reading between the lines.*" A good reader has to understand what the author has written, what is "**on the lines**" as well as what the author has **not** written, or what is "**between the lines.**" This includes things that are not actually written there but what the writer assumes that the reader already knows or can guess.

Exercise 1 http://www.maele.net/english/mohaida/how_to_infer.htm

Directions: Answer the questions about this passage. You will have to do some inferring to answer some of the questions.

A new currency has been introduced in Europe as part of the unification of 365 million citizens in fifteen European nations (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, Sweden, and the United Kingdom) into a European Union. The changeover to the "Euro" will be done over a two year period so that nations can move from their old currencies to the new Euro. The new European Union will have a central bank responsible for the Euro as well as the economic well-being of the European Union. In addition to a unified currency and bank, the EU will have a European Parliament, a Council for Foreign Affairs, Courts of Justice, and Economic and Social Committees.

1. What is the main idea of this passage?
 - a. The Euro
 - b. The Euro will take two years to develop.
 - c. Europe has taken another step toward unifying with the introduction of the Euro.
 - d. People who live in Europe can spend Euros.
 - e. The European Union wants to use a new type of money.

2. What is happening in Europe right now?
 - a. fighting over land
 - b. forming a unified body
 - c. trading in US dollars
 - d. uniting transportation
 - e. selling the new currency

3. What is the EU?
 - a. Europe's new currency
 - b. Europe
 - c. United Europeans
 - d. Europe's new bank
 - e. the European Union

4. Why is Europe unifying?
 - a. The people want a centralized governing body in Europe that will help Europe as a whole.
 - b. There is too much fighting in the world.
 - c. Europe is not unifying.
 - d. There will be a central bank and a parliament.
 - e. People want to buy Euro's on the currency market.

5. Why would the change to the Euro take two years?
 - a. People don't like to change.
 - b. People need time to change from the old currency.
 - c. Europeans are always slow and careful about things.
 - d. There are not enough Euros made to change right away.
 - e. Most people are still confused about Euros.

Answers: 1. c 2. e 3. e 4. a 5. b

Exercise 2

<http://www.townsendpress.net/class/everything/assignment/15/603>

For each item, circle the inference that is most firmly based on the given facts in each selection.

1. Fast foods tend to be high in calories and saturated fat. People who eat a lot of fast food are at greater risk for obesity. They're also more likely to develop diabetes.
 - a. Consumption of fast foods is linked to health problems.
 - b. People who eat fast foods become obese.
 - c. All fats are harmful.

2. Whenever my area has a storm with high winds, many residents lose electric power. Swaying branches and fallen trees bring electric cables down. A growing number of residents are demanding that more of the area's electric cables be placed underground.
 - a. Some of the area's electric cables are already underground.
 - b. Underground cables are less expensive than aboveground cables.
 - c. Storms with high winds occur almost daily in the area.

3. People who watch much TV violence when they're children are more likely to be aggressive when they're adults. For example, they're more likely to physically abuse a spouse.
 - a. Children who watch lots of TV violence become violent adults.
 - b. TV has no serious effects on most people's behavior.
 - c. Too much TV violence can lead to real violence.

4. In the Emancipation Proclamation, Abraham Lincoln declared that all people held as slaves in Confederate regions of the United States would become free as of January 1, 1863. In reality, however, most slaves remained in bondage until the end of the Civil War, in 1865.
 - a. President Lincoln didn't care about ending slavery.
 - b. The defeat of the Confederate states forced slaveholders to free their slaves.
 - c. The Emancipation Proclamation angered people in the North and the South.

5. Ants of various species use bits of leaf, wood, dirt, and sand as food-collecting tools. Holding the object in their jaws, they dip it into food such as honey, fruit pulp, and the body fluids of prey until the food sticks or is absorbed. Then they carry the soaked object back to their colony. This strategy substantially increases the amount of food that they can carry.
 - a. Ants have a clever tool strategy.
 - b. Ants can't reason.
 - c. Ants never stop working.

6. People born with a rare condition called congenital analgesia can't feel pain. For this reason, they repeatedly bite their tongue and lips; leave cuts, fractures, and infections unheeded; and apply their weight to torn muscles, broken bones, and other injured body parts. They rarely live to age forty.
 - a. People with congenital analgesia have no sense of touch or temperature.
 - b. Pain serves a protective function.
 - c. Pain has healing powers.

7. Hot foods such as salsa, chili peppers, and horseradish do more than add zing to your meal. They also cause the release of endorphins, your body's natural painkillers. As a result, they may give you a feeling of happiness. Hot foods also can reduce your appetite, causing you to eat less at a meal. In addition, they may temporarily boost your metabolism, so that you burn more fat.
 - a. Hot foods can be good for you.
 - b. Hot foods can be unhealthy.
 - c. Hot foods can be a cure for severe depression.

8. The Eighth Amendment to the U.S. Constitution protects prisoners from "cruel and unusual punishments." The Supreme Court has ruled that circumstances such as severe crowding, unsanitary cells, failure to receive adequate food, and failure to receive needed medical care qualify as cruel and unusual punishments.
 - a. Prisoners have no constitutional rights.
 - b. Cruel and unusual punishments are unlawful.
 - c. "Cruel and unusual punishments" applies only to direct physical abuse, such as torture.

9. If you think that you can't be happy unless you're married, you'll be surprised by the findings of a fifteen-year study of 24,000 people. The study found that people tend to be no more or less happy after marriage than before it. People experience emotional ups and downs but tend to return to a fairly stable level of happiness throughout their lives, whether they're single, married, widowed, or divorced.
 - a. In general, marriage doesn't *make* someone happy or unhappy.
 - b. Single people tend to be happier than married people.
 - c. In general, marriage greatly increases a person's happiness.

10. Many people know that Susan B. Anthony (1820–1906) led the struggle for American women's right to vote. Fewer people know that she also campaigned against slavery. From 1851 she lectured on the abolition of slavery, as well as on women's rights. In 1863 she co-founded the Women's Loyal League, which supported black emancipation.
 - a. Susan B. Anthony was devoted to only one cause: women's rights.
 - b. Susan B. Anthony was dedicated to the advancement of human rights.
 - c. Susan B. Anthony is better known for her abolitionist work than for her efforts to gain the vote for American women.

Answers:

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

Exercise 3

<http://www.townsendpress.net/class/everything/assignment/15/603>

For each item, click on the inference that is most firmly based on the given facts in each selection.

1. In California, the Chico City Council recently set a \$500 fine for anyone detonating a nuclear weapon within city limits.

The fine set by City Council:

- a. will help protect the people of Chico.
 - b. would probably never be collected.
 - c. must have passed by a large majority.
2. Most animals don't eat moss. It is hard to digest, and it has little nutritional value. But reindeer fill up with lots of moss. Why? The moss contains a special chemical that helps reindeer keep their body fluids warm.

Reindeer eat moss because:

- a. they like the taste.
 - b. they live where it is very cold.
 - c. it is the only food available.
3. A teenager brought her new boyfriend home to meet her parents. They were shocked by his appearance: leather jacket, motorcycle boots, tattoos, and a pierced nose. Later, the parents pulled their daughter aside and said, "He doesn't seem very nice." "Mom," replied the daughter, "if he wasn't so nice, why would he be doing 5,000 hours of community service?"

The daughter:

- a. had hoped her boyfriend's appearance would shock her parents.
 - b. didn't realize her boyfriend's tattoos were so visible.
 - c. doesn't realize that community service is a court-ordered punishment given to convicted criminals.
4. "Tea or coffee, gentlemen?" asked the restaurant waiter.
"I'll have tea," responded the first customer.
"I'll have tea, also—and be sure the cup is clean."
The waiter returned a few minutes later. "Two teas! Who asked for the clean cup?"

The waiter:

- a. wanted to provide good customer service.
- b. was hoping for a big tip.
- c. was making a light-hearted comment.

5. At the funeral of a billionaire, one mourner was crying more loudly than anyone else. Someone approached him and asked, "Are you a relative?"
"No!"
"Then why are you crying?"
"That's why I'm crying."

The mourner is crying because:

- a. he never got to meet the billionaire.
 - b. he was affected by the crying of the other mourners.
 - c. if he were a relative, he would probably inherit a great deal of money.
6. One thousand times more germs are spread from damp hands than are spread from dry hands, according to Professor Charles Gerba of the University of Arizona, one of America's most respected experts on disease transmission.

Professor Gerba believes that:

- a. more diseases are spread by sneezes and coughs than by hands.
 - b. hand drying reduces the spread of disease.
 - c. it's better not to wash your hands if you can't dry them right away.
7. "I've been doing a lot of growing and shrinking," said the kindergarten student.
"What do you mean?" the teacher asked.
"Well, I used to be up to my big brother's nose, " he replied, "but now I'm only up to his chin."

Apparently:

- a. the class is learning about growing up.
 - b. this teacher tries hard to understand all of her students.
 - c. the kindergarten student's brother has grown faster than he has.
8. Dark colors tend to absorb light energy. Light colors and white reflect light energy. That's why you feel warmer wearing a dark-colored jacket than a light-colored one. When sunlight shines on your dark jacket, the fabric absorbs light energy.

The paragraph indicates that:

- a. a dark-colored jacket can only keep you warm when the sun is shining.
- b. if two jackets are identical except for the color, the darker jacket would keep you warmer during the day.
- c. a light-colored jacket cannot keep you warm.

9. The most widespread disease carried by insects is malaria, transmitted by the bite of the Anopheles mosquito. About 250 million people in the world contract malaria every year; for as many as two million victims, the disease is fatal.

From this paragraph we learn that:

- a. mosquitoes are responsible for most insect-borne diseases.
 - b. malaria, with two million fatalities, is the world's deadliest disease.
 - c. malaria could be reduced if people at risk were given mosquito repellent.
10. Visitors seeking government positions often pestered Abraham Lincoln. One caller arrived with the news that the chief of customs had just died. "Can I take his place?" he asked.
Lincoln replied, "It's fine with me, if the undertaker doesn't mind."

Lincoln is light-heartedly suggesting that the visitor:

- a. had asked to take the place of the dead man at the funeral.
- b. will need the undertaker's permission to become the chief of customs.
- c. should take the place of the undertaker.

Answers:

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

For more practice on Inferences, see

<http://www.townsendpress.net>

http://wps.ablongman.com/long_mcwhorter_ersonline_1/0,2257,70255-,00.html

http://wps.ablongman.com/long_mcwhorter_ersonline_1/0,2257,70255-,00.html

<http://www.laflemm.com/reso/inference.html>

http://highered.mcgraw-hill.com/sites/0073407240/student_view0/making_inferences/exercise_1.html

http://highered.mcgraw-hill.com/sites/0073407240/student_view0/making_inferences/exercise_2.html

VII. Reading Graphics

MyReadingLab <http://portal.mypearson.com/mypearson-login.jsp?>

This material is based on McWhorter: Reading Across the Disciplines, 5/e (2011)
Copyright 2013 Pearson Education

Many textbooks and other reading materials contain graphics and visuals to present complicated information in compact form. They use

- tables,
- bar graphs and line graphs,
- pie charts,
- organization charts, and
- diagrams and maps.

For financial analysts working on Wall Street, home of the New York Stock Exchange, graphics and visuals are crucial. These analysts rely on business reports that use tables, graphs, and charts to present large amounts of financial information in an efficient way. On TV, you may hear a reporter say, "Today was a terrible day on Wall Street as stocks plunged another 8.5%! Oil was up to \$105 a barrel, an increase of \$15 from this time last year."

Reading and Interpreting Visual Information

To understand this information, you need to have context. For example, if the price of a barrel of oil is "up" this year, how much was it last year and the year before that? Was it cheaper or more expensive? A graph showing how oil prices have changed over time will help you answer questions such as these.

In your life at school, at work, and in the community, you rely on facts and figures in tables, graphs, charts, and diagrams. By reading these graphic visuals, you can grasp information more quickly than by plodding through the same information in narrative form.

You will learn how to read and interpret tables, bar and line graphs, pie charts, organization charts, and diagrams maps; you will learn how writers use graphic visuals to

- condense information by organizing pages of detailed and often repetitious facts and figures into one understandable design,
- clarify information by defining processes and relationships visually,
- and convince readers by dramatizing developing trends.

Reading and Interpreting Tables

By presenting information in a list form, **tables** allow you to grasp a lot of information quickly—particularly information containing many numbers. Tables can also illustrate trends.

Look at Figure 1 to answer the following three questions:

1. Which countries grew the most in labor productivity from 1950 to 1990?
2. What conclusion can you draw about the increase in labor productivity in the United States from 1950-83, compared to the four other countries listed?
3. What can you say about the U.S. growth in labor productivity from 1983-1988?

Figure 1: Growth in labor productivity in the U.S. and selected developing countries (1950-1990): percent per year

THE U.S. AND DEVELOPING COUNTRIES					
Years	United States	Egypt	Mexico	Chile	Peru
1950-1990	1.88	3.29	2.20	1.19	1.44
1950-1973	2.17	2.45	3.06	1.77	2.79
1973-1983	.85	7.01	1.74	-.90	-1.13
1983-1988	3.50	.08	-1.14	2.71	.63
1973-1990	1.11	4.61	.94	.38	-.27

Growth in labor productivity in the U.S. and selected developing countries 1950-1990 (percent per year).

Sources: Robert Summers and Alan Heston, "The Penn World Tables (Mark 5): An Expanded Set of International Comparisons, 1950-1988," *Quarterly Journal of Economics* (May 1991), pp. 327-368; and Council of Economic Advisers.

—Miller, *Economics Today*, 8th edition, 1994.

By looking across the first row of Figure 1, you can see that Egypt and Mexico had the greatest increase in labor productivity over that 40-year time span. You have answered question number one!

For question two, you can compare U.S. labor productivity to the other four countries for those years and see that it was lower than all countries except Chile and Peru.

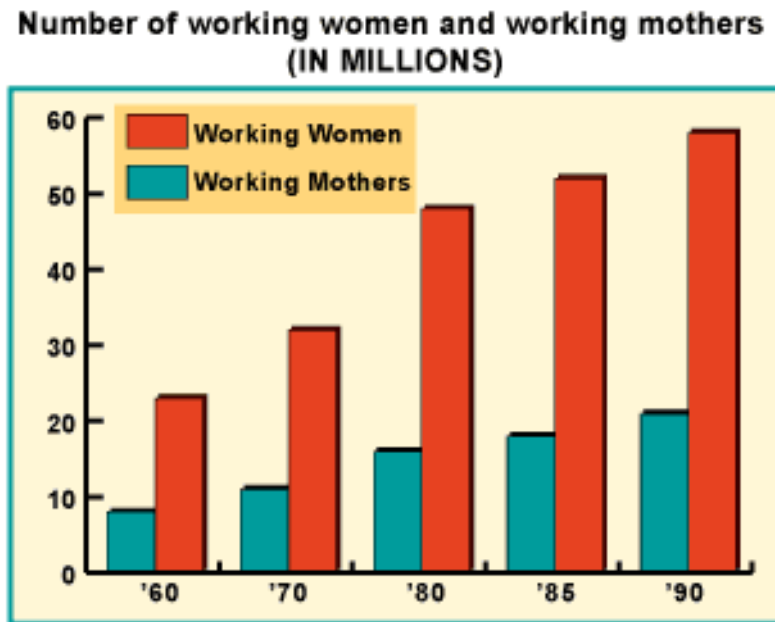
For the last question, you can see that the U.S. rise in labor productivity from 1983-1988 generally exceeded that of the other four countries.

Reading and Interpreting Bar Graphs

Bar graphs are very useful for showing relationships and comparisons between groups. They can also show changes in data that occur over time. Like tables, bar graphs condense information. They allow you to see patterns and relationships among variables—the numbers, measurements, or quantities that you compare, measure, and report. The variables are usually shown along the graph's vertical (y) axis and horizontal (x) axis.

Bar graphs may be easier than tables to interpret at a single glance. Yet, many bar graphs display at least two or three comparisons at the same time. For instance, Figure 2 not only shows the number of women in the workforce over time, but also the number of working mothers in that same time period. The vertical axis shows the numbers of women employed in millions and the horizontal axis shows the years in decades. What conclusions can you draw?

Figure 2: Working women and working mothers (1960-1990)



Source: U.S. Bureau of Labor Statistics, Bulletin 2307

---from Kahn & McAlister, *Grocery Revolution*, 1997.

Interpreting the Bar Graph

Were more *mothers* in the workforce in 1990 than in 1960? Yes, the number of working mothers more than doubled between 1960 and 1990.

What about the number of working women in general? The number of working women almost tripled (from just over 20 million in 1960 to nearly 60 million in 1990).

This single bar graph brings up many issues to explore. For example:

- Why were there fewer working *mothers* in the workforce from 1960-1990?
- Were working mothers inhibited by prejudices within companies?
- Did a lack of affordable childcare hold them back?
- Did they receive any cultural messages that staying home was better for their children?
- Were their husbands or partners earning so much at that time that mothers did not have to enter the workforce?

Reading and Interpreting Line Graphs

Line graphs can be quite complicated. Anyone who follows stocks or reads the financial pages of a newspaper regularly is familiar with line graphs. Line graphs show continuing data. They reveal how one thing is affected by another. Points are plotted along a vertical (y) and horizontal (x) axis and then connected to form a line.

Why should you use a line graph instead of a bar graph? A line graph allows you to present more data than a bar graph. Therefore, you can use line graphs to illustrate more detailed information or larger quantities of it. In some instances a line graph represents the relationships between two variables with a single line. More often, however, line graphs compare relationships among several sets of variables.



Interpreting the Line Graph

Figure 3 illustrates that the median household income dipped during each recessionary period. You can see that the household income usually peaked right before a recession. Household income increased sharply during the 1990s. Why do you think this happened?

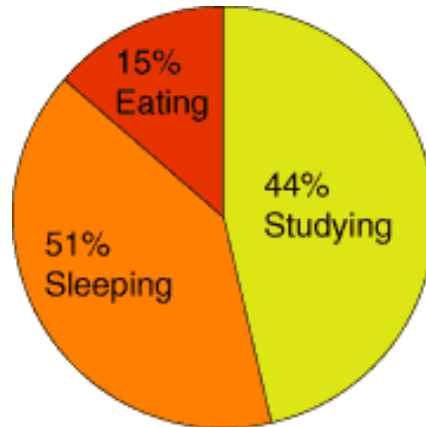
This line graph offers another dimension. Recessionary periods are shaded so that you can look at the income data against them. By adding this additional information, the author allows you to draw more conclusions, or form even more questions.

Reading and Interpreting Charts

Pie charts show the relative sizes of parts that make up a whole. You can compare the parts to each other as well as compare each part to the whole. Pie charts are excellent for showing percentages and proportions.

Interpreting Pie Charts

Figure 4: A typical day for a college student

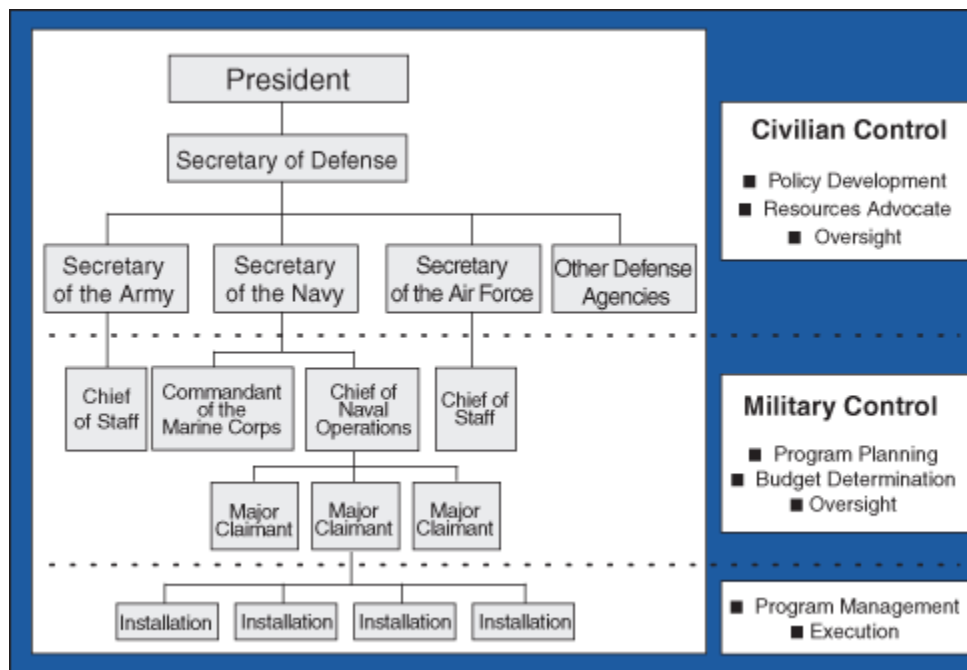


Refer to Figure 4. The pie chart uses different slice sizes and percentages to compare information. For example, it tells you that college students spend the majority of their day sleeping (51%), followed by studying (44%), and then eating (15%).

Organization Charts

Organization charts are popular with large organizations. The charts reveal the organization's structure—its administrative parts, staff positions, or lines of authority.

Figure 5: Organizational Chart of the United States Department of Defense



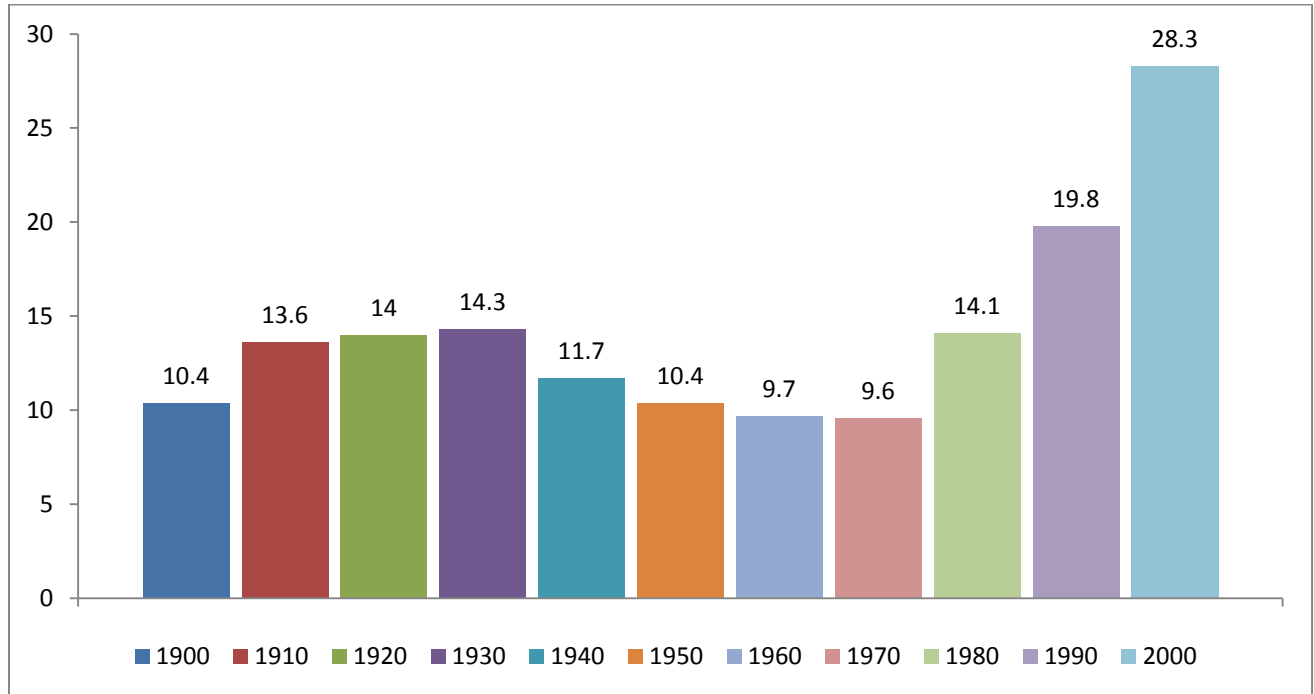
Directions: Read the following paragraphs and then answer the questions that follow.

Foreign Born Population in US

1. Immigration, the movement of people across political boundaries, is one manifestation of globalization. Since the Pilgrims left Europe and arrived in what is now New England for permanent residence, this process has had important consequences for what has become the United States. The latest wave of immigration –the new immigration- is shaking up society. This change in **demographics** challenges the cultural hegemony of the white European tradition; creating incredible diversity in race, ethnicity, language, religion, and culture; also, it is often leading to division and hostility.

2. This **new immigration** represents two trends that set it apart from past immigration. First, the volume of immigration is relatively large. For example, in the ten years from 1963 to 1972, there were about 3.5 million legal immigrants, from 1973 to 1982, there were slightly fewer than 5 million; 9 million were added in the next ten years; and nearly a million have entered the United States every year since 1992 (Spain, 1999:3). As a result, the foreign-born population has risen from 19.8 million in 1990 to 28.3 million in 2000 (see Figure 8). Second, the racial landscape and rate of population growth are greatly affected, as approximately 1 million immigrants annually set up permanent residence in the United States. These new immigrants are primarily Latino and Asian, not European as was the case in earlier immigration eras. The demographic transition has significant implications for U.S. society, communities, families, and individuals.

Table 8: Foreign Born Population



- Which of the following two decades have the most nominal fluctuation in the foreign-born population?
 - 1960 and 1970
 - 1920 and 1930
 - 1910 and 1920
 - 1980 and 1990
- What is the best definition of “demographics”?
 - immigration
 - the characteristics of the human populations
 - cultural hegemony
 - diversity
- According to the above paragraphs, how many immigrants take up permanent residence in the United States every year?
 - 1 million
 - just under 5 million
 - 9 million
 - 3.5 million
- What is the difference between the 1910 growth in foreign-born population and that of 1980?
 - approximately 15 million
 - approximately 5 million
 - approximately 500,000
 - approximately 50,000

Answers: 1. A 2.B 3.A 4.C

VIII. Fact and Opinion

<http://www.cuesta.cc.ca.us/campus/student/support/lrnskills/rcindex.htm>

You will need to learn to distinguish between **fact** and **opinion** because writers sometimes tell us what they think or how they feel, but they don't always give us the facts. It's important to be able to interpret what the writer is saying so you can form opinions of your own. As you read an author's views, you should ask yourself if the author is presenting you with an established **fact** or with a personal **opinion**. Since the two may appear close together, even in the same sentence, you have to be able to distinguish between them.

The key difference between facts and opinions is that facts can be verified, or checked for accuracy, by anyone. In contrast, opinions cannot be checked for accuracy by some outside source. Opinions are what someone personally thinks or how he/she feel about an issue. Opinions by definition are subjective and relative.

- A fact is a specific detail that is true based on objective proof.
- An opinion is an interpretation, value judgment, or belief that cannot be proved or disproved. An opinion is created.
- Objective proof can be physical evidence, an eyewitness account, and the conclusion arrived at by an accepted scientific method.

Traits of Facts and Opinions

FACTS

- Objective (not personal)
- State reality
- Are discovered
- Can be verified
- Are presented with unbiased words

OPINIONS

- Subjective (personal)
- Interpret reality
- Are created
- Cannot be verified
- Are presented with biased words.

Defining a Fact

Facts are objective, concrete bits of information. They can be found in official government and legal records, and in the physical sciences. Facts can be found in reference books, such as encyclopedias and atlases, textbooks, and relevant publications.

Objective facts are what researchers seek in laboratories or through controlled studies. Facts are usually expressed by precise numbers or quantities, in weights and measures, and in concrete language. The decisions of Congress, specific technological data, birth records, historical documents, all provide researchers with reliable facts.

To sum up, facts

- can be verified in reference books, official records, and so forth.
- are expressed in concrete language or specific numbers.
- once verified, are generally agreed upon by people.

Determining an Opinion

Opinions are based on subjective judgment and personal values rather than on information that can be verified. An opinion is a belief that someone holds without complete proof or positive knowledge that it is correct. Even experts who have studied the same issue carefully often have very different opinions about that issue.

Opinions are often disputed, and many times involve abstract concepts and complex moral issues such as right or wrong, fairness and loyalty. Abstract concepts, because they are not easily understood, can never be defined to everyone's satisfaction. For example, each of us holds a personal opinion about what fairness or loyalty is, about gun control and abortion, and these issues always remain a matter of opinion, not fact.

Although opinions cannot be verified for accuracy, writers should, nevertheless, back their opinions with evidence, facts, and reason - by whatever information supports the opinion and convinces the reader that it is a valid opinion. A **valid** opinion is one in which the writer's support for his or her opinion is solid and persuasive, and one in which the writer cites other respected authorities who are in agreement. If a writer presents an extreme or unconvincing opinion, the reader should remain wary or unconvinced.

Writers often slip their personal opinions into a piece of writing, even when it is supposed to be a "factual" account; alert readers can identify subjective opinions by studying the writer's language.

- Opinions are often expressed as comparisons (more, strongest, less, most, least efficient, but):
 The painter Pablo Picasso was far **more** innovative than any of his contemporaries.
- Opinions are often expressed by adjectives (brilliant, vindictive, fair, trustworthy):
 Ronald Reagan was a **convincing** speaker when he read a prepared address but was not **effective** at press conferences.
- Opinions often involve evaluations:
 The excellence of her science project was a model for other students.
- Opinions are often introduced by verbs and adverbs that suggest some doubt in the writer's mind:
 - It appears she was confused.
 - She seems to have the qualifications for the position.
 - They probably used dirty tricks to win.

Some opinions obviously deserve more attention than others do. When expert economists, such as John Kenneth Galbraith or Paul Volcker, discuss the U.S. economy, their opinions are more informed and therefore more reliable than the opinions of people who know very little about economic policy. Similarly, when someone is a specialist on the poet John Keats, that person's opinion of Keat's poems should be given considerable weight.

Become an alert and critical reader. Understand the differences between facts and opinions, and interpret and apply both into your critical thinking

Determining Fact or Opinion

■ **Fact:** Statements that can be verified

The costs of medical care increase every year.
More than one million teenagers become pregnant every year.

■ **Opinion:** Statements that express a writer's feelings, attitudes, or beliefs

Government regulation of our private lives should be halted immediately!
By the year 2025, most Americans will not be able to afford routine health care.

■ **Fact and Opinion:** Statements that can be both fact and opinion.

Because walking in high heels strains the back and knees (**fact**), women should never wear high-heels (**opinion**).

■ To determine if a statement is a fact or opinion, ask yourself the following questions:

Can the statement be proved or demonstrated to be true?

Can the statement be observed in practice or operation?

Can the statement be verified by witnesses, manuscripts, or documents?

Look at the following statements:

1. The blue whale has been listed as an endangered species for over twenty years.
2. Fast food restaurants serve mouth-watering food.

- The first statement is a fact that can be verified by research. The National Oceanic and Atmospheric Administration's Office of Protected Services placed the blue whale on the endangered species list in 1970. <http://www.nmfs.noaa.gov/pr/species/esa/mammals.htm>
- The second statement is an opinion because whether a food is "mouth-watering" is a matter of personal taste.

Exercise 1 <http://www.townsendpress.net/class/exercises/assignment/15/601>

Directions: Indicate if the following statements are fact (F) or opinion (O) by writing F, or O in the parentheses.

- () 1. *Wednesday* is one of the most commonly misspelled English words; another is *February*.
- () 2. If you read a lot, you will never have spelling problems.
- () 3. Friends who have good hearts are better than friends who have clear heads.

- () 4. Ancient Egyptians believed the heart was the center of emotion *and* intelligence. During mummification, they removed the brain entirely from bodies.
- () 5. About one-fourth of the U.S. population is or has been poor for at least a year.
- () 6. The poor are lazy people who bring poverty on themselves.
- () 7. Research has shown that most poverty comes about because of a life change such as divorce, sudden unemployment, or even the birth of a child.
- () 8. Recent welfare reform laws have been an unfair attack on poor people.
- () 9. During sleep, blood pressure and body temperature are lowered, and the heart rate and metabolism slow down.
- () 10. People who have trouble sleeping at night should seek counseling on how to deal with the stress in their life.
- () 11. Carrots taste better than celery.
- () 12. Carrots contain more beta-carotene and other nutrients than celery.
- () 13. It requires more calories to eat a piece of celery than the celery has in it to begin with.
- () 14. Arthritis is not a single disease, but more than a hundred different diseases characterized by pain, stiffness, and swelling of joints and connective tissues.
- () 15. Holistic medicine is superior to traditional medicine because the practitioner treats the whole person—not just physically but also mentally and emotionally.
- () 16. "Theater-in-the-round" has a playing space in the center with spectators completely surrounding it and is one of the oldest stage forms.
- () 17. Theater-in-the-round offers intimacy because it puts the audience close to the performer.
- () 18. Because theater-in-the-round is intimate and economical, it is the best stage arrangement.
- () 19. The matter of the universe is concentrated in large, widely separated clusters of stars called galaxies.
- () 20. Learning how galaxies formed—which is still not known for certain—should be the major priority for today's astronomers.

Answers:

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

Exercise 2

Copyright © 2000 Laraine Flemming.

Directions: Indicate if the following statements are fact (F), opinion (O), or a blend (B) of both by writing F, O, or B in the parentheses.

- () 1. In 1787, the British Government sent a fleet of convicts to colonize Australia.
- () 2. America's treatment of the homeless is a disgrace.
- () 3. In 1763, the Treaty of Paris divided France's North American Empire between Britain and Spain.
- () 4. Poetry and politics just don't mix.
- () 5. Because of a newly formed and largely incompetent national weather service, the city of Galveston, Texas was practically destroyed in a horrifying hurricane that left thousands dead.
- () 6. In 1852, the President of the United States, Franklin Pierce, was greedy to expand U.S. influence, and he formally offered to buy the island of Cuba.
- () 7. On July 2, 1822, the brilliant ex-slave and rebel leader Denmark Vesey was captured by South Carolina authorities, who had discovered Vesey's planned rebellion and were determined to hunt him down.
- () 8. Writer and researcher Rachel Carson will always be remembered as the mother of modern ecology.
- () 9. Between 1945 and 1960, the number of cars in the United States increased by 133 percent.
- () 10. Those opposed to government spending conveniently forget how much the GI Bill—a program that allotted billions of dollars to help veterans of World War Two—helped expand America's postwar economy.
- () 11. Thomas Jefferson's Louisiana Purchase doubled the territory of the United States, extending it to the Rocky Mountains.
- () 12. His appetite for expansion whetted by the Louisiana Purchase, President James Polk encouraged Texas to make the Rio Grande river the border of Texas although Polk knew full well that the U.S. had no right to invade Mexican territory.
- () 13. In 1869, Dmitri Mendeleev predicted the chemical and physical properties of the element gallium, which he called eka-aluminum.
- () 14. In 1882, the Chinese Exclusion Act denied the Chinese entry into the United States; it also denied citizenship to those Chinese already living in the United States. This was a clear case of legalized racism.
- () 15. Plants are called *autotrophic* because they create their own food.

- () 16. Victor Emmanuel II was the first king to rule over a united Italy; he was also a madman, who had his toenail clippings edged in gold and encrusted in diamonds. Then he would give the clippings to palace favorites.
- () 17. In 1943, the extraordinary Jacques Cousteau invented an improved diving suit that allowed divers to descend 500 feet below the surface of the ocean; nowadays, that suit is usually referred to as a scuba suit.
- () 18. Richard Rodriguez writes movingly about his personal struggle to honor his Spanish-speaking parents and still excel at speaking English.
- () 19. Evidence of bribery has tarnished the reputation of the International Olympic Committee in charge of selecting sites for the winter and summer Olympics.
- () 20. Frida Kahlo, the wife of famed painter Diego Rivera, was a much better painter than her husband.

Answers:

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

* Note: Its impossible for anyone to know exactly what Polk knew or how well he knew it, so some opinion informs this statement despite the presence of factual information.

For additional practice on Fact and Opinion, see:

http://cwabacon.pearsoned.com/bookbind/pubbooks/seyle_r_ab/chapter6/deluxe.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_1.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/chapter_quiz.html

http://highered.mcgraw-hill.com/sites/007256380x/student_view0/part4/chapter13/supplemental_exercises_2.html

http://highered.mcgraw-hill.com/sites/0073533890/student_view0/chapter9/fact_and_opinion.html

http://highered.mcgraw-hill.com/sites/0072469099/student_view0/chapter11/fact_and_opinion.html

<http://users.dhp.com/~laflemm/RT/Quiz2.htm>

<http://cuip.uchicago.edu/www4teach/97/jlyman/default/quiz/factopquiz.html>

<http://www.quia.com/jq/24723.html>

IX. Purpose and Tone

<http://user101.tccc.cc.nc.us/Lhodes/E193/rdgtone.htm>

Critical reading involves developing skill in evaluating what one reads. A critical reader does not assume that because something is found in print that it is automatically true. Rather the critical reader uses direct statements, prior knowledge, language clues, and the ability to draw valid inferences in order to evaluate the validity of any written material. A critical reader is a critical thinker – one who analyzes the different views found in both oral and written communication and make sound judgments based upon the careful evaluation of the evidence presented.

The following skills are necessary in order to become a critical reader:

Author's Purpose or Intent

An author writes with a particular purpose or intent in mind. Three purposes are usually associated with the act of writing.

- **To inform.** Authors use facts to inform, to explain, to educate, and to enlighten. Textbook writing is a good example of an informational purpose. The sole purpose of informative writing is to present information that is intend to build the reader's knowledge of the material.
- **To persuade.** Authors use a combination of facts and opinions in order to persuade, to argue, to condemn, and to ridicule. Editorial newspaper writing is a good example of persuasive writing. The sole purpose of persuasive writing is to convince the reader to believe, and subsequently act, the same as the author on a given topic.
- **To entertain.** Authors use fiction and nonfiction to entertain, to narrate, to describe, and to shock. Novels, short stories, and essays are written to entertain. The sole purpose of entertainment is to bring pleasure to the reader. Entertaining writing often uses humor as a special effect in the writing.

Author's Point of View or Bias

An author's point of view refers to the way the author's feels about the topics being discussed and is an integral part of the tone of a passage. Author's point of view is sometimes called the author's argument or the author's bias.

Bias is the use of words to create a predisposition, prejudice, or prejudgment about a topic. In biased writing, the author plays upon the reader's emotions by using words or phrases that are meant to move the reader's thinking - and actions - in a chosen direction. A skillful reader must pay attention to not only WHAT the author says, but also HOW the author conveys his or her message.

Biased writing can be recognized when the author uses:

- emotional words or inflammatory statements.
- name calling.
- contradictions.
- false assumptions.
- stereotyping or overgeneralizing.
- statements that oversimplify or distort the issue being discussed.
- irrelevant or unsupported evidence.
- left out or suppressed information or evidence.
- appeals to the emotions rather than reasonable evidence.
- mudslinging, or attacks on people or groups rather than the issue itself.
- references to or quotations from the Bible or historical figure even though there is no connection to the issue.

Identifying Bias http://writingcenter.waldenu.edu/Documents/Scholarly-Writing/Identifying_Bias.pdf

The ability to identify bias is an important characteristic of a critical reader. Bias is defined as “a personal and sometimes unreasoned judgment” (*Merriam Webster Dictionary*, 2010); it is usually easily recognized in the opinions of pundits, in popular television talk shows, and often in spirited debates with family members. Recognizing bias in written material, particularly in scholarly literature, can be a little more challenging because scientific literature by definition is objective.

This, however, does not mean that it is bias free; it simply means that when bias does exist in this type of literature, it tends to be subtle and a little difficult to identify. However, by paying close attention to the content, one is able to identify it.

In their work, writers are making assertions and trying to inform or persuade readers to believe a particular viewpoint. As a result, they not only choose what they write (content), they also choose how they write it (tone). Bias can thus be found in content through an examination of the information the writer included or excluded, and it can also be found in tone through an examination of the language used. Bias sometimes comes in the form of incomplete information, so when reading a passage, it is important to ask, “What is the writer not saying?” “Is the discussion even handed?” Sometimes bias comes from a writer’s experience, so one might ask “How is the writer supporting his or her assertions?” “Are the conclusions supported by the facts presented?” Identifying bias thus involves reading between the lines and distinguishing between objective and subjective ideas. One may also ask if the author’s tone reveals bias, keeping in mind that objective ideas are not influenced by emotions and biases and subjective ideas are.

When reading texts it is recommended that you be on the lookout for the following words and qualifiers which may indicate a writer’s opinion or bias on a particular topic.

Biased Words

Amazing	Great
Awful	Greatest
Bad	Handsome
Beautiful	Horrible
Best	More
Better	Most
Disgusting	Smart
Exciting	Stupid
Favorite	Unbelievable
Frightful	Ugly
Fun	Very
Good	

Qualifiers

All	Often
Always	Only
Appear	Ought to
Believe	Possibly, possible
Could	Probably,
Every	probable
Has/have to	Seem
It is believed	Should
May	Sometimes
Might	Think
Must	Usually
Never	

Tips for Evaluating Information

- Watch for authors' opinions and biases.
- Know the difference between facts (verified & supported) and opinions (personal expressions).
- Are the writers' sources direct or secondary?
- Is the author's argument supported by facts?

Author's Tone

An author's feelings and attitude (point of view) toward the ideas being expressed in writing greatly influences the word choice and emphasis of the writer. Author's tone refers to the writer's attitude toward a subject and the word and sentence structure that these feelings reflect in the writing. The words, phrases, or sentences that the author uses will convey his or her feelings of happiness, joy, anger, sympathy, hopefulness, sadness, respect, dislike, etc. By understanding the author's attitude in writing, a reader can often tell a great deal about the writer's purpose for writing. In addition, it is easy to determine if the author is displaying bias in the writing.

The following words are associated with identifying the author's tone in a passage.

These words all indicate a tone of happiness:

- cheerful, joyous happy (feeling good about the topic)
- humorous, jovial (being funny)
- optimistic (looking on the bright side)
- informal (using a slang style)
- sentimental, nostalgic (remembering the good old days)

These words all indicate a tone of anger, depression, sadness:

- angry, bitter, hateful (feeling bad and upset about the topic)
- pessimistic (looking on the negative side)
- cynical (expecting the worst from people)
- mocking, scornful (ridiculing the topic)
- arrogant (acting conceited or above others)

These words indicate a tone of straightforwardness or honesty:

- objective, factual, straightforward (using facts without emotions)
- formal (saying in an official style)
- subjective, opinionated (expressing opinions and feelings)

These words indicate a tone of love or caring:

- serious, sincere (being honest and concerned)
- love, concern, respect (showing care and concern)
- compassionate, forgiving, tolerant (showing gentleness toward the topic)

These words indicate a tone of uncertainty or ambivalence:

- sarcastic (saying one thing and meaning another)
- hypocritical (saying one thing and doing another)
- ironic (the opposite of what is expected; a twist at the end)
- ambivalent, apathetic, detached (not caring one way or the other about the topic)

Look at the following paragraph.

Umbrellas have feet, invisible little feet. How else can we explain the fact that the rascals are forever sneaking off, stealing away from the spots where we perfect humans are sure we put them? Time and again, it's the same story: A crack of thunder, and the sky unleashes a flood. We reach for our trusty umbrella only to find an empty space. But it was there, we insist. Where did it disappear to? Perhaps it's next to the sunglasses, which, in case you didn't know, have wings.

The passage is clearly not serious; umbrellas do not really have feet, humans are not perfect, nor do sunglasses have wings. Hence, the primary purpose of this paragraph is to amuse readers by poking fun at a minor human problem. In like manner, the tone can be described as playful and humorous.

Now contrast this paragraph with the above one.

How tired I am of the constant griping I hear about the United States Postal Service. Why can't people recognize a bargain when they see one? Do you realize what services your first class stamp guarantees you? For only pennies, your urgent letter may cross the country—even to Hawaii or Alaska—in only a few days. For that same small amount, you may have your mail forwarded when you move. In some cases, the same piece of mail can be forwarded more than once—all on one stamp. It's high time to stop complaining about the Postal Service and to support it instead.

This passage is certainly not entertaining, nor does it tell anecdotes about the postal service. Although the paragraph informs us of postal services, it does that only as a way to fulfill its ultimate purpose – to persuade us to appreciate the postal service. The tone is not “matter-of-fact” because the writer definitely has an opinion. The writer refers to “constant griping” and “recognizing a bargain when they see one.” These word choices, along with the phrase, “It's high time . . . ,” suggest that the writer is more indignant than s/he is tolerant.

Finally, read this paragraph.

Every weekend athlete is acquainted with the sudden crippling pain known as a “stitch in the side.” The stitch is actually a cramp in the diaphragm, the muscle that separates the abdomen from the chest cavity. When you breathe too heavily in a short span of time—as during a burst of athletic activity—the diaphragm suffers an oxygen shortage and reacts with the painful cramp. To relieve a stitch in your left side, say experts, lift your hands over your head and stretch far to the right while breathing slowly and regularly. Reverse your stretch for a stitch on the right.

The passage is quite factual. The writer isn't attempting to change people's opinions about a stitch in the side but to inform them what it is and how to relieve it. The tone is straightforward and matter-of-fact—it means what it says.

Exercise 1 <http://www.townsendpress.net/class/exercises/assignment/15/605>

Directions: Read each sentence. Then write Inform (I) if the primary purpose of the sentence is to inform, Persuade (P) if the primary purpose of the sentence is to persuade, Entertain (E) if the primary purpose of the sentence is to entertain by writing (I), (P) or (E) in the parentheses.

- () 1. Contrary to most people's belief, high-school students should not work part time; such work hinders their academic performance and does not give them any skills that will be useful in later life. Moreover, they may spend their earnings on alcohol or drugs.
- () 2. About 15 percent of Americans—including millions of children—lack health insurance. Many of the uninsured work full-time but still can't afford insurance. Uninsured Americans tend to live with more illness and die at a younger age than those who are insured. A truly just and compassionate government would make adequate health care available to every citizen.
- () 3. I'm not big on the great outdoors. My idea of roughing it is having to park at the far end of a store's parking lot and then walk from there to the store.
- () 4. In the United States, the most popular breakfast is cold or hot cereal. Two-thirds of Americans also snack on cereal. Twenty-nine percent even periodically eat cereal for dinner.
- () 5. Overweight and obesity have become a national epidemic in America. These conditions pose a huge risk to health. Americans need to eat less and exercise more, and they need to start now. This is a public health issue that cannot be ignored.
- () 6. Built of stones or mud bricks, the ancient Egyptian pyramids have four sides, each facing a point of the compass. The entrance is in the northern wall. Deep below is a tomb containing an Egyptian ruler's mummified body.
- () 7. When in danger or in doubt, run in circles, scream and shout.
- () 8. Some sharks are millions of times more sensitive to electricity than humans are. They can detect electricity equivalent to that of a 1.5-volt flashlight battery 900 miles away. Able to perceive the faintest electrical pulses, some sharks can find smaller fishes hidden in sand by sensing their heartbeats.
- () 9. An 1870 amendment to the U.S. Constitution states that the right to vote cannot be denied on the basis of a person's race. A 1920 amendment states the same with regard to a person's sex. Those amendments represent centuries of struggle for racial equality and women's rights. If you're a U.S. citizen who doesn't bother to vote, you're failing to make use of a precious right still denied to many people throughout the world. Become informed, and vote!
- () 10. The sign posted in a business office read: "If you don't think the dead come back to life, you should see this place at 5:00 P.M."

Answers:

1.P 2.P 3.E 4.I 5.P 6.I 7.E 8.I 9.P 10.E

Exercise 2 <http://www.laflemm.com/RfT/RfTQuiz5.html>

Directions: Write the appropriate letter to indicate if the author's purpose is to inform (I) or persuade (P) by writing I or P in the parentheses.

- () 1. Business leaders and other critics of America's public education system like to point out that United States students lag behind the students of the rest of the world in all academic areas. However, these international comparisons are neither accurate nor fair. For one thing, the United States educates 75 percent of our youth through high school. Our goal, of course, is to teach as many students as possible for twelve full years. In contrast, many other countries weed out the weakest students and send only their academically strongest students to high school. Therefore, *all* of our students are being compared to just the elite of the other countries. When that's the case, it's unfair to conclude that American students are not as smart or well educated. Besides, when elite American students are compared to elite international students, Americans rank near or at the top of the scale. But test scores, on which such comparisons are based, are an inadequate measuring tool in any case. After all, they don't address many areas of our country's rich and varied curriculums, so they cannot evaluate the many strengths of our young people. Overall, Americans may not score as well as the Japanese, for example, on international exams, but our nation's economy is as strong, even stronger than theirs. This indicates that our schools consistently produce citizens who go on to successfully contribute their talents, skills, and knowledge to a healthy workforce. (Adapted from Paul Demone, *Educational Issues*, p. 14.)
- () 2. One way to classify culture is in terms of masculinity and femininity. *Masculine cultures* emphasize success and encourage assertiveness. Members of a masculine culture are likely to confront conflicts directly and to compete openly. These cultures are more likely to emphasize win-lose strategies. *Feminine cultures* emphasize the quality of life. They socialize people to be modest and to value interpersonal relationships. Members of a feminine culture are more likely to emphasize compromise and negotiation and to seek win-win solutions. (Adapted from Joseph A. DeVito, *Interpersonal Communication Book*, p. 43.)
- () 3. The five primary media categories are entertainment, news, information, education, and **advertising**. **Each category features products that all serve the same major purpose.** The *entertainment* label, for example, includes events such as parades, television sitcoms, and sports. The primary goal of this group is to get people's attention and make them happy. The *news* category includes shows that recount and comment on past and present events. Newspaper articles, editorials, and investigative television shows are all in the news genre. The *information* category describes products that aim to deliver facts and knowledge. This category includes websites, databases, and reference books. The *education* genre features content designed to teach people specific skills or give them knowledge. This category includes products like educational television programs (like Sesame Street), textbooks, flash cards, and computer software. Finally, the *advertising* category includes all content that seeks to influence people to feel favorably about a particular product or service.

- () 4. In 2001, the postal system in the United States became an avenue for bioterrorism. Anthrax spores sent in letters resulted in the deaths of several innocent people. Such attacks are just one reason why Americans should seriously consider permanently shutting down the U.S. Postal Service and moving to a purely electronic mail system. Lethal bacteria cannot be transmitted in the digital world, of course. But there are other good reasons for shutting down our old-fashioned system of physically transporting person-to-person letters. Specifically, continuing to move paper mail around is wastefully inefficient. Eliminating what has clearly become an obsolete delivery system would put a stop to the millions of dollars the post office loses every year. We would also conserve precious natural resources, such as trees and water, and eliminate the pollution caused by the manufacture of paper. With the money we save by shutting down post offices we could furnish every household with a personal computer so that everyone could use the faster and more cost-effective electronic mail system.
- () 5. Many scientists have long believed that either a change in climate or widespread disease killed the world's huge animals, such as the mastodon and the woolly mammoth. Some evidence suggests, though, that these theories may be incorrect. Evidence from two different continents indicates that humans may have hunted these animals to extinction. In Australia, scientists have dug up bone and eggshell fossils that indicate a massive die-off of large animals about 46,000 years ago. This extinction occurred after humans arrived on that continent about 52,000 years ago. These timeframes suggest that people may have been responsible for the animals' disappearance. Similar evidence comes from North America. Humans arrived there about 13,000 years ago. Approximately 1200 years after their appearance, about thirty species of large animals were gone.

Answers:

1.P 2.I 3.I 4.P 5.P

Exercise 3 <http://www.townsendpress.net/class/everything/assignment/26/1543>

Select the word that expresses the tone present in each passage.

- () 1. Like other apparel, footwear has evolved over the centuries. In ancient times, sandals were the most common footwear. Shoelaces were invented in England in 1790; before then, buckles were the chief means of fastening shoes. Until the mid-nineteenth century, most pairs of shoes consisted of two identical shoes rather than different shoes for left and right.
- a. surprised
 - b. playful
 - c. factual
- () 2. I love you, pasta! I love your angel hair, whether plain blond, wheat brown, or tinted red with tomato. I love you dumpling fat or spaghetti thin. I love you in shells, ribbons, or bows. I love you even if you're twisted. Most of all, I love how inexpensive it is to have you for dinner.
- a. humorous
 - b. apathetic
 - c. arrogant
- () 3. William Shakespeare wrote the most impressive body of plays ever created. He excelled in every aspect of theater: he thoroughly understood acting and production; his plots are brilliantly constructed and gripping; his verse is powerful and beautiful; and his characters are so well-rounded and so carefully detailed that they seem like living people.
- a. sarcastic
 - b. pessimistic
 - c. admiring
- () 4. Answer all questions in Part 2. Clearly indicate the necessary steps in solving each problem, including appropriate formulas and substitutions, diagrams, graphs, charts, calculations, etc. Each correct answer, with work shown, will receive two credits. For all questions in this part, a correct numerical answer with no work shown will receive only one credit.
- a. sarcastic
 - b. instructive
 - c. nostalgic

- () 5. Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now!
My mother kissed me here;
My father pressed my hand.
Forgive this foolish tear,
But let that old tree stand!
- a. sentimental
 - b. informal
 - c. forgiving
- () 6. Saudi Arabian women can't vote, participate in government, drive a car, or travel without a man's permission. In public they must keep nearly their entire body covered. Saudi restaurants and other public places have separate sections for women and men, with the women's section usually being considerably less comfortable and attractive. Saudi Arabia systematically discriminates against women, yet the United States is the country's biggest trading partner. What a disgrace!
- a. tolerant
 - b. indignant
 - c. jovial
- () 7. I hate Valentine's Day. While many people get Valentine's Day cards, I get only bills and junk mail. A coworker of mine always gets roses. I only get to see her get roses. This year, another coworker brought in a bag of little heart-shaped candies with messages on them. Everyone in the office reached in to take one. Other people got messages like "I love you," "Be mine," and "Be my Valentine." My candy heart was broken and blank.
- a. sentimental
 - b. objective
 - c. bitter
- () 8. With cost, not education, their chief concern, many colleges and universities now hire cheap labor. When their full-time, better-paid teachers retire, they replace them with part-timers. Hired only to teach specific courses, a semester at a time, these instructors are exempt from tenure, promotion, sick leave, and retirement benefits. Some of them are not even given offices where they can meet with their students. This might be good for the bottom line, but it is not fair to the adjuncts or good for education.
- a. nostalgic
 - b. surprised
 - c. critical

() 9. The number one killer in America is not cancer, accidents, or AIDS. It is heart disease. Make no mistake: cancer and other diseases are real threats, but cardiovascular diseases kill almost twice as many victims as other leading causes of death. The tragedy is compounded because cardiovascular diseases are often inaccurately perceived as diseases of the elderly. On the contrary, approximately 45 percent of heart-attack victims are under the age of sixty-five, and 5 percent are under the age of forty. Adolescents are not exempt from the grim heart-disease picture either. Recently, it was determined that most teenagers (63 percent) already have two or more risk factors for heart disease. The American Heart Association revealed that one in six teenagers and one in three people in their twenties showed evidence of early stages of heart disease.

- a. alarmed
- b. ironic
- c. pessimistic

() 10. I have the worst life of anyone I know. Yesterday I got stranded in the bus station for six hours because of bad weather. The person behind the ticket window didn't even care that I would be late getting to my parents' house. After a while, I got hungry, but there was no place nearby where I could have a bite to eat. So I had to munch on something from the vending machine, and it gave me a stomachache. I sat down on one of the hard plastic seats and stared at the clock while my intestines rumbled. It seemed that things couldn't get much worse. But then I saw her walk in, and she recognized me immediately. Of all the people to run into at that moment, it had to be Marjorie. She hadn't gained an ounce since we double-dated to the prom together ten years ago. She looked as slim as a teenaged model, and I look like a walking beach ball. She sat down next to me and wanted to know all about my life since high school. Everything I said made me sound like a complete loser. When she stood up to catch her bus, I could tell she was relieved to get away from me. I would be relieved to get away from me, too.

- a. pessimistic
- b. respecting
- c. worried

Answers:

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

Exercise 4 <http://www.laflemm.com/RfR10/QuizTonePurpose.html>

Directions: Circle the correct letters to indicate purpose and tone.

1. Queen Latifah got her start as a female rapper who consciously tried to combat the widespread sexism in the lyrics of Gangsta Rap. Her 1989 album *All Hail the Queen* features lyrics written from a woman's point of view, and her songs celebrate powerful women, who don't need guns to be strong. But the Queen of Royal Badness, as Latifah is sometimes called, is a multi-talented personality. In her hit situation comedy Living Single, Latifah revealed that, in addition to a riveting presence, she also had superb comic timing. From a bit part as a sassy waitress in Spike Lee's *Jungle Fever*, Latifah went on to starring roles in movies like *Set It Off* and *Living Out Loud*. Although neither movie was wildly successful at the box office, the Queen got superb reviews, as well she deserved. When Queen Latifah is on the screen, you can't watch anyone else; she's just that good.

Purpose

- a. To inform readers about Queen Latifah's background and career
- b. To convince readers that rap singer Queen Latifah is much more than a rap star

Tone

- a. emotionally neutral
- b. sarcastic
- c. admiring

2. The snowy owl is normally found in the coldest regions of North America. Every three or four years, however, snowy owls appear in large numbers in towns all across the United States. Animal behaviorists believe the periodic owl migrations are due to changes in the owls' food supply. Snowy owls feed heavily on lemmings, and lemmings migrate every three to four years in search of food. When the lemmings leave the cold northern regions, so do the owls. Unfortunately snowy owls are becoming increasingly rare, in part because hunters often shoot them when they show up in large numbers.

Purpose

- a. To inform readers about the behavioral habits of snowy owls
- b. To convince readers that something must be done to save the snowy owl

Tone

- a. emotionally neutral
- b. enthusiastic
- c. ironic

3. Several states are being forced to provide schooling for teenage criminals. The reasoning is as follows: In the United States, kids have to go to school until the age of sixteen. If their parents keep them out of school, it's a crime. From this perspective, prison officials housing teenagers under the age of sixteen have to provide them with schooling or they too are breaking the law. Given the fact that most kids in high school get to play sports, why don't we raise money to build teenage criminals a gym or a football field? That makes just about as much sense as spending money educating kids who have landed in jail for crimes like armed robbery and murder.

Purpose

- a. To tell readers why some states are providing schooling for teenage criminals
- b. To convince readers that providing schooling for teenagers behind bars is a mistake

Tone

- a. emotionally neutral
- b. detached
- c. ironic

4. In his book *Cutting*, author Steven Levenkron focuses on a psychological problem that is too often avoided or ignored: Levenkron describes the psychological experience of young patients, often girls, who seek relief from pain and anxiety by cutting or scratching their own bodies. As Levenkron points out, cutting or self-mutilation is an all-too-common phenomenon. It may, in fact, be as common as anorexia or bulimia, yet it is seldom discussed, in part because self-mutilators work hard to keep their dangerous behavior a secret. It's possible, too, as Levenkron suggests, that most people, even therapists, don't want to acknowledge the reality of self-mutilation. In the words of the author, "Just as we fear the human potential for violence against others, we may also fear the possible impulse to hurt ourselves." Fearful of what cutting means, we turn away from it, and refuse to acknowledge its presence in our midst. Yet when five hundred school psychologists were asked if they had treated a cutter in the last year, they indicated that they had each treated two or three per school. Self-mutilation among young teenage girls can no longer be ignored. We need to acknowledge its existence and make treatment available.

Purpose

- a. To inform readers about the psychological problem known as cutting, or self-mutilation
- b. To persuade readers that self-mutilation has to be acknowledged and treated

Tone

- a. emotionally neutral
- b. ironic
- c. concerned

5. Author Gail Sheehy became famous with her 1976 best seller *Passages*, which argued that adulthood, like childhood and adolescence, consisted of stages or tasks that must be completed in order to reach emotional maturity. The book struck a chord with the American public, and Sheehy went on to write several follow-up books, all of which emphasized the notion of life's stages. In *The Silent Passage* (1993), she described the stages that women pass through in the latter part of their lives. In *Understanding Men's Passages* (1998), she outlined the emotional tasks men needed to complete once they abandoned the role of breadwinner. Yet popular as Sheehy's books are, they are also deeply flawed. What Sheehy doesn't ever really acknowledge is that her descriptions apply mainly to a financially comfortable middle class. In *The Silent Passage*, the women she interviewed have the luxury of debating whether or not they will combat the effects of menopause with hormone therapy. Yet for many poor women, the high price of hormone pills precludes their use. For these women, such a debate is pointless. Similarly, *Understanding Men's Passages* focuses on men who can, if they are wise enough, use the second half of their life to play new roles such as mentor, community wise man, or benefactor. The author apparently doesn't realize that many men have to work as hard in the second half of their lives as they did in the first. After working two shifts to make sure their kids can stay in college, these men may not fear intimacy as Sheehy suggests. They may just be too tired to even dream of it.

Purpose

- a. To describe the central point of Gail Sheehy's books
- b. To convince readers that Gail Sheehy's reasoning is flawed

Tone

- a. critical
- b. ironic
- c. emotionally neutral

The author's purpose is:

- a. to inform b. to persuade

The author's tone is:

- a. emotionally neutral b. admiring c. surprised d. skeptical

8. When they thought national security was at stake, several American presidents intentionally curtailed the Constitutional rights of U.S. citizens. Second president John Adams, for instance, signed the Alien and Sedition Acts. These four laws, passed by Congress in 1798, authorized the expulsion from the country of any alien who was considered dangerous. The laws also restricted the press's right to criticize the government. During the Civil War (1860-1865), President Abraham Lincoln also limited Americans' personal liberty when he suspended the *writ of habeas corpus*, the law that protects citizens from being wrongly imprisoned. President Woodrow Wilson, much praised for his leadership during World War I, allowed his attorney general to conduct the Palmer raids of 1918, a government roundup of those who were foreign born or involved in political activism. During World War II Franklin D. Roosevelt agreed to the forced relocation of thousands of Japanese-Americans despite there being no evidence that they were spies. Like his predecessors, Roosevelt believed that special measures were necessary during wartime.

The topic of the paragraph is:

- a. World War II b. Presidents of the United States
c. Congress controlling the media d. Denying Constitutional rights to some citizens

The main idea of the paragraph is the sentence beginning:

- a. When they thought . . . b. The laws also . . . c. During World War II . . .
d. Like his predecessors, . . . e. implied, not stated

The transitions *for instance* and *also* help the reader to recognize the pattern of organization which is:

- a. definition b. example c. contrast d. logic of the passage

The *writ of habeas corpus* is:

- a. part of the Alien and Sedition Acts
b. special measures necessary during wartime
c. the law that protects citizens from being wrongly imprisoned
d. praise for good leadership

The author's purpose is:

- a. to inform b. to persuade

The author's tone is:

- a. fearful c. admiring
b. angry d. emotionally neutral

9. According to a 1999 study conducted by a University of Florida professor, every year, more than 200 international matchmaking services operating in the United States arrange about 6,000 marriages between American men and foreign women. Most of these women, commonly referred to as "mail-order brides," come from the former Soviet Union, Southeast Asia, and Latin America. The matchmaking industry persuades the women that wealthy American husbands will provide them a better life. To its male customers, the industry markets an image of an "exotic" but submissive wife who will be easy to control. Despite criticism that mail-order marriages encourage the stereotype of dominant men and submissive women, many of these matches do seem to be successful. However, a few recent cases of domestic violence and even murder have given the mail-order bride industry a bad name and prompted women's and immigrants' rights groups to complain that the industry lacks adequate regulation. Yet there are no statistics on the extent of the abuse suffered by mail-order brides, and some people claim that the men are actually the ones who are most often victimized by mail-order marriages. The claim is that foreign women agree to marry American men only to gain U.S. citizenship. Then they falsely report physical abuse so that they can divorce but remain in the country. Both the U.S. Senate and House of Representatives have introduced legislation that would require American men seeking mail-order brides to submit to criminal background checks and disclose any prior history of domestic violence incidents.

The main idea is implied. The implied main idea is:

- a. Florida laws support that the mail order bride business is a good way to protect the rights of Americans and foreign women.
- b. American husbands are more likely to be violent than those in the former Soviet Union, Southeast Asia, and Latin America.
- c. American women are neither submissive nor exotic enough.
- d. Although American men looking for brides and foreign women looking for a way to America have used matchmaking companies, some complain that it may be dangerous, even criminal.

Two transitions used in the article to signal contrast are:

- a. *according to* and *many*
- b. *however* and *yet*
- c. *the claim is* and *both*
- d. *between* and *most*

The author's purpose is:

- a. to inform
- b. to persuade

The author's tone is:

- a. emotionally neutral
- b. disgusted
- c. sad
- d. suspicious

Online Reading Resources

Houghton Mifflin College http://college.hmco.com/devenglish/resources/reading_ace/students/Reading: ACE Practice Tests

How the Language Really Works: The Fundamentals of Critical Reading and Effective Writing <http://www.criticalreading.com/> No quizzes here - but the info on how to read critically is good (for advanced learners, since it uses advanced vocabulary).

Practice Regents' Reading Test With Instructional Feedback
http://www2.gsu.edu/~wwwrtp/f23fra_i.htm

Regent's Reading Tests <http://www2.gsu.edu/~wwwrtp/instrdq.htm>

Reading Skills Tutorials <http://cms.cerritos.edu/reading/rc-tutorials-home.htm>

SEA Center Reading Page <http://lonestar.edu/reading.htm>

Townsend Press Learning Center <http://townsendpress.net/> May require getting log in

Vocabulary.com <http://www.vocabulary.com/> An almost intimidatingly comprehensive wealth of vocabulary info - includes lessons on identifying word roots, and lots of fun quizzes, games, and puzzles for practice. Intermediate skill level.

Myths about reading www.dartmouth.edu/~acskills/docs/6_reading_myths.doc

Learning from textbooks

www.lib.uoguelph.ca/assistance/learning_services/fastfacts/learning_from_texts.cfm

Use search to look for specific area to practice

Applying metacognition to reading

www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm

SQ3R www.ucc.vt.edu/stdysk/sq3r.html

Strategic reading www.ncrel.org/sdrs/areas/issues/students/learning/lr1metn.htm

How to read a difficult book

www.stthomas.edu/academicsupport/HowtoReadDifficultMaterial.pdf

Suggestions for improving reading speed

www.ucc.vt.edu/studyskills/SSARSpeedResults.htm

How to read essays www.ucc.vt.edu/stdysk/essays.html

Evaluating website content www.studygs.net/evaluate.htm

Reading Comprehension Connection

http://www.readingcomprehensionconnection.com/reading_lesson.html

These interactive online lessons help to improve students' reading comprehension and build their vocabulary skills.

Appendix A

Prefixes, Suffixes and Roots

Prefixes are word parts that are added at the beginning of a word to produce a different form of the word.

A

a-, ac-, ad-, af-, ag-, al-, an-, ap-, as-, at- to, toward, near, in addition to

aside (adverb): to or toward the side

a + side

accompany (verb): to go with someone as a companion

ac + com + pan + y

adjust (verb): to correct, to move closer to a correct position

ad + just

affix (verb): to attach to something, to fasten

af + fix

aggression (noun): hostile behavior towards someone or something

ag + gress + ion

allocate (verb): to distribute to specific people or for specific purposes

al + loc + ate

annihilate (verb): to destroy

an + nihil + ate

associate (verb): to join with

as + soci + ate

attend (verb): to look after, to go to

at + tend

a-, an- not, without

apolitical (adjective): without interest in politics

a + polit + ic + al

anemia (noun): the condition (disease) of not having enough red blood cells

an + em + ia

ab-, abs- away from, off

abrupt (adjective): unexpected change

ab + rupt

absolve (verb): to be set free from one's actions or obligations

ab + solve

ante- before

anterior (adjective): before or near the front

ante + rior

anti- against

antipathy (noun): dislike, opposite feeling

anti + path + y

auto- self

automotive (adjective): related to self-propelled machines

auto + mot + ive

B

bi- two

biped (noun): a two-footed animal

bi + ped

biennial (adjective): happening every two years

bi + enni + al

C

cat-, cata-, cath- down, with

category (noun): a class or set to which a thing belongs

cate + gor + y

catalogue (noun): a book or pamphlet that lists and describes

cata + log + ue

catheter (noun): a medical device used to transfer fluids

cath + eter

circum- around

circumvent (verb): to manage to get around a situation

circum + vent

co-, cog-, col-, com-, con-, cor together, with

cohesiveness (noun): the ability to stick together

co + hes + ive + ness

cognate (adjective): related, similar in nature

cog + nate

collaborate (verb): to work together

col + lab + or + ate

commitment (noun): to entrust, to put into a place

com + mit + ment

convenient (adjective): handy, nearby

con + veni + ent

correct (verb): to set right, to be right

cor + rect

contra- against, opposite

contradict (verb) to state the opposite

contra + dict

D

de- to do the opposite, to take away from

decrease (verb): to grow smaller, to become less

de + cre + ase

di-, dif-, dis- apart, separate, two, opposite, not

divide (verb): to separate into two or more parts

di + vide

differ (verb): to be unlike

dif + fer

dis- not, opposite of, exclude

distrust (verb): to have no confidence or trust

dis + trust

E

e-, ex- out, out of, from

emit (verb): to send out

e + mit

expel (verb): to force out

ex + pel

en-, em- put into

enamor (verb): to cause to love, to "put" someone "into" love

en + am + or

empower (verb): to give power, to put into power

em + pow + er

epi-, upon, beside, over

epilogue (noun): the concluding section of a play or literary work

epi + logue

extra- beyond

extraordinary (adjective): going beyond normal

extra + ordin + ary

I

il-, im-, in-, ir-, not, in

illegible (adjective): cannot be read

il + leg + ible

imposter (noun): someone who poses as someone else

im + post + er

inaction (noun): lack of motion, idle

in + act + ion

irresolute (adjective): uncertain about how to act, undecided, not having a solution

ir + re + solute

in-, im-, il- in, into

instead (adverb): in place of, an alternative

in + stead

import (verb): to bring into a country from another country

im + port

inter- between, among

interject (verb): to throw something (usually a comment) between other things

inter + ject

intro- into

introspection (noun): to look into one's own thoughts and feelings

intro + spect + ion

M

mal- bad

malfunction (noun): when something does not work properly
mal + funct + ion

mis- wrong

misconduct (noun): wrong doing, bad behavior
mis + con + duct

mono- one

monologue (noun): a dramatic performance or speech given by one actor
mono + logue

multi- many

multiply (verb): to increase in number
multi + ply

N

non- not, no

nonsense (noun): something that has no meaning or makes no sense
non + sense

O

ob-, oc-, of-, op- toward, against, in the way

obtain (verb): to gain or get, to get a hold of
ob + tain

occur (verb): to happen, to come to mind
oc + cur

offer (verb): to attempt to give, to propose, to try to hand out
of + fer

oppose (verb): to be against, to stand in the way of something
op + pose

over- excessive, above

overwork (verb): to have too much work
over + work

P

para- beside

paradox (noun): a statement that seems true and contradictory at the same time
para + dox

per- through

persecute (verb): to go after, to pursue
per + secute

post- after

postpone (verb): to put off to a later time, to delay
post + pone

pre- before

precede (verb): to go before, to come in front of
pre + cede

pro- for, forward

propel (verb): to push forward
pro + pel

R

re- back, again

readmit (verb): to allow in again
re + ad + mit

retro- backward

retrospect (noun) to look back at past events
retro + spect

S

se- apart, move away from

secede (verb): to withdraw from an organization
se + cede

semi- half

semiannual (adjective): occurring twice a year
semi + annu + al

sub-, suc-, suf-, sup-, sur-, sus under, beneath, near, from below, secretly, above, up

submarine (adjective): underwater
sub + mar + ine

succeed (verb): to do well, to come after
suc + ceed

suffice (verb): to be enough
suf + fice

support (verb): to hold up, to keep up
sup + port

survive (verb): to live, to live through something, to exist
sur + vive

sustain (verb): to keep up, to hold up,
sus + tain

super- over, above

superimpose (verb): to place something on top of something else
super + im + pose

syn-, sym- together, at the same time

synchronous (adjective): happening at the same time
syn + chron + ous

sympathy (noun): sharing another person's feelings, compassion
sym + path + y

T

trans- across, beyond, change

transform (verb): to change shape

trans + form

tri- three

tripod (noun): a three-legged stand

tri + pod

U

un- not, against, opposite

unceasing (adjective): never ending, continuous

un + ceas + ing

uni- one

uniform (adjective): having the same form or consistency

uni + form

Suffixes

Suffixes are word parts added to the end of a word. The suffix indicates the part of speech of the word (noun, verb, adjective, adverb) rather than changing the meaning. The following suffixes are grouped beneath the grammatical function they perform.

NOUNS

Nouns perform the function of naming. Nouns name persons, places animals or things, as well as groups, ideas and qualities. In a sentence, nouns can be subjects, objects, or appositives.

A

-acy, -cy

Noun: state or quality

privacy: the state of being alone

priv + acy

infancy: the state of being a baby or young child

in + fan + cy

-age

Noun: activity, or result of action

courage : having the spirit to overcome fear

cour + age

-al

Noun: action, result of action

referral : the action of directing a person to another place, person or thing

re + ferr + al

-an

Noun: person

artisan : a craftsperson

arti + san

-ance, -ence

Noun: action, state, quality or process

resistance : the action of opposing something

re + sist + ance

independence: the state of not being under the control of others, free, self-governing

in + de + pend + ence

-ancy, -ency

Noun: state, quality or capacity

vacancy : an empty room or position

vac + ancy

agency: the capacity to exert power or influence, a position or person that performs a function

ag + ency

-ant, -ent

Noun: an agent, something that performs the action

disinfectant : an agent that destroys germs, something that cleans

dis + in + fect + ant

dependent: a thing supported by another, a thing determined by another

de + pend + ent

-ate

Noun: state, office, function

candidate : a person nominated for an office or position

candid + ate

-ation

Noun: action, resulting state

specialization : the result of being distinguished by one quality or ability

spec + ial + iz + ation

D

-dom

Noun: place, state of being

wisdom : possessing knowledge

wis + dom

E

-er, -or

Noun: person or thing that does something

porter : a person who carries things

port + er

collector: a person who collects or gathers things

col + lect + or

F

-ful

Noun: an amount or quantity that fills

mouthful : an amount that fills the mouth

mouth + ful

I

-ian, an

Noun: related to, one that is

pedestrian : a person who walks

ped + estr + ian

human: a person

hum + an

-ia

Noun: names, diseases

phobia : an illogical fear of something

phob + ia

-iatry

Noun: art of healing

psychiatry : branch of medicine that deals with the mind and emotions
psych + iatry

-ic, ics

Noun: related to the arts and sciences

arithmetic : a branch of math that usually deals with non-negative numbers
arithm + et + ic

economics: the social science related to studying business
eco + nom + ics

-ice

Noun: act

malice : the desire to do evil
mal + ice

-ing

Noun: material made for, activity, result of an activity

flooring : a material made for floors
floor + ing

swimming: the activity of swimming or moving through water
swim(m) + ing

building: the result of making a structure
build + ing

-ion

Noun: condition or action

abduction : the action of carrying someone away by force
ab + duct + ion

-ism

Noun: doctrine, belief, action or conduct

formalism : a belief in sticking to prescribed forms or artistic styles
form + al + ism

-ist

Noun: person or member

podiatrist : a foot doctor
pod + iatr + ist

-ite

Noun: product or part

graphite : a black material used in making pencils
graph + ite

-ity, ty

Noun: state or quality

lucidity : clear thinking
luc + id + ity

novelty: something new or unusual
nov + el + ty

-ive

Noun: condition

native : a person born in a specific place

nat + ive

M

-ment

Noun: condition or result

document : an official paper usually showing proof or evidence of something

docu + ment

N

-ness

Noun: state, condition, quality

kindness : the quality of being kind or nice

kind + ness

O

-or

Noun: condition or activity

valor : bravery, courage

val + or

-ory

Noun: place for, serves for

territory : an area around a place

territ + ory

S

-ship

Noun: status, condition

relationship : the state of being related or connected to something or someone

re + lat + ion + ship

T

-ure

Noun: act, condition, process, function

exposure : the condition of being exposed or unprotected

ex + pos + ure

Y

-y

Noun: state, condition, result of an activity

society : companionship

soci + et + y

victory: the result of winning something

vict + or + y

VERBS

Verbs make statements about nouns, ask questions, give commands, or show states of being. Verbs can be active or passive. Verbs also show tense or time of action.

A

-ate

Verb: cause to be

graduate : to give a degree to, to pass from one stage to the next

gradu + ate

E

-ed

Verb: past tense

attained : something that has been reached or grasped

at + tain + ed

-en

Verb: to cause to become

moisten : to cause to become moist or damp

moist + en

-er, -or

Verb: action

ponder : to think about

pond + er

clamor: to make noise, to call for loudly

clam + or

I

-ify

Verb: cause

specify : to name or indicate in detail

spec + ify

-ing

Verb: present participle

depicting : showing, describing with images or pictures

de + pict + ing

-ize

Verb: cause

fantasize : to dream about something, to create images in the mind

fant + as + ize

U

-ure

Verb: act

conjecture : to come to a conclusion by supposition or guesswork

con + ject + ure

Adjectives

Adjectives describe or modify nouns. Adjectives tell the reader more about the noun used in the sentence.

A

-able, -ible

Adjective: worth, ability

solvable : able to be solved or explained

solv + able

incredible: not able to be believed, amazing

in + cred + ible

-al, -ial, -ical

Adjective: quality, relation

structural : related to the physical make up of a thing

struct + ure + al

territorial: related to nearby or local areas

territ + or + ial

categorical: related to a category, absolute

cate + gor + ical

-ant, -ent, -ient

Adjective: kind of agent, indication

important : marked by worth

im + port + ant

dependent: determined or relying upon something else

de + pend + ent

convenient: at hand, easy to use

con + ven + ient

-ar, -ary

Adjective: resembling, related to

spectacular : related to something that is eye-catching or amazing

spectac + ul + ar

unitary : related to units or single groups representing quantities

unit + ary

-ate

Adjective: kind of state

inviolate : not disturbed, pure

in + viol + ate

E

-ed

Adjective: having the quality of

terraced : having terraces or steps

terrac + ed

-en

Adjective: material

silken : made from silk, a fiber produced by worms

silk + en

-er

Adjective: comparative

brighter : more light

bright + er

-est

Adjective: superlative

strongest : having the most strength

strong + est

F

-ful

Adjective: having, giving, marked by

fanciful : marked by imagination

fanci + ful

I

-ic

Adjective: quality, relation

generic : related to a whole group

gener + ic

-ile

Adjective: having the qualities of

projectile : something thrown with an outside force

pro + ject + ile

-ing

Adjective: activity

cohering : the act of sticking together

co + her + ing

-ish

Adjective: having the character of

newish : modern, recent

new + ish

-ive, -ative, -itive

Adjective: having the quality of

festive : having the quality of a festival or party

fest + ive

cooperative : being able or willing to work with another person or thing

co + oper + ative

sensitive: easily felt, responsive to the senses

sens + itive

L

-less

Adjective: without, missing

motiveless: a reason for someone to do something

mot + ive + less

O

-ous, -eous, -ose, -ious

Adjective: having the quality of, relating to

adventurous : characterized by the desire to seek new experiences or risks

ad + vent + ur + ous

courageous : characterized by courage, brave

cour + ag + eous

verbose: having more words than needed

verb + ose

fractious: characterized by being difficult or troublesome

fract + ious

Y

-y

Adjective: marked by, having

hungry : having hunger, marked by a desire

hungr + y

Adverbs

Adverbs describe verbs, adjectives and other adverbs.

F

-fold

Adverb: in a manner of, marked by

fourfold : being four times as great

four + fold

LY

-ly

Adverb: in the manner of

fluently : marked by ease of movement, effortlessly smooth

flu + ent + ly

W

-ward

Adverb: in a direction or manner

homeward : toward home

home + ward

-wise

Adverb: in the manner of, with regard to

timewise : with regard to time

time + wise

Roots

Roots are the basic forms of words. Often prefixes or suffixes are added to the root form to make words. Many roots in English come from Greek and Latin.

A

act, ag: do, act, drive

Latin, *agere*: to drive, lead, act, do

active (adjective): moving about

am, ami: love, like

Latin, *amare*: to love

amorous (adjective): loving

anim: mind, life, spirit, anger

Latin, *animus*: spirit

animal (noun): a living creature

annu, enni: yearly

Latin, *annuus*: yearly

annual (adjective): yearly

auc, aug, aut: to originate, to increase

Latin, *augere*: to originate, increase

augment (verb): to increase, to add to

aud, audit, aur: hear

Latin, *audire*: to hear

audible (adjective): can be heard

B

bene, ben: good, well, gentle

Latin, *bene*: good

benign (adjective): harmless, mild, gentle

bio, bi: life

Greek, *bios*: life

biography (noun): a book written about a person's life

bibli, biblio: book

Greek, *biblion*: book

bibliophile (noun): a person who likes or collects books

brev: short

Latin, *brevis*: short

abbreviate (verb): to shorten

C

cad, cap, cas, ceiv, cept, cid: to take, to seize, to hold

Latin, *capere*: to seize

receive (verb): to take in, to acquire

ceas, cede, ceed, cess: go, yield

Latin, *cedere*: to go

exceed (verb): to go beyond a limit, to be greater than

chron: time

Greek, *khronos*: time

chronological (adjective): arranged in order of time or sequence

clam, claim: shout

Latin, *clamare*: to call out, shout

clamor (verb): to make noise

cogn, gnos: know to know

Latin, *cognoscere*: to know

recognize (verb): to know, to identify

corp: body

Latin, *corpus*: body

corporate (adjective): formed into a body or association, united in one group

cre, cresc, cret: grow

Latin, *crescere*: to grow

create (verb): to originate, to produce through imagination

cred: trust, believe

Latin, *credere*: to believe

incredible (adjective): unbelievable

cour, cur, curr, curs: run, course

Latin, *currere*: run

occur (verb): to happen, to come to mind

D

dic, dict, dit: say, speak

Latin, *dicere*: to say

indicate (verb): to show, to point out

doc, doct: teach, prove

Latin, *docere*: to teach

docile (adjective): obedient, easily taught

dog, dox: thought, idea

Greek, *dokein*: seem, think

dogma (noun): an established opinion

dec, dign: suitable

Latin, *decere*: to be suitable

decent (adjective): conforming to standards, suitable, good

duc, duct: lead

Latin, *ducere*: to draw or lead
conduct (verb): to lead or guide
(noun) - a person's behavior

E

ev, et: time, age

Latin, *aevum*: lifetime
medieval (adjective): related to the Middle Ages (500 - 1500 AD)

F

fac, fact, fec, fic, fas, fea: make do, do

Latin, *facere* - make, do
difficult (noun): hard to do, troublesome

fer: bear, carry

Latin, *ferre*: bear, carry
infer (verb): to come to a conclusion from looking at facts, to guess

fict, feign, fain: shape, make, fashion

Latin, *fingere*: shape, make
fiction (noun): something produced from imagination, an invented story

fid: belief, faith

Latin, *fidere*: to trust
confide (verb): to trust, to trust another person with a secret

fig: shape, form

Latin, *figura*: form, shape, figure
figurem (noun): shape, pattern, drawing
(verb) - decide, plan, decipher

flu, fluct, flux: flow

Latin, *fluere*: to flow
fluid (adjective): capable of flowing, a smooth easy style
(noun) - a liquid

form: shape

Latin, *forma*: beauty, shape, form
format (noun): the shape and size of something

fract, frag, frai: break

Latin, *frangere*: to break
frail (adjective): easily broken, not strong, weak

G

gen, gin: to give birth, kind

Greek, *genus*: birth
generate (verb): to produce, to create

geo: earth

Greek, *ge*: earth
geography (noun): a science that describes the earth's surface

gor: to gather, to bring together
Greek, *ageirin*: to gather
category (noun): a class or set in which a thing is placed

grad, gress, gree: step, go, move
Latin, *gradus*: step
degree (noun): a step or stage in a process

graph, graf: write, draw
Greek, *graphein*: write, scratch, carve
graphic (adjective): written, drawn, vividly shown

H

her, hes: to stick
Latin, *haerere*: to stick
adhere (verb): to stick

J

jac, ject, jet: to throw
Latin, *jacere*: to throw, to lie
reject (verb): to throw out, unwilling to accept

jug, junct, just: to join
Latin, *jungere*: to join
junction (noun): a place at which two things join

L

lex, leag, leg: law
Latin, *lex*: law
legal (adjective): based on law

lect, leg, lig: choose, gather, select, read
Latin, *legere*: to choose
collect (verb): to gather, to bring together

loc: place, area
Latin, *locare*: to place
location (noun): a place, a position occupied

log: say, speech, word, reason, study
Greek, *logos*: speech, word, reason
logic (noun): the study of reason, reasoning

luc, lum, lust: light
Latin, *lucare*: shine
Latin, *lumen*: light
Latin, *lustrare*: light-up
translucent (adjective): permitting some light to come through

M

man: hand, make, do

Latin, *manus*: hand

manage (verb): to handle with skill, to be able to do

mem: recall, remember

Latin, *memor*: mindful

memory (noun): the ability to recall or to bring to mind

ment: mind

Latin, *mens*: mind

mental (adjective): related to the mind

min: little, small

Latin, *minuere*: to lessen

minor (adjective): less important, lesser

mit, miss: send

Latin, *mittere*: put, send

admit (verb): to accept, to allow entry

mob, mov, mot: move

Latin, *movere*: move

motion (noun): act of moving, action

N

nasc, nat, gnant, nai: to be born

Latin, *nasci* to be born

nascent (adjective) - just born

nom, nym: name

Latin, *nomen*: name

nominate (verb): to name for office

nov: new

Latin, *novus*: new

novice (noun): a beginner or newcomer

O

oper: work

Latin, *opus*: work

operate (verb): to work, to perform

P

pat, pass: feel, suffer

Latin, *pati*: suffer

passion (noun): a strong feeling or emotion

path: feel

Greek, *pathos*: feeling

sympathy (noun): sharing another person's feelings

ped: foot

Latin, *pes*: foot

impede (verb): to hinder, to slow down

pod: foot

Greek, *pous*: foot

podium (noun): a platform, an area raised above the surrounding ground

pel, puls: drive, push

Latin, *pellere*: to drive, push, beat

repel (verb): to drive away or push back

pend, pond: to hang, weigh

Latin, *pendere*: to hang, to weigh

append (verb): to add or correct

phan, phas, phen, fan, phant, fant: show, make visible

Greek, *phainein*: show

phantom (noun): something seen but having no physical existence, a ghost

phil: love

Greek, *philos*: loving

philosopher (noun): a person who seeks (loves) wisdom

phon: sound

Greek, *phone*: voice, sound

phonetic (adjective): related to speech sounds

pict: paint, show, draw

Latin, *pingere*: to paint

picture (verb): to paint or draw

port: carry

Latin, *portare*: carry

import (verb): to bring in from a foreign country

pli, ply: fold

Latin, *plicare*: fold

reply (verb): to respond, to answer

pon, pos: put, place

Latin, *ponere*: to lay down, put, place

postpone (verb): to put off to a later time

psych: mind

Greek, *psukhe*: soul, spirit

psychology (noun): study of how the mind works

Q

quir, quis, quest, quer: seek, ask

Latin, *quaerere*: seek, ask

query (verb): to ask questions

R

rupt: break
Latin, *rumpere*: break
rupture (verb): to break or burst

S

sci, scio: to know
Latin, *scire*: to know
conscious (adjective): aware, having knowledge of oneself

scrib, scrip: write
Latin, *scribere*: to write
script (noun): handwriting, something written

sent, sens: feel, think
Latin, *sentire*: feel
sentiment (noun): a thought prompted by feeling

sequ, secut, sue: follow
Latin, *sequi*: to follow
sequence (noun): a continuous series

sist: to withstand, make up
Latin, *sistere*: to make a stand
insist (verb): to be firm about something needed, to demand

soci: to join, companions
Latin, *sociare, socius*: to join, a companion
sociable (adjective): inclined to seek friendship, companionship

sol: alone
Latin, *solus*: alone, single
solitary (adjective): being alone

solv, solu, solut: loosen, explain
Latin, *solvere*: to loosen, release
solve (verb): to find an answer

spec, spi, spic, spect: look
Latin, *specere*: look, look at
spectator (noun): a person who watches

spir: breath, soul
Latin, *spirare*: breathe
respiration (noun): breathing

stab, stat: stand
Latin, *stare*: to stand
stature (noun) - height of a standing body, importance of position

strain, strict, string, stige: bind, pull
Latin, *stringere*: to bind or pull tight
constrict (verb) - to squeeze, to make narrow

stru, struct, stroy: build
Latin, *struere*: to build
destroy (verb): to ruin, to pull down

T

tact, tang, tig, ting: touch
Latin, *tangere*: to touch
tactile (adjective): related to the sense of touch

tele: far away
Greek, *telos*: end
telepathy (noun): communication from one mind to another without verbal or written communication

tend, tens: stretch
Latin, *tendere*: to stretch
contend (verb): to strive or reach for, to argue

tain, ten, tent, tin: hold, keep, have
Latin, *tenere*: to hold
retain (verb): to keep, to hold in place

term: end, boundary, limit
Latin, *terminum*: limit, boundary
exterminate (verb): to kill off, to get rid of

terr: earth
Latin, *terra*: earth
territory (noun): area of land

test: see, witness
Latin, *testis*: witness
attest (verb): to provide proof, to say something is true

therm: heat
Greek, *therme*: heat
thermometer (noun): a device for measuring heat

tor, tors, tort: twist
Latin, *torquere*: twist
torsion (noun): twisting of the body

tract, trai, treat: pull, draw
Latin, *trahere*: pull
attract (verb): to draw toward, to arouse interest

U

uni: one
Latin, *unus*: one
unite (verb): to make one, to join together

V

vac: empty

Latin, *vacare*: to be empty

vacant (adjective): empty, not occupied

ven, vent: come

Latin, *venire*: to come

convene (verb): to assemble, to come together

ver: true

Latin, *verus*: true

verify (verb): to confirm that something is true

verb, verv: word

Latin, *verbum*: word

verbalize (verb): to express in words, to put into words

vers, vert: turn, change

Latin, *versare*: to turn

versatile (adjective): capable of changing or adapting, useful

vid, vie, vis: see

Latin, *videre*: to see; Latin, *videre*: to separate

visible (adjective): able to be seen

divide (verb): to separate

vit, viv: live

Latin, *vivere*: to live

vital (adjective) - necessary for life

voc, voke: call

Latin, *vocare*: call, voice

vocal (adjective): spoken or uttered by the voice

volv, volt, vol: roll, turn

Latin, *volvere*: to roll, turn

revolve (verb): to turn around

Appendix B

Commonly Confused Words

Words that sound alike or nearly alike but have different meanings often cause trouble. Study this list of commonly confused words with correct definitions and examples.

ACCEPT-to receive

ex: He accepts defeat well.

EXCEPT-to take or leave out

ex: Please take all the books off the shelf except for the red one.

AFFECT-to influence

ex: Lack of sleep affects the quality of your work.

EFFECT-n., result, v., to accomplish

ex: The subtle effect of the lighting made the room look ominous.

ex: Can the university effect such a change without disrupting classes?

A LOT (two words)-many.

ALOT (one word)-Not the correct form.

ALLUSION-an indirect reference

ex: The professor made an allusion to Virginia Woolf's work.

ILLUSION-a false perception of reality

ex: They saw a mirage: that is a type of illusion one sees in the desert.

ALL READY-prepared

ex: Dinner was all ready when the guests arrived.

ALREADY-by this time

ex: The turkey was already burned when the guests arrived.

ALTOGETHER-entirely

ex: Altogether, I thought that the student's presentation was well planned.

ALL TOGETHER-gathered, with everything in one place

ex: We were all together at the family reunion last spring.

APART-to be separated

ex: The chain-link fence kept the angry dogs apart. OR My old car fell apart before we reached California.

A PART-to be joined with

ex: The new course was a part of the new field of study at the university. OR A part of this plan involves getting started at dawn.

ASCENT- climb

ex: The plane's ascent made my ears pop.

ASSENT-agreement

ex: The martian assented to undergo experiments.

BREATH-noun, air inhaled or exhaled

ex: You could see his breath in the cold air.

BREATHE-verb, to inhale or exhale

ex: If you don't breathe, then you are dead.

CAPITAL-seat of government. Also financial resources.

ex: The capital of Virginia is Richmond.

ex: The firm had enough capital to build the new plant.

CAPITOL-the actual building in which the legislative body meets

ex: The governor announced his resignation in a speech given at the capitol today.

CITE-to quote or document

ex: I cited ten quotes from the same author in my paper.

SIGHT-vision

ex: The sight of the American flag arouses different emotions in different parts of the world.

SITE-position or place

ex: The new office building was built on the site of a cemetery.

COMPLEMENT-noun, something that completes; verb, to complete

ex: A nice dry white wine complements a seafood entree.

COMPLIMENT-noun, praise; verb, to praise

ex: The professor complimented Betty on her proper use of a comma.

CONSCIENCE-sense of right and wrong

ex: The student's conscience kept him from cheating on the exam.

CONSCIOUS-awake

ex: I was conscious when the burglar entered the house.

COUNCIL-a group that consults or advises

ex: The men and women on the council voted in favor of an outdoor concert in their town.

COUNSEL-to advise

ex: The parole officer counseled the convict before he was released.

ELICIT-to draw or bring out

ex: The teacher elicited the correct response from the student.

ILLICIT-illegal

ex: The Columbian drug lord was arrested for his illicit activities.

EMINENT-famous, respected

ex: The eminent podiatrist won the Physician of the Year award.

IMMANENT-inherent or intrinsic

ex: The meaning of the poem was immanent, and not easily recognized.

IMMINENT-ready to take place

ex: A fight between my sister and me is imminent from the moment I enter my house.

Everyday (one word) is an adjective to describe the average, mundane, quotidian, run-of-the-mill, and so on.

ex: I wear my everyday shoes to work.

Every day (two words) is an expression that means each day and should be used for everything other than the quotidian.

ex: I wear shoes to work every day.

ITS-of or belonging to it

ex: The baby will scream as soon as its mother walks out of the room.

IT'S-contraction for it is

ex: It's a beautiful day in the neighborhood.

LEAD-noun, a type of metal

ex: Is that pipe made of lead?

LED-verb, past tense of the verb "to lead"

ex: She led the campers on an over-night hike.

LIE-to lie down (a person or animal. hint: people can tell lies)

ex: I have a headache, so I'm going to lie down for a while.

(also lying, lay, has/have lain--The dog has lain in the shade all day; yesterday, the dog lay there for twelve hours).

LAY-to lay an object down.

ex: "Lay down that shotgun, Pappy!" The sheriff demanded of the crazed moonshiner.

ex: The town lay at the foot of the mountain.

(also laying, laid, has/have laid--At that point, Pappy laid the shotgun on the ground).

LOSE--verb, to misplace or not win

ex: Mom glared at Mikey. "If you lose that new lunchbox, don't even think of coming home!"

LOOSE--adjective, to not be tight; verb (rarely used)--to release

ex: The burglar's pants were so loose that he was sure to lose the race with the cop chasing him.

ex: While awaiting trial, he was never set loose from jail because no one would post his bail.

NOVEL-noun, a book that is a work of fiction. Do not use "novel" for nonfiction; use "book" or "work."

ex: Mark Twain wrote his novel *Adventures of Huckleberry Finn* when he was already well known, but before he published many other works of fiction and nonfiction.

PASSED-verb, past tense of "to pass," to have moved

ex: The tornado passed through the city quickly, but it caused great damage.

PAST-belonging to a former time or place

ex: Who was the past president of Microsquish Computers?

ex: Go past the fire station and turn right.

PRECEDE-to come before

ex: Pre-writing precedes the rough draft of good papers.

PROCEED-to go forward

ex: He proceeded to pass back the failing grades on the exam.

PRINCIPAL-adjective, most important; noun, a person who has authority

ex: The principal ingredient in chocolate chip cookies is chocolate chips.

ex: The principal of the school does the announcements each morning.

PRINCIPLE-a general or fundamental truth

ex: The study was based on the principle of gravity.

QUOTE-verb, to cite

ex: I would like to quote Dickens in my next paper.

QUOTATION-noun, the act of citing

ex: The book of famous quotations inspired us all.

RELUCTANT-to hesitate or feel unwilling

ex: We became reluctant to drive further and eventually turned back when the road became icy.

RETICENT-to be reluctant to speak; to be reserved in manner. Note that *The American Heritage*

Dictionary lists "reluctant" as a synonym for "reticent," as the third definition. For nuance and variety, we recommend "reticent" for reluctance when speaking or showing emotion (after all, even extroverts can become reluctant).

ex: They called him reticent, because he rarely spoke. But he listened carefully and only spoke when he had something important to say.

STATIONARY-standing still

ex: The accident was my fault because I ran into a stationary object.

STATIONERY-writing paper

ex: My mother bought me stationery that was on recycled paper.

SUPPOSED TO-correct form for "to be obligated to" or "presumed to" NOT "suppose to"

SUPPOSE-to guess or make a conjecture

ex: Do you suppose we will get to the airport on time? When is our plane supposed to arrive? We are supposed to check our bags before we board, but I suppose we could do that at the curb and save time.

THAN-use with comparisons

ex: I would rather go out to eat than eat at the dining hall.

THEN-at that time, or next

ex: I studied for my exam for seven hours, and then I went to bed.

THEIR-possessive form of they

ex: Their house is at the end of the block.

THERE-indicates location (hint: think of "here and there")

ex: There goes my chance of winning the lottery!

THEY'RE-contraction for "they are"

ex: They're in Europe for the summer--again!

THROUGH-by means of; finished; into or out of

ex: He plowed right through the other team's defensive line.

THREW-past tense of throw

ex: She threw away his love love letters.

THOROUGH-careful or complete

ex: John thoroughly cleaned his room; there was not even a speck of dust when he finished.

THOUGH-however; nevertheless

ex: He's really a sweetheart though he looks tough on the outside.

THRU-abbreviated slang for through; not appropriate in standard writing

ex: We're thru for the day!

TO-toward

ex: I went to the University of Richmond.

TOO-also, or excessively

ex: He drank too many screwdrivers and was unable to drive home.

TWO-a number

ex: Only two students did not turn in the assignment.

WHO-pronoun, referring to a person or persons

ex: Jane wondered how Jack, who is so smart, could be having difficulties in Calculus.

WHICH-pronoun, replacing a singular or plural thing(s);not used to refer to persons

ex: Which section of history did you get into?

THAT-used to refer to things or a group or class of people

ex: I lost the book that I bought last week.

WHO-used as a subject or as a subject complement (see above)

ex: John is the man who can get the job done.

WHOM-used as an object

ex: Whom did Sarah choose as her replacement?