

Instructor's Resource Manual

Building Better Grammar, Paragraphs and Essays

Gina Hogan

Citrus Community College

Prepared by

Gina Hogan

Citrus Community College



© 2013 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher except as may be permitted by the license terms below.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support,
1-800-354-9706

For permission to use material from this text or product, submit
all requests online at **www.cengage.com/permissions**
Further permissions questions can be emailed to
permissionrequest@cengage.com

ISBN-13: 978-0-8400-2842-6
ISBN-10: 0-8400-2842-3

Wadsworth
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at:
www.cengage.com/global

Cengage Learning products are represented in
Canada by Nelson Education, Ltd.

To learn more about Wadsworth, visit
www.cengage.com/wadsworth

Purchase any of our products at your local college
store or at our preferred online store
www.cengagebrain.com

NOTE: UNDER NO CIRCUMSTANCES MAY THIS MATERIAL OR ANY PORTION THEREOF BE SOLD, LICENSED, AUCTIONED, OR OTHERWISE REDISTRIBUTED EXCEPT AS MAY BE PERMITTED BY THE LICENSE TERMS HEREIN.

READ IMPORTANT LICENSE INFORMATION

Dear Professor or Other Supplement Recipient:

Cengage Learning has provided you with this product (the "Supplement") for your review and, to the extent that you adopt the associated textbook for use in connection with your course (the "Course"), you and your students who purchase the textbook may use the Supplement as described below. Cengage Learning has established these use limitations in response to concerns raised by authors, professors, and other users regarding the pedagogical problems stemming from unlimited distribution of Supplements.

Cengage Learning hereby grants you a nontransferable license to use the Supplement in connection with the Course, subject to the following conditions. The Supplement is for your personal, noncommercial use only and may not be reproduced, posted electronically or distributed, except that portions of the Supplement may be provided to your students IN PRINT FORM ONLY in connection with your instruction of the Course, so long as such students are advised that they may not copy or distribute

any portion of the Supplement to any third party. You may not sell, license, auction, or otherwise redistribute the Supplement in any form. We ask that you take reasonable steps to protect the Supplement from unauthorized use, reproduction, or distribution. Your use of the Supplement indicates your acceptance of the conditions set forth in this Agreement. If you do not accept these conditions, you must return the Supplement unused within 30 days of receipt.

All rights (including without limitation, copyrights, patents, and trade secrets) in the Supplement are and will remain the sole and exclusive property of Cengage Learning and/or its licensors. The Supplement is furnished by Cengage Learning on an "as is" basis without any warranties, express or implied. This Agreement will be governed by and construed pursuant to the laws of the State of New York, without regard to such State's conflict of law rules.

Thank you for your assistance in helping to safeguard the integrity of the content contained in this Supplement. We trust you find the Supplement a useful teaching tool.

To the Instructor

The *Building Better* series developed out of a need to help more students succeed in learning to write effectively. Teaching writing as an activity where concepts build on each other has worked well in my developmental writing courses. This technique of “building writing” makes the writing process a manageable one because it allows students to practice each concept or block separately, to see how it shapes subsequent blocks, and to increase their understanding and confidence along the way. In addition, this series also developed out of necessity—a need for cost-effective books that offer simple, accurate, student-friendly explanations. The *Building Better* series evolved with developmental students in mind; however, the textbooks are designed to be flexible enough that all college students or writing instructors can use them as quick reference guides.

In this Instructor Resource Manual, you will find answer keys, reproducible quizzes, and teaching tips for *Building Better Grammar*, *Building Better Paragraphs*, and *Building Better Essays*. For even more supplemental material, please visit www.aplia.com/developmentalenglish to access **Aplia for Basic Writing Levels 1 & 2**. Aplia is an online, auto-graded homework solution that keeps your students engaged and prepared for class and has been used by more than 850,000 students at over 850 institutions. Aplia’s online solutions provide developmental writing students with clear, succinct, and engaging writing instruction and practice to help them build the confidence they need to master basic writing and grammar skills. Aplia for Basic Writing: Level 1 (Sentence to Paragraph) and Aplia for Basic Writing: Level 2 (Paragraph to Essay) feature ongoing individualized practice, immediate feedback, and grades that can be automatically uploaded, so instructors can see where students are having difficulty in addition to allowing for personalized assistance.

To access sample syllabi, PowerPoint slideshows, and an electronic version of this Instructor Resource Manual, visit the Instructor Companion Website at login.cengage.com.

Gina Hogan
Citrus Community College

Contents

Features

Answer Keys

Building Better Grammar	1
Chapter 1	1
Chapter 2	3
Chapter 3	7
Chapter 4	10
Chapter 5	14
Chapter 6	16
Chapter 7	17
Chapter 8	18
Chapter 9	21
Chapter 10	22
Chapter 11	23
Chapter 12	26
Appendix A	29
Appendix B	30
Appendix C	32
Building Better Paragraphs	33
Chapter 1	33
Chapter 2	34
Chapter 3	36
Chapter 4	37
Chapter 5	38
Chapter 6	39
Chapter 7	39
Chapter 8	40
Chapter 9	41
Chapter 10	42
Chapter 11	42
Building Better Essays	44
Chapter 1	44
Chapter 2	44
Chapter 3	45
Chapter 4	46
Chapter 5	46
Chapter 6	46
Chapter 7	47
Chapter 8	47
Chapter 9	47
Chapter 10	48
Chapter 11	48
Chapter 12	49

Reproducible Quizzes

Building Better Grammar	50
Answer Key	62
Building Better Paragraphs	67
Answer Key	77
Building Better Essays	78
Answer Key	90

Teaching Tips

Building Better Grammar	91
Building Better Paragraphs	94
Building Better Essays	97

Answer Key: Building Better Grammar

CHAPTER ONE: THE FIRST BUILDING BLOCK: SUBJECTS

All Building Skills Together answers will vary due to the collaborative nature of the exercise.

Building Skills 1-1: Identifying Nouns

Noun	Type		
1. Army	collective	6. Peter	proper
2. Mary Smith	proper	7. Beauty	abstract
3. Committee	collective	8. Satellite	common
4. Whale	common	9. Pavement	common
5. Truth	abstract	10. Loyalty	abstract

Building Skills 1-2: Identifying Nouns

1. We had chicken at the Chinese restaurant; then, we had ice cream.
2. Love is not an easy emotion to understand.
3. Charlie and Mandy have had a good marital relationship for the last twenty years.
4. At the championship game, the excited spectators cheered loudly for the basketball team.
5. Yesterday, my brother and his friend sold tickets for the concert.
6. Anger leads to bad reactions such as physical or verbal abuse.
7. Mr. Redd is my favorite math teacher because he cares about his students.
8. McDonald's is where I have lunch every day because it is close to my office.
9. The Chicago Symphony plays a Mozart concerto once a year, so I never miss it.
10. The jury submitted its surprising verdict for the murder case.

Building Skills 1-3: Identifying Common and Proper Nouns

The weather was warm and sunny, so Mary and Ginny decided to go on a picnic at Huntington Beach. In their red picnic hamper, they placed four ham sandwiches, two Granny Smith apples, a jug of lemonade, and six chocolate cookies. They packed their foldout chairs and beach ball. Before they left the house, they applied sunscreen lotion on their arms and legs and grabbed their straw hats. Although the beach was crowded with beachgoers, Mary and Ginny found a good picnic location away from the crowded Dan's Surf Shop and Starbucks Café.

Building Skills 1-4: Working with Nouns

Answers will vary.

Building Skills 1-5: Subject Pronouns

1. She is my best friend, and she helps me with everything.
2. They ran down to the lake for a swim because it was too hot.
3. It rained all day yesterday, and I felt miserable.
4. We worked hard and long on our physics project.
5. He gives good advice because he is a wonderful counselor.
6. Cooking is hard for me, so I avoid it.
7. For hours, we waited outside in the rain for a glimpse of the celebrity.
8. When the cat pounced on the mouse, it squeaked hysterically.
9. Chemistry is a difficult subject, but I work hard at understanding it.
10. They played a dirty trick on the poor, helpless child.

Building Skills 1-6: Nouns and Pronouns

Noun (underlined)	Pronoun
1. <u>James</u> and <u>Sara</u> will get married next June.	They
2. The <u>girl</u> brought a chocolate cake for the gathering.	she
3. The <u>musician</u> finished his solo performance.	he
4. Anxious, <u>Jerry</u> called his ill girlfriend.	he
5. During the storm, the big oak <u>tree</u> fell on my mother's car.	it

Building Skills 1-7: Indefinite Pronouns

1. anyone	4. somebody	7. Something	10. Someone
2. anyone	5. Everyone	8. Everyone	
3. Nobody	6. someone	9. Nobody	

Building Skills 1-8: Simple and Compound Subjects

Subject (underlined)	Type	Subject (underlined)	Type
1. <u>Frank, Ginnie</u>	CS	11. <u>Jenny, Marissa, Valerie</u>	CS
2. <u>Terry</u>	S	12. <u>shows, shows, shows</u>	CS
3. <u>I</u>	S	13. <u>No one</u>	S
4. <u>Letty, Tom</u>	CS	14. <u>Tom, Terry</u>	CS
5. <u>Someone</u>	S	15. <u>We</u>	S
6. <u>Coldplay, Maroon 5</u>	CS	16. <u>Nothing</u>	S
7. <u>phone</u>	S	17. <u>She</u>	S
8. <u>Math, English</u>	CS	18. <u>Lasagna, pizza</u>	CS
9. <u>Truck, motorcycle</u>	CS	19. <u>Somebody</u>	S
10. <u>Everyone</u>	S	20. <u>cousin</u>	S

Building Skills 1-9: Identifying Implied Subjects

1. Yes	3. Yes	5. No	7. No	9. No
2. No	4. Yes	6. Yes	8. Yes	10. Yes

Building Skills 1-10: Subjects with Prepositional Phrases

- ~~Under the porch and into a dirt hole~~ slithered a long black snake.
- ~~In the darkness, the hungry~~ wolf ~~howled at the top of the mountain.~~
- ~~In the city downtown, a window~~ washer ~~dangled on the side of the tall building.~~
- An abandoned cabin ~~stood at the bottom of the valley.~~
- The medical helicopter ~~flew into the foggy night sky.~~
- ~~On a warm day, the little~~ children ~~played contentedly down by the stream.~~
- ~~Across the way and beyond the mysterious woods~~ stands the majestic castle.
- The marathon runners ~~jogged victoriously towards the finish line.~~
- ~~To burn more calories, she~~ jogged ~~up the steep hill.~~
- ~~Under the dead body~~ lay the bloody murder weapon.

Building Skills 1-11: Subjects in Declarative Sentences with Here and There

1. <u>party</u>	3. <u>food</u>	5. <u>news</u>	8. <u>boyfriend</u>
2. <u>Aunt Nessa,</u> <u>Uncle Vern</u>	4. <u>recipes,</u> <u>ingredients</u>	6. <u>announcement</u>	9. <u>answer</u>
		7. <u>reasons</u>	10. <u>issue</u>

Building Skills 1-12: Subjects in Interrogative Sentences

- Where is the championship trophy for the quarterback?
- Why is Sandy angry at Mindy?
- Did Sara feed the two small children?

- | | |
|--|-------------------------------------|
| 4. Did the male <u>suspect</u> confess to the gruesome murder? | |
| 5. What did the urgent <u>e-mail</u> she sent you say? | |
| 6. Question: Is Harry painting the garage? | Command: Paint the garage. |
| 7. Question: Did Nancy help with the project? | Command: Help with the project. |
| 8. Question: Did Doug leave behind his backpack? | Command: Leave behind the backpack. |
| 9. Question: Did Mirabelle go to her room? | Command: Go to your room. |
| 10. Question: Did the students turn in their tests? | Command: Turn in your tests. |

Building Skills 1-13: Subjects as Gerunds and Infinitives

- | | | | |
|---------------|-----------------|----------------|-----------------|
| 1. Infinitive | <u>To learn</u> | 6. Gerund | <u>Working</u> |
| 2. Gerund | <u>Playing</u> | 7. Gerund | <u>Singing</u> |
| 3. Infinitive | <u>To sleep</u> | 8. Infinitive | <u>To read</u> |
| 4. Gerund | <u>Winning</u> | 9. Gerund | <u>Drinking</u> |
| 5. Infinitive | <u>To put</u> | 10. Infinitive | <u>To find</u> |

Chapter One Skills Review: Subjects

- | | | | |
|-------------------|---------------------|----------------------|----------------------|
| 1. (You) | 8. <u>Anyone</u> | 15. <u>evidence</u> | 20. <u>Bob, Wade</u> |
| 2. <u>Staying</u> | 9. <u>horse</u> | 16. <u>Emily</u> | 21. <u>Anything</u> |
| 3. <u>music</u> | 10. (You) | <u>Cameron</u> | 22. <u>Securing</u> |
| 4. <u>crowd</u> | 11. (You) | 17. <u>Everyone</u> | 23. <u>line</u> |
| 5. <u>snake</u> | 12. <u>Somebody</u> | 18. <u>Owen, Pat</u> | 24. <u>Something</u> |
| 6. (You) | 13. <u>To pay</u> | <u>Aaron</u> | 25. <u>child</u> |
| 7. <u>call</u> | 14. <u>man</u> | 19. <u>John, Jim</u> | |

CHAPTER TWO: THE SECOND BUILDING BLOCK: VERBS

All Building Skills Together answers will vary due to the collaborative nature of the exercise.

Building Skills 2-1: Action Verbs

- | | | | |
|-------------------------|---------------------|---------------------|-------------------|
| 1. <u>edits, writes</u> | 4. <u>wait</u> | 7. <u>draws</u> | 10. <u>invite</u> |
| 2. <u>talks</u> | 5. <u>announced</u> | 8. <u>practices</u> | |
| 3. <u>sings, dances</u> | 6. <u>got</u> | 9. <u>performs</u> | |

Building Skills 2-2: Being Verbs

- | | | | | |
|--------------|---------------|-------------------|-------------------|----------------|
| 1. <u>is</u> | 3. <u>are</u> | 5. <u>was</u> | 7. <u>will be</u> | 9. <u>am</u> |
| 2. <u>am</u> | 4. <u>are</u> | 6. <u>will be</u> | 8. <u>were</u> | 10. <u>was</u> |

Building Skills 2-3: Simple and Compound Verbs

- | | |
|--------------|---|
| 1. Compound | The train <u>screeched</u> and <u>rumbled</u> loudly into the busy station. |
| 2. Compound | My sister <u>entered</u> and <u>won</u> the contest for best artist. |
| 3. Simple | The referee <u>lost</u> count of the tennis balls. |
| 4. Compound | I <u>prepared</u> the vegetables and <u>cooked</u> the meat for tonight's dinner. |
| 5. Compound | The plumber <u>broke</u> and <u>removed</u> the rusted water pipe. |
| 6. Simple | The international flags <u>fluttered</u> in the wind. |
| 7. Compound | He <u>read</u> the signs carefully and <u>followed</u> the winding road to his destination. |
| 8. Compound | The sun <u>came</u> through the window and <u>faded</u> the expensive tablecloth. |
| 9. Simple | They <u>danced</u> until the music stopped. |
| 10. Compound | My unfriendly dog <u>barks</u> and <u>growls</u> at strangers. |

Building Skills 2-4: Simple Present Tense

Answers will vary.

Building Skills 2-5: Simple Present Tense

- | | |
|----------------------|--|
| 1. Habitual | Every Wednesday, Mrs. Pauley <u>drives</u> her three children to dance practice. |
| 2. Present situation | Usually, I <u>work</u> as a lab assistant at JPL, but now, I <u>am</u> on leave of absence for two months. |
| 3. General facts | The earth <u>is</u> 4.5 billion years old. |
| 4. Habitual | In the afternoons, I usually <u>take</u> a fifteen-minute nap before I <u>start</u> my paperwork. |
| 5. General facts | It <u>takes</u> light eight minutes and twenty seconds to travel from the sun to the earth. |

Building Skills 2-6: Simple Past Tense

- | | |
|---|----------|
| 1. The car <u>stops</u> working on cold days. | stopped |
| 2. The woman <u>glares</u> at me for buying the last book on the shelf. | glared |
| 3. They <u>visit</u> me in the summer for two weeks. | visited |
| 4. The invisible monster in the movie <u>appears</u> every two minutes. | appeared |
| 5. My niece <u>places</u> her laptop on the gleaming wood floors. | placed |

Building Skills 2-7: Simple Future Tense

- | | | |
|---------------|--------------|----------------|
| 1. will start | 3. will be | 5. will arrive |
| 2. will come | 4. will earn | 6. will come |

Building Skills 2-8: Perfect Tense

- | | | |
|---------------------------------------|----------------------------|-----------------------------|
| 1. <u>have enjoyed</u> | 6. <u>has bought</u> | 11. <u>have discussed</u> |
| 2. <u>had</u> already <u>analyzed</u> | 7. <u>had worked</u> | 12. <u>had become</u> |
| 3. <u>has specialized</u> | 8. <u>will have spent</u> | 13. <u>had had</u> |
| 4. <u>will have bought</u> | 9. <u>has always done</u> | 14. <u>have found</u> |
| 5. <u>will have snowed</u> | 10. <u>will have found</u> | 15. <u>will have danced</u> |

Building Skills 2-9: Progressive Tense

- Right now, Kevin (is taking, takes) a much-needed nap.
- I (was sleeping, slept) when the rain started falling.
- By this time tomorrow, she (will be painting, will paint) her room.
- This Friday, we (are going, go) out to dinner.
- I (was sitting, sat) down to dinner when the doorbell rang.
- At this moment, my boyfriend (is thinking, thinks) about his mistake.
- By the time Doug is in college, he (will be thinking, will think) about what to major in.
- Greg (was walking, walked) when he was hit by the motorcycle.
- Finally, the baby (is sleeping, sleeps) soundly.
- This time next year, we (will be skiing, will ski) on the snow-capped mountain.

Building Skills 2-10: Perfect Progressive Tense

Answers will vary. Sample answer is provided.

- Mrs. Johnson asks me about her cat.
Present: Mrs. Johnson has been asking me about her cat.
Past: Mrs. Johnson had been asking me about her cat.
Future: Mrs. Johnson will have been asking me about her cat.

Building Skills 2-11: Conjugate Verbs

	Present	Past	Perfect	Progressive
<i>Example: cry</i>	cry	cried	have/has/had cried	is/am/are/was/were crying
1. plan	plan	planned	have/has/had planned	is/am/are/was/were planning
2. refuse	refuse	refused	have/has/had refused	is/am/are/was/were refusing
3. make	make	made	have/has/had made	is/am/are/was/were making
4. serve	serve	served	have/has/had served	is/am/are/was/were serving
5. receive	receive	received	have/has/had received	is/am/are/was/were receiving
6. paint	paint	paint	have/has/had painted	is/am/are/was/were painting
7. convince	convince	convinced	have/has/had convinced	is/am/are/was/were convincing
8. marry	marry	married	have/has/had married	is/am/are/was/were marrying
9. pitch	pitch	pitched	have/has/had pitched	is/am/are/was/were pitching
10. wish	wish	wished	have/has/had wished	is/am/are/was/were wishing
11. laugh	laugh	laughed	have/has/had laughed	is/am/are/was/were laughing
12. spend	spend	spent	have/has/had spent	is/am/are/was/were spending
13. fish	fish	fished	have/has/had fished	is/am/are/was/were fishing
14. drag	drag	dragged	have/has/had dragged	is/am/are/was/were dragging
15. leave	leave	left	have/has/had left	is/am/are/was/were leaving
16. take	take	took	have/has/had took	is/am/are/was/were taking
17. keep	keep	kept	have/has/had kept	is/am/are/was/were keeping
18. shine	shine	shone	have/has/had shone	is/am/are/was/were shining
19. ask	ask	asked	have/has/had asked	is/am/are/was/were asking
20. swim	swim	swam	have/has/had swum	is/am/are/was/were swimming

Building Skills 2-12: Past Tense of Regular Verbs

- | | | | | |
|--------------|-----------|-----------|-----------|-----------|
| 1. turned | 3. waited | 5. looked | 7. fished | 9. baked |
| 2. practiced | 4. washed | 6. played | 8. worked | 10. fixed |

Building Skills 2-13: Irregular Verbs

- Al had (spoke, spoken) to his father this morning.
- This morning, the blue jay (sang, sung) beautifully.
- Lola has (drunk, drank) all her medicine.
- The new shirt (shrank, shrunk) from being washed in hot water.
- Bessie (began, begun) taking charge of the situation.
- Every summer, I have (grown, grew) tomatoes in my garden.
- Someone has (stolen, stole) my iPod.
- The lake (froze, frozen) during the cold winter months.
- They had (payed, paid) a big price for their new car.
- Otis (hid, hided) the stolen money in a cookie jar.

Building Skills 2-14: The Verb *To Be*

- Mandy, Brandy, and Cindy (is, am, are) sisters.
- He (is, am, are) calling for pizza delivery.
- Yesterday, she (was, were) upset about her math grade.
- We (has been, have been) on this road for the last six hours.
- My dress and shoes (is, are, am) in a pile on the floor.
- The bus (is, are, am) late for its pick-up schedule.
- This coffee shop (has been, have been) open for three years.
- You (have been, has been) my friend since third grade.
- You must always (be, are, is) on time for his class.
- They (is, are, am) the winners in this competition.

Building Skills 2-15: The Verb To Have

1. The governor of California (has, have) problems with the state budget.
2. We (have had, have) water damage since the last rainstorm.
3. He (has, had) pneumonia last month.
4. I (have, has) some explaining to do about the new locks on the doors.
5. We (have, has) next Monday off as it is a holiday.
6. I (have had, had) nothing but trouble since I bought this old car.
7. Angie and Frank (have, has) no money for their trip.
8. The college (has, have) a new auditorium.
9. Ella and I (have, has) a chemistry test tomorrow, and we are nervous about it.
10. The new house (has, had) four bedrooms and three bathrooms.

Building Skills 2-16: Lie and Lay

1. (Lie, Lay) your papers on this table.
2. My brother is sick, so he will (lie, lay) down in bed today.
3. My wallet has (lain, laid) on my desk for the last two days.
4. (Lie, Lay) your head on the pillow.
5. I have (lain, laid) awake until the sun came up.
6. The teacher (lay, laid) his notebook on the podium.
7. James (lain, laid) a bet on the football game.
8. The sun does not (lie, laid) on the horizon very long as it is setting.
9. When you (lie, lay) down after a big meal, you fall asleep quickly.
10. The cleaners (lie, lay) the sheets over the furniture.

Building Skills 2-17: Rise and Raise and Sit and Set

1. Tom (sits, sets) his iPod in its charging dock station.
2. (Rise, Raise) the flag of the United States of America.
3. We have (risen, raised) our children to be good people.
4. Did you see the smoke (rise, raise) from the chimney?
5. “(Rise, Raise) and shine!” called my sister.
6. The flowers in my garden (raise, rise) their faces to the sun every day.
7. I need to (rise, raise) the bars on my weight machine.
8. We need to (rise, raise) money for the school.
9. The store owner (sits, sets) high prices for the fresh vegetables.
10. The pool’s water level (raised, rose) four inches after the heavy rains.

Building Skills 2-18: Verb Tense Consistency

1. I cut my hair every six weeks because it grows too fast.
2. The flowers will bloom this spring, and I look forward to their fragrance and beauty.
3. Missy and I take the same English class, but Missy does better than I.
4. Since August, Octavio has planned his trip to Europe, and he has saved money for it.
5. The washer and dryer are on sale, and I can afford them at this time.

Building Skills 2-19: Verb Voice

1. Thomas read this controversial book.
2. The kind mail carrier delivered the confidential letter.
3. They baked the delicious pizza.
4. The broken electric wire started the fire.
5. One of the twins made the rude and hurtful comment.