

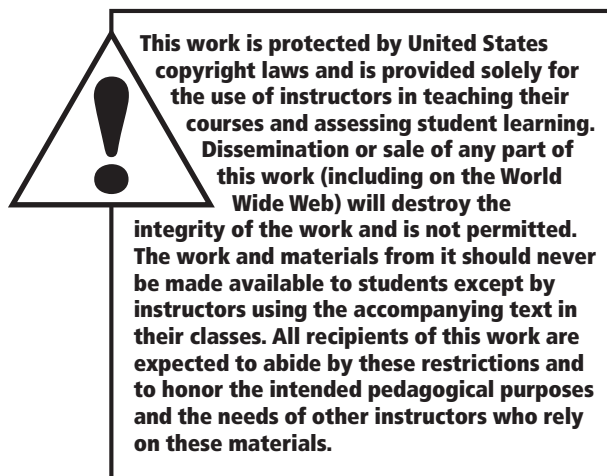
Answer Key *for*

Kim Flachmann

Mosaics

**Reading and
Writing Paragraphs**

Eighth Edition



Answer Key for *Mosaics: Reading and Writing Paragraphs*, Eighth Edition, by Kim Flachmann.

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Reading and Writing as Critical Thinking

TEACHING THE READING PROCESS

Ask your students to bring in a visual representation of their reading process. It can be anything—pictures from magazines, a 3-D model, a drawing—that conveys how they go through this process. Be careful not to give students too many ideas so you don't limit the scope of their imaginations. For this exercise, the more vague you are, the more creative students will be. Have them explain their artwork to the class members.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four. Ask the members of each group to think about the recursive steps they go through when researching with a search engine. (For example, how many variations do they try in a search?) Have them compare the process of searching for information online to the reading process. How are the two activities similar? How are they different? Have each group explain its answer.

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching the reading process, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

PRACTICE 1 Answer the following questions.

1. List the three elements of prereading.
Title, Author, Focused Questions
2. List the three elements of reading.
Vocabulary, Reading Strategy, Purpose
3. List the two elements of the first rereading.
Essay's Assumptions, Relationships between Ideas
4. List the three elements of the second rereading.
Questions, Opinions, Analysis

**PRACTICE 2** Answer the following questions.

1. When does the reading process start?

The reading process begins the minute you get a reading assignment.

2. Explain “preparing to read” or “prereading” in your own words.

Prereading allows you to preview a reading selection and its general subject matter, in particular the title, author, and questions connected with the selection.

3. Describe your reading environment.

Answers will vary.

4. What does “reading” consist of?

Reading includes understanding vocabulary, using a reading strategy that makes you an active reader, and discovering the author’s purpose for writing the selection.

5. What does rereading accomplish?

Rereading lets you understand your reading material on a deeper level as well as argue with and analyze the material.

TEACHING THE WRITING PROCESS

Ask your students to bring in a visual representation of their writing process. Like the visual of the reading process, it can be anything—pictures from magazines, a 3-D model, a drawing—that conveys how they go through this process. Once again, be careful not to give students too many ideas so you don’t limit the scope of their imaginations. Have them explain their artwork to the rest of the class.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four. Ask the members of each group to research online the recursive steps people go through when training or preparing for an event. Have students compare the process of training/preparing to the writing process. How are the two activities similar? How are they different? Have each group explain its answer.

INSTRUCTOR’S RESOURCE MANUAL

For additional material about teaching the writing process, for journal entries, and for various tests, see the *Instructor’s Resource Manual*, Section II, Part I.

PRACTICE 3 Answer the following questions.

1. List the two elements of preparing to write.

Thinking, Planning

2. List the four elements of writing.

Writing a Topic Sentence, Developing Ideas, Organizing Thoughts, Drafting

3. List the five elements of revising.

Topic Sentence, Development, Unity, Organization, Coherence

4. List the three elements of editing.

Sentences, Punctuation and Mechanics, Word Choice and Spelling

PRACTICE 4 Answer the following questions.

1. Explain prewriting in your own words.

Prewriting includes exploring a subject, generating ideas, choosing a topic, establishing a purpose, and understanding the audience.

2. Describe your writing environment.

Answers will vary.

3. What does “writing” consist of?

Writing involves writing a topic sentence, developing ideas, organizing thoughts, and writing a first draft.

4. What is the difference between revising and editing?

Revising involves content and organization; editing deals with grammar, punctuation, mechanics, and spelling.

TEACHING READING AND WRITING AS CRITICAL THINKING

Find someone who can juggle or locate a YouTube® video of a juggler. While the person is juggling with three balls, explain to your class that juggling is much like the reading and writing processes: You need all the parts for it to work. The balls are like “prereading,” “reading,” and “rereading” or like “prewriting,” “writing,” and “revising/editing.”

Now take or imagine taking one ball away from the juggler. Although the juggler can probably still keep the balls in the air, have the juggler explain how much harder the task is and why.

Then take away or imagine taking away another ball. Have the juggler stand there tossing and catching the remaining ball, but explain to students that by definition, the juggler is no longer “juggling.”

Now have the juggler start to juggle all three balls again, and remind students that reading and writing consist of juggling all three steps. The process is cyclical and ever-changing, much like the balls in the air. The focus is on one ball at a time, but the other two are always in play.

This visual demonstration shows students what can happen when they ignore one or more steps of the process.

**TEACHING ONLINE**

Discussion Topic: Divide students into groups of three or four. Ask the members of each group to think about the recursive steps they go through when studying for an exam. (For example, how many times do they review a concept?) Have them find stories online about other study routines. Then, have students compare the process of studying to the reading and writing processes. How are these procedures similar and different? Have each group explain its answer.

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching reading and writing as critical thinking, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

PRACTICE 5 Explain the rituals you instinctively follow as you prepare to study. Where do you read? Where do you write? At what time of day do you produce your best work? Do you like noise? Quiet? What other details describe your study environment? What equipment do you use when you read? When you write? *Answers will vary.*

PRACTICE 6 Begin your own journal.

1. Buy a notebook that you like, and write in it.
2. Record at least two journal entries on an electronic device.
3. Which type of journal do you prefer—paper or electronic? Write an entry explaining your preference. *Answers will vary.*

Reading Critically

TEACHING READING CRITICALLY

Reading a book online is quite different from reading it as a bound copy. Ask your students to find a novel they want to read online. They can start at Audible.com or ReadAnyBook.com. Then they can choose any type of book they want and see what it is like to read online by downloading the book.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four, and have them discuss how electronic devices have changed the way they read. How much reading do they do electronically in a day? How much reading do they do with actual books? How do they integrate reading and electronics into their lives?

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching critical reading, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

PRACTICE 1 Now that you have been introduced to several prereading strategies, which is your favorite? Why do you like it best? *Answers will vary.*

PRACTICE 2 Using two reading strategies on one reading assignment is often a good idea. What is your second favorite reading strategy? Why do you like this strategy? *Answers will vary.*

Writing Critically

TEACHING PREPARING TO WRITE

Give students a topic—such as magazines, music, or the internet—and have them practice each of the prewriting strategies. Once students discover which prewriting strategy they are most comfortable with, have them use this strategy for future paragraphs.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four, and have them talk about how online news groups and chat rooms can help them discover ideas during the prewriting stage. What are the advantages and disadvantages of using the internet in this manner?

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching prewriting, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

PRACTICE 1 Now that you have been introduced to several prewriting strategies, which is your favorite? Why do you like it best?

PRACTICE 2 Using two prewriting strategies on one assignment is often a good idea. What is your second favorite prewriting strategy? Why do you like this strategy?

PRACTICE 3 Identify the subject, purpose, and audience of each of the following paragraphs.

1. At the heart of America's Promise are five basic promises made to every child in America. To point kids in the right direction, to help them grow up strong and ready to take their place as successful adults, these five promises must be fulfilled for all youth: (1) an ongoing relationship with a caring adult—parent, mentor, tutor, or coach; (2) a safe place with structured activities during non-school hours; (3) a healthy



start; (4) a marketable skill through effective education; and (5) a chance to give back through community service.¹

Subject: America's promises to children

Purpose: to inform

Audience: parents and children

2. My best friend just got arrested for rioting. Until yesterday, she was a great student with an unblemished record, and now she will be spending school time in court trying to keep out of jail. I don't know why she did it; she says she got caught up in the energy of the crowd. That just sounds like an excuse to me. She knew she was doing something wrong, she knew she was hurting business owners, and she did it anyway. I know she'll be punished for what she did and that will be humiliating enough, but I don't think she realizes her parents, friends, and teachers will now see her as someone who has the potential for getting into trouble. (STUDENT WRITER)

Subject: trouble with the law

Purpose: to inform

Audience: young adults

3. If you're a man, at some point a woman will ask you how she looks. "How do I look?" she'll ask. You must be careful how you answer this question. The best technique is to form an honest yet sensitive opinion, then collapse on the floor with some kind of fatal seizure. Trust me. This is the easiest way out, because you will never come up with the right answer.²

Subject: women's appearance

Purpose: to entertain

Audience: men

4. The press is about finding the truth and telling it to the people. In pursuit of that, I am making a case for the broadest possible freedom of the press. However, with that great gift comes great responsibility. The press—print and electronic—has the power to inform, but that implies the power to distort. The press can lead our society toward a more mature and discriminating understanding of the process by which we choose our leaders,

¹Source: Courtesy of Colin Powell.

²Source: Barry, Dave. "The Ugly Truth About Beauty." *The Miami Herald*, 1998. © Dave Barry.



make our rules, and construct our values, or it can encourage people to despise our systems and avoid participating in them. The press can teach our children a taste for violence, encourage a fascination with perversity and inflicted pain, or it can show them a beauty they have not known. The press can make us wiser, fuller, surer, and sweeter than we are.³

Subject: freedom of the press

Purpose: to inform or to persuade

Audience: general

5. My friends say that when I get in my car, I become blind to my surroundings. I have driven next to friends and not seen them, have been waiting at stop lights next to friends and not noticed them, and have passed friends on a small two-lane road and not known it. I tell them it's because I am very engrossed in my driving; I take driving a vehicle very seriously. Actually, though, I am usually daydreaming about where I wish I could be going. (STUDENT WRITER)

Subject: driving alertness

Purpose: to inform

Audience: general

TEACHING WRITING

When students type directly onto an electronic device, show them how to turn off the automatic spell-check and grammar-check so that the red and green underlines don't interfere with their generation of ideas. You are also showing students that they should not focus on revision and editing until they have written a first draft.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four, and have them discuss how the internet has changed the way they view writing. How much writing do they do in a single day on the internet? How much writing do they do off the internet? How have these proportions changed during their lives so far?

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching writing, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

³Source: Cuomo, Mario, "Freedom of the Press Must Be Unlimited", Greenhaven Press, 1990.



PRACTICE 4

Limit the following topics. Then develop them into statements that could be topic sentences. *Answers will vary.*

Topic	Limited Topic	Statement
1. Weekends	_____	_____
2. Work	_____	_____
3. Restaurants	_____	_____
4. Reading	_____	_____
5. Winter	_____	_____

PRACTICE 5

Complete the following topic sentences. Make sure they are general enough to be developed into a paragraph but not too broad. *Answers will vary.*

1. Automobile accidents _____.
2. _____ is my favorite movie.
3. Smoking _____.
4. Teen pregnancies _____.
5. _____ must be brought under control in the United States.

PRACTICE 6

Write topic sentences for the following paragraphs.

1. *My dog, Rusty, is my best friend.* _____

When I come home from school, Rusty is always the first one to greet me. He usually jumps on me and knocks me down, but I am used to this. After we wrestle on the ground, he follows me to my room and sits by my feet while I do homework. Every once in a while, he'll nudge my hand so I will pet him. When I go to bed, Rusty always sleeps with me at night, which is nice because I can snuggle up to his fur and know that I am safe.

2. *Becoming a certified scuba diver is difficult.* _____

First, you must undergo an intensive scuba diving class that includes a lot of reading and calculating. Next, you must practice scuba skills in a pool so you can learn how to react if, for instance, your breathing regulator comes out of your mouth underwater. Then you have four check-out dives in the ocean. Finally, after six weeks of preparation, you'll be a certified scuba diver.



3. *I know exactly what my future home will look like.*

It will be two stories and will be painted blue. Inside it will have at least four bedrooms and an office for me to work in. It will have a grand kitchen and enough room to entertain all my friends and coworkers. A pool would be nice, with a lush backyard for my dogs to get lost in. And I hope that it will be close to my mom and dad's house.

PRACTICE 7

For each of the following topic sentences, list five details and/or examples to develop them. *Answers will vary.*

1. If I win the lottery, I will be the envy of all my friends.

2. People can't always count on their relatives.

3. My favorite pastime is fun as well as challenging.

4. Palm readers must lead interesting lives.



-
-
5. People living in big cities hardly ever get bored.
-
-
-
-
-

PRACTICE 8 Turn to the essay “What Is Poverty?” on page 283, and find two paragraphs organized from general to particular. *paragraphs 1–6, 8–12, 14*

PRACTICE 9 Write a paragraph organized from general to particular that begins with this sentence: “Several people I know have broken bad habits.”

PRACTICE 10 Turn to the essay “Eleven” on page 149, and find one paragraph in the first half of the essay that demonstrates particular-to-general organization. *paragraph 3*

PRACTICE 11 Write a paragraph organized from particular to general that ends with this sentence: “Some people put their free time to good use.”

PRACTICE 12 Turn to the essay “Coming Over” on page 204, and find two paragraphs organized chronologically. *paragraphs 6, 11, 12*

PRACTICE 13 Write a topic sentence for the following group of sentences. Then organize the sentences into a paragraph using chronological order. Add words, phrases, or sentences as necessary to smooth out the paragraph.

Topic Sentence: *Making your own candles is easy.*

- 2 Add the color of your choice to the melted wax.
- 4 Drop a wick in the melted wax.
- 1 First, melt some paraffin in a saucepan.
- 5 Put the mold in the refrigerator overnight. (This way, the wax will contract and will be easy to get out of the mold the next day.)
- 6 Finally, take the candle out of the mold and admire your creation.
- 3 Pour the melted wax in a candle mold of any shape.



PRACTICE 14 Turn to the essay “Magpies” on page 122, and find one paragraph in the first half of the essay that uses spatial organization. *paragraphs 6, 7, 8, 9*

PRACTICE 15 Write a topic sentence for the following group of sentences. Then organize the sentences into a paragraph in spatial order. Add words, phrases, or sentences as necessary to smooth out the paragraph.

Topic Sentence: *I have decided to rearrange my room.*

- 3 Actually, the plant should separate the bed from the door.
- 1 I'll begin by putting my bed against the west wall in the north corner of the room.
- 2 I would like my floor plant to be next to the head of my bed.
- 6 My bureau fits perfectly in the southeast corner of the room.
- 4 The desk will be best in the southwest corner of the room where the window is.
- 7 The entire east wall is covered with closets.
- 5 My bookcase will go between the bed and the desk (on the west wall).

PRACTICE 16 Turn to the essay “Embrace Boredom to Become More Creative” on page 306, and find one paragraph that is organized from one extreme to the other. *paragraphs 5, 7*

PRACTICE 17 Write a topic sentence for the following group of sentences. Then arrange these sentences in a paragraph from one extreme to another. Add words, phrases, and sentences as necessary to smooth out the paragraph. Also, label your system of classification: from most _____ to least _____ or from least _____ to most _____. *Answers will vary.*

Topic Sentence: *Life at college is much more difficult than I thought it would be.*

- I am failing math.
- I still do not understand when to use semicolons in my writing.
- My English instructor says my style of writing is loose.
- I am barely passing music theory.
- I have cut my philosophy class twice.
- My tennis coach is mad at me.
- I have not talked to my family in two weeks.
- I have more homework than I could do in my lifetime.
- I hardly ever have time to sleep.

Revising and Editing

TEACHING REVISING

Divide students into groups of three or four, and have them exchange papers. Have the first student read his or her paper aloud while the other students listen and take notes so they can make revision suggestions based on the Revising Checklist in this chapter. When the reader finishes, have each listener offer suggestions. Make sure the reader does not talk or try to clarify any points during this interchange. After all suggestions have been relayed, have the next writer read his or her paper, and so on. Spend only 10 minutes per paper.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four, and have them discuss how the internet can be a tool for revision. What types of websites will help students get revising feedback for their papers? How else can the internet help?

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching revising, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.

PRACTICE 1 Revise the underlined topic sentences so that they introduce all the details and ideas in their paragraphs.

1. I have many friends. I know that if I talk to Sean about a problem, he won't repeat it to anyone. He's also great to talk to because he never really tells me what I should do. Instead, he gives me what he thinks are all my options and then helps me decide what to do. Karen, on the other hand, is a wonderful person, and I love to spend time with her. But I know she has trouble keeping a secret. She is great to talk to about small problems (things I don't care if anyone else knows about), but not the big problems. These friends mean a lot to me.

Revised Topic Sentence: Sean and Karen are two friends that meet different needs of mine.



2. I really enjoy watching suspense films because I am constantly afraid of what may happen next. Then I like the action movies. These are great because they move so fast and they usually have the best special effects. I hate it when they throw in love stories, though. This just takes away from the real action. My least favorite are the romantic love stories. I can't stand to watch people for over two hours going through near-misses or traumatic problems. I know they are going to end up together in the end, so spare me the time to get there! Overall, going to movies is a lot of fun.

Revised Topic Sentence: *I love movies, but some types are definitely better than others.*

3. Buying a car is not an enjoyable experience. First, the buyers have to decide on whether they want a new car or a used car. Some people want a new car because they know they won't have to worry about it breaking down for a while and they would have a longer warranty. Others want the price break a used car brings, but they don't know the people selling the cars, and they are afraid of getting ripped off. A good compromise might be to buy a used car from a reputable car dealership. This way the buyer gets the best of both worlds.

Revised Topic Sentence: *The decision of whether to buy a new car or a used car is complex.*

PRACTICE 2 Write a topic sentence for each of the following paragraphs.

1. *Before every test, I go through the same study ritual.*

I always have to put my sweats on and tie back my hair. I then sit on the couch and watch TV, all the while looking at my study guide and feeling guilty that I'm not putting more energy into it. After about a half hour, I realize I am going to get a bad grade on my test if I keep up this behavior, so I turn the TV off, get comfortable, and start studying hard. If I go through this routine, then I know I will have a good study session and will get a good grade on a test.

2. *My Aunt Rita hates camping trips.*

Yet she goes with us every year. She complains about sleeping in a tent, cooking over an open fire, and not having a clean bathroom for a week. Aunt Rita always ends up having fun, but she hates to do work. We love to joke with her and tease her about being a "city slicker." Every year she says she will never go camping again, but we always make sure she comes along. I guess this has turned into a family ritual, and I'm glad. I always enjoy her company—especially when she complains.

3. *My roommate is a slob.*

Even though my roommate has her own room, she leaves clothes all over the place. I've found jeans on the couch, sweaters in the kitchen, and underwear in the bathroom. I once peeked into her room, which was so cluttered I couldn't even see her carpet. When she cooks, she leaves pots, pans, and dishes (all dirty and caked with food) all over the place.

PRACTICE 3 Underline the most specific word or phrase in each group.

1. street, small road, Westwind Avenue, city, neighborhood
2. household, chores, weekend, dirty rag, employment
3. grade point average, science major, science class, sulfuric acid, academic units
4. landscaping, address, roses, garden, city planning
5. mountains, a state, beach resorts, Dave's Run, a ski resort in Mammoth

PRACTICE 4 Fill in the blanks so that each sequence moves from the general and abstract to the specific and concrete. *Answers will vary.*

- 1.
- homework

2. _____

dog

- 3.
- trouble

4. _____

state championship



5. _____

piano

PRACTICE 5 List three details that could support each of the following sentences. *Answers will vary.*

1. Some people have funny hobbies.

2. The campus health center is a friendly place.

3. My favorite food is Italian.

4. My paycheck never lasts as long as it should.

5. Exercising is important for people of all ages.



PRACTICE 6 Develop the following topic sentences with enough specific details. *Answers will vary.*

1. Advertising surrounds us every day all day long.

2. The cost of living affects salaries.

3. Severe mood changes are a sign of depression.

4. Most people use their sense of right and wrong to make major decisions.

5. College life can be frustrating.

PRACTICE 7 Cross out the three irrelevant sentences in the following paragraph.

Reading helps bring back memories from our own lives. I never liked to read until I had Ms. Fischer. If we were reading about the thrill of McGwire's record in home runs, Ms. Fischer encouraged us to remember a great sports event in our lives. ~~I never liked sports, but my mom made me play soccer.~~ If we were reading about Jules Verne traveling around the world, we might discuss memories of our favorite trips in class. ~~I liked Europe, but all I wanted to do was go home. I was also missing my girlfriend.~~ Reading is a wonderful way to lose ourselves in the lives of others while reliving some important moments in our own lives.



PRACTICE 8 Cross out the three irrelevant sentences in the following paragraph.

Your body has a three-stage reaction to stress: (1) alarm, (2) resistance, and (3) exhaustion. In the alarm stage, your body recognizes the presence of stress and, through a release of hormones from the endocrine glands, prepares for fight or flight. ~~I've been there; I have felt the fight feeling before.~~ In the resistance stage, your body repairs any damage caused by the stress. ~~Repairing must be difficult for the body, but it has to be done.~~ If the stress does not go away, however, the body cannot repair the damage and must remain alert. This plunges you into the third stage—exhaustion. If this state continues long enough, you may develop one of the diseases of stress. ~~I'll bet these diseases are difficult to diagnose and cure, but I don't know for sure.~~ The best idea would be to learn how to deal with stress of all kinds and use it to your benefit.

PRACTICE 9 Reorganize the following sentences so that they are in logical order. Then identify your method of organization.

- 5 This is convenient because it's at the beginning of the Riverwalk.
- 9 Hours later, I walk back to my car and start to plan the day I can return.
- 4 After I find a parking place, I first eat at my favorite Mexican restaurant.
- 1 Whenever I visit San Antonio, my hometown, I always go to the Riverwalk.
- 7 I usually end my journey near a road that will lead me to the Alamo.
- 2 I generally try to park at the end with the newest hotels and mall.
- 6 I then walk down the paths, stopping in all the unique shops.
- 8 I stop at the Alamo because it is a wonderful historical monument.
- 3 This way I can spend hours just walking along the beautiful paths and stopping in my favorite places.

Method of Organization: Chronological

PRACTICE 10 Reorganize the sentences in the following paragraph so that they are in logical order. Then label your method of organization.

³I know that I have about three feet when I get out of bed before I run into the dresser. ²It is especially bad at night when I don't have my contacts in and I have to get from my bed to the bathroom. ¹My sight is so bad that I can't even see three feet in front of me without my contacts. ⁵From the doorway, I then go left and walk three steps to the bathroom. ⁴From the dresser, if I turn right, I have to walk five steps to get to the doorway of my room. ⁶If I reverse my steps and

count backward, I can usually make it to and from the bathroom without breaking a toe or crashing into a wall.

Method of Organization: Spatial

PRACTICE 11 Fill in the blanks in the following paragraph with logical transitions. *Answers may vary.*

People should spay or neuter their animals so that we don't end up with kittens and puppies that no one wants. For example, a family might have a male cat that they let roam the neighborhood, and this cat might get a female cat pregnant. Then who will care for the new kittens? Some people give them away or take them to a neighborhood SPCA. Some people, on the other hand, just let the kittens roam free, hoping someone will take care of them. This irresponsible action causes more problems, however.

PRACTICE 12 Rewrite the following paragraph, adding at least three transitions to make it more coherent. *Answers will vary.*

Growing up, my brother, sister, and I always looked forward to the summer Saturdays that our dad took us water-skiing. We often prepared the night before for our outing the next day. We would get our day-bags packed and our clothes ready to put on. We would pack a lunch big enough for all of us. We would make sure we had plenty of sodas for the entire day. We loved spending the whole day with him. We hated that time went so fast. When he would drop us back at home, we would anxiously wait for the next Saturday to come.

PRACTICE 13 Underline the four effective repeated words in the following paragraph.

I worked in a law firm during my first summer break from college because I wanted to discover if a legal career was really for me. The law firm I worked in was very large, and many of the lawyers specialized in criminal law. I learned quite a lot about tricky defense strategies at this law firm, and I decided that if I did pursue a law degree, I would become a prosecutor, not a defender. Actually, working in a law firm was a great way to learn more about the legal profession.



PRACTICE 14 Add five repeated words where appropriate to clarify and smooth out the following paragraph.

My friend Manuel is a TV addict. He watches ^{TV} it for over 10 hours every day, and he never gets his homework finished. He doesn't understand that his instructors won't let him turn in his work late, so he watches ^{TV} it whenever he's home. The shows he watches ^{TV} on it are usually pretty boring; they don't require thought when he watches them. But he loves to sit there and watch ^{TV} it anyway. I hope he'll learn soon that watching ^{TV} it instead of doing other things can only lead to nowhere.

PRACTICE 15 Underline at least four synonyms that refer to cooking in the following paragraph.

I have loved to cook since I was 12 years old. My mother taught me everything I know. I especially love to cook for my dad because he is what we call "cooking challenged." When he cooks, he thinks microwaving is the only way to go, and even then he overcooks or burns the food. He kids me for cooking from scratch and using traditional methods because he firmly believes there's only one way to cook. I broil; he microwaves. I roast; he microwaves. I barbecue; he microwaves. But he always praises me for my culinary ability because in the end, he knows I will someday be a famous chef.

PRACTICE 16 Replace two references to *professor* with synonyms in the following paragraph. *Answers will vary.*

I have discovered that one key to making good grades is to get a good professor. A good professor can encourage me to do my best and can make learning fun. I find that I do better for professors who don't just lecture the entire time but let us interact with one another in some way. Professors with a sense of humor also encourage me to perform better. They actually make me look forward to coming to their classes. The good professors simply help me earn a good grade.

PRACTICE 17 Underline the 14 pronouns in the following paragraph.

When I was preparing for my wedding, I relied a lot on my best friend, Tanya. She helped me pick out my dress, decide on the flowers, and book the banquet hall. They all were the perfect choices for me. Tanya worked in a craft store, so she was able to help me decorate the hall for a reasonably cheap price. Throwing a wedding is a huge event, and Tanya was a great friend throughout the process. I couldn't have done it without her.

PRACTICE 18 Add five pronouns where appropriate in the following paragraph.

Tom, Sandy, and I have been friends for life. Tom, Sandy, and I met in third grade when we all tried to survive the neighborhood bully on our walks home. Tom, Sandy, and I went through high school together and are now attending the same college. Tom's, Sandy's, and my college is two hours from our hometown. So Tom, Sandy, and I share an apartment. Our apartment is very nice, and our apartment is usually clean. I hope that Tom, Sandy, and I will always remain good friends.

Transitions In addition to *for instance*, *sometimes*, and *other times*, Travis added two more transitions to his paragraph. What are they?

finally, on the whole

List the meaning of all five transitions in Travis's paragraph:

Transition	Meaning
1. <i>for instance</i>	<i>example</i>
2. <i>sometimes</i>	<i>time</i>
3. <i>other times</i>	<i>time</i>
4. <i>finally</i>	<i>addition</i>
5. <i>on the whole</i>	<i>summary</i>



Repeated Words When Travis checked his paragraph for repeated key words, he thought he needed to refer directly to the ridge more often, so he revised some of his sentences. How many new references to the ridge did he add?

three

Synonyms When Travis looked at his paragraph again, he found another opportunity to use a synonym to link his ideas more clearly. Besides the addition of *town* for *city*, what other synonym does Travis use in his revision?

water for *river*

Pronouns Finally, in addition to substituting *they* for *boats*, Travis found three more places to use pronouns to bind his paragraph together. Where are these places in his paragraph?

it for *the river*

it for *the sun*

its for *this place's*

TEACHING EDITING

Divide students into six groups, and designate each group as one of the following grammar problems: (1) fragments, (2) run-together sentences, (3) subject-verb agreement, (4) pronouns, (5) punctuation, and (6) spelling. Have students give their papers to the group they feel will help their writing the most. For instance, a student who has comma problems or is unsure about commas would give his or her paper to the punctuation group. Have each group look only for its designated grammar problem in each paper and make suggested corrections. If time permits, allow students to submit their papers to more than one group.

TEACHING ONLINE

Discussion Topic: Divide students into groups of three or four and have them discuss the value of online editing services like Purdue's Online Writing Lab (OWL). Does the lack of a human tutor make a difference? What are the advantages and disadvantages of human and online tutorials?

INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching editing, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part I.



PRACTICE 19 Finding Your EQ Find your Editing Quotient (EQ) by taking the EQ Test on pages 630–632 (Appendix 2A). This test will help you learn what errors you have the most trouble identifying when you proofread.

PRACTICE 20 Scoring Your EQ Score your EQ Test by using the answer key that follows the test (Appendix 2B).

PRACTICE 21 Analyzing Your EQ Circle the errors you missed on the EQ Test, and chart them in Appendix 2C. Do they fall into any clear categories?

PRACTICE 22 Using the Handbook Using the Handbook in Part IV, list the page number where you can look up each type of error listed below. This activity will help you start to use the Handbook as a reference guide.

abbreviation	page <u>565</u>
capitalization	page <u>557</u>
comma	page <u>517</u>
confused word	page <u>606</u>
end punctuation	page <u>510</u>
fragment	page <u>384</u>
modifier	page <u>502</u>
number	page <u>567</u>
pronoun agreement	page <u>472</u>
run-together sentences	page <u>398</u>
spelling	page <u>617</u>
subject-verb agreement	page <u>433</u>
verb form	page <u>408</u>

PRACTICE 23 Using the Error Log and the Spelling Log Turn to Appendixes 7 and 8, and start an Error Log and a Spelling Log of your own with the errors you didn't recognize in Practice 1. In Appendix 7, for each grammar error, write out the mistake, the rule from Part IV, and your correction. For each spelling error, write the misspelled word, the correction, and a way to remember the correction in Appendix 8.

PRACTICE 24 Using the Editing Checklist Use the Editing Checklist at the beginning of this chapter to edit two of the paragraphs from the EQ Test (Appendix 2A) on pages 630–632. Rewrite the entire paragraphs.



REVIEW PRACTICE 1 Answer the following questions to review the material in Part I.

1. What are the four main parts of the reading process?
Prereading, reading, first rereading, and second rereading
2. What are the four main parts of the writing process?
Prewriting, writing, revising, and editing
3. What is your favorite reading strategy? Why is it your favorite?
Answers will vary.
4. What is your favorite prewriting activity? Why is it your favorite?
Answers will vary.
5. What individual activities do you find yourself doing to get started on a reading project?
Answers will vary.
6. What individual activities do you find yourself doing to get started on a writing project?
Answers will vary.
7. Where do you usually do your academic reading? Why do you choose this place?
Answers will vary.
8. Where do you usually do your academic writing? Why do you choose this place?
Answers will vary.
9. What are the five main methods of organization?
General-particular, particular-general, chronological, spatial, from one extreme to another
10. What is the difference between revising and editing?
Revising involves content; editing deals with form.
11. What are the three main categories of editing?
Sentences, punctuation and mechanics, and word choice and spelling
12. Do you try to get someone to read your writing before you turn it in? Explain your answer.
Answers will vary.



REVIEW PRACTICE 2 Develop each of the following topics into topic sentences, limiting them as much as possible. Then, by following the guidelines furnished in Part I, develop one topic sentence into a paragraph. *Answers will vary.*

- | | |
|-------------------------|-------------------------------------|
| 1. My English class | 6. When students relax |
| 2. National politics | 7. My dream job |
| 3. My favorite pastime | 8. The best stereo system |
| 4. Families | 9. What supervisors should never do |
| 5. On the way to school | 10. The clothes I wear to school |

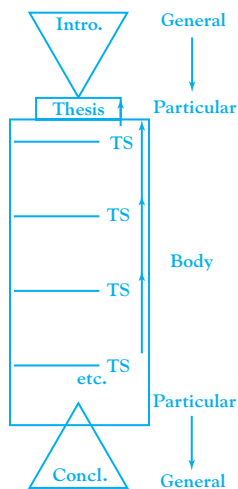
REVIEW PRACTICE 3 Revise the paragraph you wrote for Review Practice 2, using the checklist on page 48. *Answers will vary.*

REVIEW PRACTICE 4 Edit the paragraph you wrote for Review Practice 2, using the checklist on pages 67–68. *Answers will vary.*

How to Read an Essay

TEACHING THE ESSAY

Draw the following diagram on the board (TS stands for Topic Sentence):



You might start the discussion of essays by showing students how the topic sentence of a paragraph relates to the thesis statement of an essay. Explain how the thesis controls the entire essay and its topic sentences become supporting ideas to the thesis. Then show students how the same principles apply to essays; students just have to adjust their thinking to a larger scale.

HOW TO READ AN ESSAY

Learning how to read analytically is always a good strategy. To help students find the answers to the questions in this chapter, you might have them work in one of the following ways.

- In pairs
- In groups
- With a tutor



INSTRUCTOR'S RESOURCE MANUAL

For additional material about teaching essays, for journal entries, and for various tests, see the *Instructor's Resource Manual*, Section II, Part III.

Discovering How the Essay Works

You are now ready to discover how the essay works. As you become an analytical reader, you will be able to generate these questions on your own as you read. But here is a sample of the type of questions that will help you learn how the essay functions and makes its points. Once you realize the choices the writer made to create the essay, you will understand the types of choices you need to make when you write. Once again, answer the questions in your journal or on a separate piece of paper.

1. What is the subject of this essay?

The benefits of performing selfless acts to help others

2. What is its thesis statement?

The first sentence in the first paragraph

3. Does the thesis state the author's position on the subject?

Yes. It states the author's position and sets up all the supporting body paragraphs.

4. How does the writer capture the readers' attention in the introduction?

The introduction uses a brief story, a question, and an answer.

Is this strategy effective for this subject? Why or why not?

Answers will vary.

5. How many body paragraphs does the author include in this essay?

Sanders's essay contains five body paragraphs.

List the topic sentence of each body paragraph:

Paragraph

Topic Sentence

2

first sentence

3

second sentence

4

first sentence

5

last sentence

6

first sentence



6. Does the author use enough specific details to communicate his message?

Answers will vary.

7. Do the sentences in each paragraph support the topic sentence?

Yes

8. Is the essay organized logically? Give an example to support your answer.

Yes. Examples will vary.

9. Do the sentences and paragraphs move smoothly and logically from one to the next? Give an example to support your answer.

Yes. Examples will vary.

10. What strategy does the author use to conclude the essay?

He summarizes, extends his observations, and calls his readers to action.

Is this strategy effective? Explain your answer.

Answers will vary.

11. How does the title relate to the author's thesis statement?

Fidelity means loyalty or faithfulness, which is what this essay is about.

Is this an effective title? Explain your answer.

Answers will vary.

12. Did you find the essay interesting?

Answers will vary.

FIRST REREADING

The first rereading will naturally move you more deeply into the essay. You will see relationships in the reading that you did not notice the first time, and you will probably start thinking, if you haven't already, of your reactions to various ideas in the essay. The following types of questions, which appear after each essay in this text, will guide you through this process. Answer them in your journal or on a separate piece of paper.