

INSTRUCTOR'S MANUAL TO ACCOMPANY McWHORTER

Guide to College Reading

Sixth Edition

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Instructor's Manual to accompany McWhorter *Guide to College Reading, Sixth Edition* by Kathleen T. McWhorter

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CHAPTER 1

AN INTRODUCTION TO THE TEXT

This chapter discusses the need for basic reading instruction at the college level, details the basic features of the text, and identifies sections of the text that correspond to reading competencies specified by two state competency tests, the Texas Academic Skills Program (TASP) and the College Level Academic Skills Test (CLAST).

The Need for Developmental Reading Instruction

In both two- and four-year colleges, there is a continuing need for developmental reading instruction. Recent trends in higher education, such as the decline in verbal skills, the increased emphasis on academic standards, and the changing clientele in many institutions, have created this need.

Both the popular media and professional research have documented the decline in the verbal abilities of beginning college students. Although the causes for this decline in verbal skill are debatable, colleges are forced to deal with the reality of the situation. Many students enter college with extremely poor reading skills. They lack the ability to express their ideas in written form, and they don't have the basic comprehension skills to read textbook assignments effectively. Colleges that accept these students have recognized their responsibility to upgrade the skills of these students.

Within higher education, there is a renewed concern for academic standards and an increased interest in the establishment of general education requirements. However, in order to maintain academic standards and to require specific course groupings to fulfill general education requirements, many colleges have found that basic reading instruction is essential. To continue to offer courses at previous levels of academic rigor or integrity, colleges must improve the basic skills of many students.

Finally, the change in the types of students now entering college has placed a new importance on reading instruction within the college context. In many two- and four-year colleges, an increasing number of students are considered nontraditional. Groups such as senior citizens, mature women returning to college, unemployed workers retraining, employed adults upgrading their skills, and the disabled, are very different from the traditional eighteen- or nineteen-year-old student. Most of these new groups have been removed from classroom learning situations for several years and are out of contact with academic skills. Their reading and writing skills, study skills, and computational skills are often poor, perhaps due to disuse. In recruiting and accepting new students, colleges have recognized the need to upgrade the skills of these students.

Basic Features of the Text

This book was written in response to a need for a developmental reading skills text that provides college students with simple, direct instruction and sufficient practice and application. Many of its distinguishing features are described below.

Emphasis on Reading as Thinking

Throughout the text reading is approached as a thinking process—one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. The text also facilitates comprehension monitoring—a strategy that encourages students to be aware and conscious of their levels of understanding. Numerous strategies for perceiving patterns and structure within sentences are included.

Emphasis on Critical Reading Skills

Many developmental texts focus entirely on literal comprehension or provide superficial treatment of critical reading skills. In this text, an entire section (Part Four) is devoted to critical interpretation and evaluation. Each reading selection in Parts Five and Six also includes critical reading questions.

Mastery Testing

Each chapter (except Chapter 1) concludes with four mastery tests. They use a multiple-choice format that allows for easy scoring. “Mastery Tests 1, 2 and 3: Applying Chapter Skills” enable students to apply and evaluate their mastery of chapter contents. “Mastery Test 4: Reading Selection” consists of a reading selection and ten multiple choice questions that check basic comprehension of the selection and lead students to apply skills learned in the chapter. Most chapters also contain a Mastering Vocabulary exercise based on challenging vocabulary used within in-chapter excerpts or exercises.

Learning Style Analysis

Students discover characteristics of their learning styles by completing the Learning Style Questionnaire in Chapter 1. They are then encouraged to develop a Learning Action Plan which identifies new learning strategies that are compatible with aspects of their learning style. Throughout the text, each chapter contains a boxed insert, “Learning Style Tips,” that suggests methods of applying chapter content.

Emphasis on Vocabulary Development

The text recognizes the importance of ongoing vocabulary development in two ways. Three chapters (2–4) are devoted to various aspects of vocabulary development, including pronunciation, contextual aids, structural analysis, dictionary usage, and systems for learning new words. Additionally, most chapters include a Mastering Vocabulary exercise that provides reinforcement and practice using challenging vocabulary taken from in-chapter excerpts or exercises.

Emphasis on Positive Attitudes and Student Success

Chapter 1 encourages students to develop positive attitudes toward learning and their college

careers. Students discover instructor expectations for reading and study, and they learn strategies that will enable them to think positively about themselves and their college careers.

Skill Integration and Application

The text provides ample opportunity for students to integrate the skills they are learning and to apply them to articles, essays, or textbook chapter excerpts. Each chapter concludes with a reading selection and ten multiple choice questions that check students' comprehension skills and encourage them to integrate and apply skills taught in the chapter. Part 5 contains ten reading selections chosen from a wide range of topics and sources, along with questions and exercises that require students to apply a variety of skills.

Controlled Readability

Because the text is intended for students with reading deficiencies, it is written in a direct, readable style. Exercise material has also been carefully selected to be clear, understandable, and readable.

Integration of Reading and Writing Skills

Since reading and writing are complementary psycholinguistic processes, an effort has been made throughout the text to emphasize this relationship and to provide practice in writing as well as reading. Students respond to exercises by writing sentences or brief paragraphs. In addition, some of the questions that correspond to each reading selection in Parts Five and Six require composition. If desired, many of the critical reading questions could easily be expanded into two-or three-paragraph essay assignments. A writing exercise is included for each reading selection as well.

Technical Reading Skills

The text contains a unique section on techniques for reading technical material. Included in Chapter 10, "Reading Textbook Chapters," this section focuses on how technical reading differs from other types of textbook reading and offers suggestions for reading technical material. Specifically, the section deals with fact density, specialized vocabulary, abbreviations and notation, graphic aids, and examples of sample problems.

Sequencing of Skills

Following an introductory chapter which lays a foundation for successful learning, the text follows the logical progression of skill development from words to sentences and then to paragraphs, thought patterns, and textbook chapters. It also proceeds logically from literal comprehension to critical interpretation and reaction.

A Fiction Mini Reader

Part Five offers a brief introduction to reading fiction. An introductory section discusses the essential elements of a short story, using Chopin's "the Story of an Hour" as a demonstration. Four additional short stories with accompanying apparatus are also included.

Reading Selections

Part Six of the text contains eight reading selections covering a range of high-interest topics and chosen from a variety of sources, including textbooks, magazines, newspapers, and anthologies. The questions that accompany the selections provide application and reinforcement of skills taught in the text. The format of the questions parallels the text in skill presentation.

State Competency Tests

Several states require college students to pass competency tests in reading. While there is variation from state to state, tests often measure skills in the following categories: vocabulary comprehension, literary analysis, and reference/study skills.

Tables 1 and 2 identify skills tested by TASP and CLASP and indicate sections of the student text that teaches these skills.

TABLE 1: TEXAS ACADEMIC SKILLS PROGRAM (TASP)

READING COMPETENCIES	LOCATION IN STUDENT TEXT
Determine the meaning of words and phrases	Chapters 2, 3, 4, 6
Understand the main idea and supporting details	Chapter 7, 8
Understand the author's purpose, point of view and intended meaning	Chapter 13
Analyze the relationship among ideas	Chapter 8
Use critical reasoning skills to evaluate written material	Chapters 13, 14
Organize and summarize information	Chapter 12
Understand and follow directions	Chapter 6
Interpret graphs, tables and charts	Chapter 11

TABLE 2: COLLEGE LEVEL ACADEMIC SKILLS TEST (CLAST)

READING COMPETENCIES	LOCATION IN STUDENT TEXT
Literal Comprehension	
Recognize main ideas	Chapter 7
Identify supporting details	Chapter 8
Determine meanings of words from context	Chapter 2
Critical Comprehension	
Recognize author's purpose	Chapter 13
Identify author's overall organization pattern	Chapter 9
Distinguish between statements of fact and opinion	Chapter 14
Detect bias	Chapter 14
Recognize author's tone	Chapter 13
Recognize explicit and implicit relationships within sentences	Chapter 6
Recognize explicit and implicit relationships between sentences	Chapter 8
Draw logical inferences and conclusions	Chapter 13

Test packages for both TASP and CLAST are available free with any Longman title. They contain practice tests and are available in print or computerized versions.

CHAPTER 2

GENERAL SUGGESTIONS FOR TEACHING THE COURSE

This chapter offers some general suggestions and approaches for teaching reading to beginning college students. It is intended for instructors new to the field or those who have not previously taught developmental students.

Structuring the Course

Classroom Arrangement

A comfortable, nonthreatening classroom environment is most suitable. The arrangement, however, should have enough structure to encourage students to approach the class with the same seriousness and attentiveness as they do other college classes.

Class Scheduling

Frequent class meetings are necessary, because students require continued repetition and reinforcement of skills. At least two class sessions per week are needed; three or four per week are desirable.

Student Conferences

At the beginning of the semester, scheduling individual conferences is an effective way to become acquainted with each student and his or her needs. During the conference, you can make sure that the course is appropriate for the student and can begin to identify the student's individual problems. The conference is also a good opportunity to review with the student the results of any reading tests that may have been used in placing the student or in recommending him or her for the course.

Many instructors use the initial conference to get a verbal commitment from the student—an acknowledgment that he or she needs the course and plans to approach it seriously. A student who is committed to the course feels obligated to attend, participate in class, and apply the skills learned to other courses.

If a student has a negative or resentful attitude toward the course, the individual conference is the best place to discuss the problem. The conference allows the instructor to discuss the student's problems with or objections to the course privately, where his or her attitudes will not influence the rest of the class.

Periodic progress-check conferences are useful throughout the semester to help motivate the student, to provide feedback on his or her progress, to see whether he or she is applying newly acquired skills to other college courses, and to encourage him or her to do so. An end-of-course evaluation conference can be scheduled to review the student's work, discuss any recent test results, and suggest areas for further study.

Attendance Policy

The importance of regular class attendance should be emphasized. If college policy permits, an attendance requirement or maximum number of allowable absences should be established at the beginning of the course. Students seldom can develop the skills presented and discussed in class on their own. Also, some students need the direction and structure that an attendance policy provides.

If college policy does not allow the instructor to establish an attendance requirement, an alternative is to structure the grading system so that regular class attendance is necessary to complete graded in-class assignments.

Grading Policy

A grading system is difficult to establish for a reading course. As with any college course, there are advantages and disadvantages to most grading systems. A number of options are summarized below.

1. *Chapter Review Quizzes.* A test bank accompanying this text contains chapter review quizzes and additional practice exercises. These review quizzes serve as a measure of how well the student grasped chapter content. Some instructors administer these quizzes on a Pass/Fail basis, regarding them as a means of verifying whether students have read the chapters.
2. *Mastery Tests.* Mastery tests are constructed to measure how effectively a student can perform a skill. These tests approximate practical use situations, requiring the student to demonstrate that he or she has learned the particular skill or technique. Mastery Tests appear at the end of Chapters 2–14 in the student text.
3. *The Contract System.* A contract system is frequently used in skill courses where application and practice is crucial to learning. Contracts can be established with a class as a whole or with students individually.

A class contract details the amount of work and the assignments a student must complete in order to earn a grade of A, B, or C. Generally, a class contract would cover most of the skills taught in the course, but a series of short contracts can be established to ensure that students get additional practice on specific skills.

Student Records

Many instructors find it useful to keep a manila file folder for each student. Keep all the student's work and assignments, tests, grading contracts, and any additional handouts or worksheets distributed in class in the folder.

The folders should be distributed at the beginning of each class session. Instructors who use this system find that it is convenient to have all materials readily available to be used for reference, follow-up, or examples. If the organization of course materials is left completely

to the students, instructors find that some students come to class without the materials the instructor wishes to use.

Bringing Textbook and Materials to Class

At the beginning of the semester, much frustration will be avoided if you insist that each student always bring the reading text to class. Also, tell students they should always be ready to write; they should bring papers, pens, and so on to class. You can also suggest or require students to purchase and bring a pocket dictionary and/or thesaurus to class.

Organizing the Course Content

The text is structured into self-contained sections, or parts, to permit flexibility in organizing course content. Depending on the type of student, the priority instructors place on particular skills, and the time during the semester the course is offered, individual instructors may differ about which skills should be taught first and how skills should be sequenced. Instructors are encouraged to use the text to suit their individual needs.

For organizing and structuring course content, a number of specific suggestions are offered below.

Class Session Format

Because many students in the course may be unable to concentrate and maintain their interest in a single activity for an extended period of time, it is important to include a variety of activities within each class session. For example, many students would be unable to work on identifying main ideas for an entire class session of 50 to 60 minutes. It would be more effective to divide the time by working with main ideas for 20 or 30 minutes and then switch to a follow-up activity on another skill, such as context clues, for the remaining time.

Skills Orientation

It is important to establish the course clearly as skill-oriented and to emphasize that performance, not acquisition of knowledge, is the criterion of success. The overall goal of the course is to enable the student to be successful in other college courses. Many students, especially those who have experienced academic difficulty, feel that getting good grades depends primarily on preestablished abilities—intelligence and the ability to think—and that there are two types of students—good and poor, or the haves and the have-nots. Students think that there is not much they can do to improve and do not realize that how they read directly influences their performances and grades.

Students frequently need to be shown that they are capable of developing skills to increase academic success. This idea can be demonstrated by giving the students a coded set of directions to read and follow. First, have them try to break the code (they should be unable to do so). Then, offer specific instructions on how to break it. If they follow the directions, the students will be able to crack the code. Finally, discuss this situation, emphasizing that knowing how to approach the situation greatly increased their ability to perform the task at hand. Show them that this situation is similar to other situations in which knowing how to accomplish an assignment makes the task easier.

Tightly Structuring the Course

Many students enrolled in a reading course require organization and structure in order to feel comfortable. They are often confused by a loosely structured course and are not able to handle situations in which they have too many choices or decisions to make. The following suggestions may be useful in helping students understand the organization and structure of the course.

1. *Distribute a syllabus.* Before classes begin, instructors usually plan what they will teach each week throughout the semester. Students respond well if the instructor shares the semester's plan with them. They like to know what to expect and what the course will include.
2. *Distribute course requirements and a statement of the grading system.* Despite clear verbal explanations, some students do not understand or do not remember information they are given about requirements. Students are able to organize themselves more effectively if they are given a list of assignments, due dates, test dates, and a statement of how these will be used to determine grades.
3. *Relate and connect class sessions to one another.* Although a detailed syllabus clearly defines how the course is organized, it is useful to reinforce this organization almost daily by tying together the previous class session with the current one, and at the end of a session, giving a brief preview of the next class.

Collecting Student Data

It is useful to collect some basic information from each student during one of the first class sessions. In addition to such information as name, address, phone number, and Social Security number, which are useful for general recordkeeping, you might ask each student to supply such information as:

1. Curriculum or major
2. Year in college
3. Current grade point average, if any
4. Whether he or she has taken a reading course before, and if so, where and when
5. Scores on placement tests
6. Name of faculty advisor

Each of these items will help you become familiar with each student and adjust your content and approach to meet the particular needs of each class. A sample student data sheet follows:

Sample Student Data Sheet

Name: _____ Course: _____

Address: _____ Instructor: _____

Phone: _____ Semester: _____

E-mail: _____

Curriculum (or Major): _____

Faculty Advisor: _____

Semester: 1 2 3 4 5 6 (circle one)

Courses registered for this semester:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Describe any other reading courses you have taken in the past several years.

Why are you taking this course? _____

For Instructor's Use:

Standardized Test Scores: _____

Name of Test: _____ Form: _____

Date: _____

Scores: _____

Pre- and Post-testing

If students have not taken a standardized reading test before entering the course, you might consider including a reading test as part of your first week's activities.

A standardized reading test will give you an overview of the student's incoming ability. If the test reports a grade level or grade equivalency score, the results will indicate the level at which the student can function and suggest types of materials appropriate for the student. Also, depending on the test used, the test may indicate strengths and weaknesses. To the student, the test results will demonstrate the need for the course and may motivate him or her to strive for improvement.

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

Skill Application and Transfer

The immediate goal in any study skills course is to teach students skills and techniques. Teaching these skills is fairly clear-cut. However, the long-range goal of improving the students' performance in other courses is more difficult to achieve. Success depends on each student's ability to transfer the skills learned in the classroom to his or her own course materials. A major task for college reading instructors is to encourage students to transfer and apply the skills they are learning to other classes.

The skill application exercises contained in the text are written to assist instructors in accomplishing this task of skill transfer. Additionally, instructors may find the following suggestions useful.

1. Early in the semester, conduct a class discussion about the utility of the skills and the importance of using them as they are learned.
2. Make specific assignments to be completed in the context of another course. For example, ask students to do a reading assignment structured around a text in another course. The text contains numerous skill application exercises, but instructors are encouraged to make additional assignments.
3. Informally spot-check the students' texts for other courses to determine whether they are using the skills taught.
4. Students are encouraged to apply a skill they have learned if they know that their content area instructors recommend or endorse the skill. Therefore, if the faculty members who teach your students can be encouraged to reinforce the use of the skills taught in this course, student acceptance will be greatly facilitated.

Characteristics of Developmental Students and Instructional Accommodations

Developmental students exhibit unique learning characteristics, behaviors, and attitudes that must be recognized in order for the instructor to provide effective reading skill instruction. The most prevalent characteristics are described in this section, along with practical suggestions for adapting instruction to respond to these characteristics.

Negative Self-Image

Many developmental students hold negative academic self-images and regard themselves as failures. This may be largely a result of numerous failures they have experienced in previous educational settings. Many students think of themselves as unable to learn or compete in academic situations. Consistent, then, with their past history, they expect little of themselves and demand little of those around them.

Instructional accommodation. Assignments, especially early in the semester, should be designed so that the student experiences success. The first opportunity to practice a newly learned skill should also demonstrate success.

Lack of Self-Direction

Developmental students often lack goals and direction in their pursuit of a college education and in managing their lives. They have few or no longer term goals; short-term goals are often unclear and changeable. As a result, developmental students tend to lack the discipline or focus to attend class, complete assignments, or work independently on long-term projects.

Instructional accommodation. Assignments must be immediate and short-term. Due dates are essential and regular feedback is necessary. Frequent checking is needed to be sure that students complete assignments, do homework, and “stay with the course.”

Passive Approach to Learning

Partly because of their lack of experience in and success with academic environments, developmental students often exhibit a passive approach to learning. They seldom ask questions or initiate action to solve problems. Instead, they follow procedures as well as they are able to understand them, wait to be told what to do, and take little action without specific direction.

Instructional accommodation. Class discussions that require involvement and problem solving are useful in encouraging or shaping active learning. Often a forthright discussion of active versus passive learning characteristics is effective. Workshops or sessions conducted by a member of the counseling staff to address this issue are often useful as well.

Negative Attitudes Toward Instructors

Throughout their previous unsuccessful educational experiences, many developmental students have come to regard teachers as untrustworthy and associate them with unpleasant or embarrassing situations. As a result, students are often closed, unresponsive, or evasive with their instructors.

Instructional accommodation. Establishing a framework of trust is difficult, but necessary. Openness, directness, honesty, and patience seem effective. Careful, detailed explanations of course requirements and a willingness to listen to students are helpful. Perhaps most important is for an instructor to present him or herself as a person—not as an authority figure—who experiences successes and failures and who has likes and dislikes, good days and bad days, just as students do.

Short Attention Span

Many developmental students exhibit very short attention spans: they are unable or unaccustomed to focusing attention at length on a particular task or assignment.

Instructional accommodation. Lengthy lectures and extended discussions are ineffective. Rather, try to incorporate several activities into each class session. For example, a class session might be structured as follows: review and discuss answers to an assigned reading selection (20 minutes), finish exercises within a previously assigned chapter (15 minutes), and introduce a new chapter and outline its content (10 minutes).

Lack of Familiarity with College Life and Academic Procedures

Compared to most students, developmental students are more confused and frustrated by the strangeness, formality, and seeming unfriendliness of the college environment. Many developmental students are the first in their family or among their friends to attend college. Therefore, they lack the advantage of practical advice and support that many students receive from family and peers.

Instructional accommodation. As a means of establishing trust as well as building familiarity with college life, offer as many practical “how-to-get-around” tips as possible. Also, as events occur on campus, take a few moments to explain them. For example, when drop-and-add day begins, explain what is going on; when advance registration for the next semester begins, alert the class and explain the procedures involved. Encourage students to get involved with social and recreational activities. At community colleges especially, where many students commute, developmental students with their passive natures tend to avoid getting involved. As a result, college means only attending classes; these students fail to make friends and develop reference groups with whom they can share their feelings, problems, and successes.

CHAPTER 3

COMPUTER SOFTWARE: READING ROAD TRIP

Reading Road Trip, a multimedia software program in the form of a fun, dynamic, cross-country trip with specific instruction in reading and study skills, accompanies this text. Students take virtual “visits” to famous locations and landmarks within the United States, each linked to a particular reading or study skill. Each geographical area/learning module presents a reading tutorial, reading selections, exercises, and mastery tests. The software can be set at one of three different reading levels to accommodate a wide range of student abilities.

Reading Road Trip is available for FREE when shrink-wrapped with this text. Reading Road Trip is also available via a site license for use in a computer lab (\$25 per year, per computer if a Longman text is in use). Contact your local Addison Wesley Longman sales representative for more information.

Features

The software is well suited to developmental reading instruction. It has the following features:

- Students choose their reading level by taking a pretest or by entering the name of the Longman text they use in class.
- Each module provides selections at three different reading levels (grades 6–9, 9–11, and 12 and up).
- Each city or landmark is linked to a specific reading or study skill. For example, the Wall Street module provides interesting details about the stock exchange while it teaches students how to read visual aids and graphics.
- Settings are placed in both urban and rural locations across the country from The Maine Woods to the one and only Hollywood, to appeal to a wide student population.
- Eighty percent of readings are drawn from actual college texts.
- A “how-to” section opens each module and gives an overview of the skill followed by models and examples that show how the skill is applied to specific readings.
- Following the tutorial section, a series of two to three exercises tests the skill. Students receive immediate feedback on their answers. Incorrect answers are followed by suggestions on how to get the answer right.
- Additional exercises are provided for students who want more practice.

- A mastery test with a self-scoring and evaluation mechanism completes the module.
- An instructional management system reports the amount of time a student spends on each module and his/her performance on the tests and exercises. The progress report can either be printed out and submitted to the instructor, or saved as an electronic file and e-mailed to the instructor.
- Flexible programming allows users to enter and leave modules at will and skip around in the program as much as they like.

Table of Contents

Here is a brief table of contents for Reading Road Trip.

Location	Skill
Bourbon Street, New Orleans . . . . .	.Prereading, SQ3R, PRO
Library of Congress, Washington D.C. . . . .	.Vocabulary Development
Indianapolis Speedway . . . . .	.Increasing Reading Rate
The Maine Woods . . . . .	.Main Idea
The St. Louis Arch . . . . .	.Supporting Details
Ellis Island and The Statue of Liberty . . . . .	.Patterns of Organization
Getty Museum, California . . . . .	.Purpose and Tone
American Southwest . . . . .	.Critical Thinking (Texas, Arizona, New Mexico)
Great Lakes (Chicago, Detroit) . . . . .	.Inference
The Grand Canyon . . . . .	.Reading Textbooks
Spring Break! (Florida) . . . . .	.Outlining and Summarizing
Wall Street, New York City . . . . .	.Graphics and Visual Aids
Mount Rushmore . . . . .	.Memorization and Concentration
Seattle (Space Needle, etc.) . . . . .	.Textbook Annotating and Notetaking
Hollywood . . . . .	.Test Taking

Benefits

Computer instruction offers many instructional advantages that make it particularly appealing to developmental students.

- The computer is a “silent,” nonthreatening partner. Students can make mistakes, repeat segments, or reread frequently without embarrassment.
- The computer encourages participation and interaction, allowing students to become both mentally and physically involved with instruction.
- The computer is a visual instructional mode and accommodates the visual learning style.

Suggested Uses

The software can be used in a number of different ways within a developmental classroom:

1. *Instructional preview.* Students can be assigned software units as instructional previews of textbook chapters. Explain to students that the unit introduces skills and strategies that will be emphasized in the text and in class activities and assignments. Used in this way, the software generates interest and enthusiasm for the skill while providing a condensed overview and closely guided step-by-step application. This preview approach may be particularly appropriate for students who have difficulty getting started working on assigned chapters or who may experience difficulty reading portions of the text. Once these students gain some knowledge about the skill at hand through interacting with the software, they may be more motivated to work through assigned chapters.
2. *Additional practice.* The software can be assigned to students after the corresponding text instructional material has been assigned and discussed in class, but before the mastery tests are assigned. Because the software features shorter and simpler readings than are used in the text, the software can thus function as an intermediary step; it can provide instructional review and additional practice before culminating (and evaluative) assignments are given. Students may view the software as a helpful step “before the test”—that is, as an opportunity to practice before taking a mastery test. This approach would be appropriate for particularly weak classes or individual students who need additional skill instruction, practice, and reinforcement before they fully grasp skills and concepts.
3. *Instructional review.* The software can be assigned after students have completed all corresponding text materials. Used in this way, the software provides closure and final reinforcement, functioning in much the same way as a chapter summary does.
4. *Selective remedial use.* The software can be assigned selectively to students who, through in-text exercises or mastery tests, demonstrate the need for additional instruction and guided practice. Or it can be assigned to students who are absent when skills are presented or who request additional work during conferencing with instructors.

CHAPTER 4

SUGGESTED APPROACHES TO EACH SECTION OF THE TEXT

This chapter provides a brief discussion of the skills taught in each section of the text and offers suggestions for introducing those skills.

Chapter 1—Successful Attitudes toward Reading and Learning

The primary purpose of this chapter is to build positive attitudes toward reading and learning. The chapter introduces students to the new learning demands of college and provides them with a number of success strategies.

The primary ingredient for achieving success is to begin with a positive attitude. To develop such an attitude, students must first realize that they are solely responsible for their own learning and that they should think in only positive terms, focusing on successfully accomplishing the tasks at hand.

The ability to concentrate affects the ability both to read and to study effectively. Regardless of a student's level of proficiency in reading skills and study techniques, if that student is unable to concentrate, little will be accomplished. The ability to maintain a level of close concentration, then, is a crucial skill for all college students. The ability to concentrate involves two separate but related skills: excluding distractions and focusing attention. This chapter presents specific suggestions for each. One effective way to introduce the topic of concentration is as follows. Give a brief reading assignment to the class. As students read, observe their breaks in concentration. Jot down specific behaviors—actions, gestures, movements—of particular (anonymous!) students that indicate that they are distracted. When the students finish reading, describe the behaviors that you observed. Students will be surprised to learn how many times they lost concentration.

Another effective way of demonstrating lack of concentration is to ask students to read a brief selection and, while they are reading, deliberately create distractions. You might drop papers, close the classroom door, pace back and forth, and so on. As you do this, observe how many students break their concentration to watch you. Then, when they have finished reading, use your observations to initiate a discussion on concentration and controlling distractions.

The Learning Style Questionnaire helps students identify their strengths and weaknesses as learners, emphasizing the individuality of the learning process. Students may experience difficulty grasping the concept of learning style. It is helpful to discuss other individual differences, such as personality, to help students understand that learning style is unique.

Learning style should not be presented as a fixed, unchanging set of characteristics. Again, much like personality, it evolves, develops, and changes. If students fail to understand this, they may seize upon learning style as a reason or excuse for their inability to learn certain types of material or function in particular classes. It is also important to caution students that the learning style questionnaire is only an indicator of learning style; it is not an absolute measure. The results should be combined with the student's self-knowledge and experience in order to be used effectively.

Another focus of Chapter 1 is comprehension monitoring. Students are taught to recognize signals of strong and weak comprehension, and are shown techniques for strengthening their comprehension. The concept of monitoring is new to many students; they assume that comprehension happens automatically as part of the reading process. Introduce the concept of monitoring by discussing an everyday activity in which monitoring automatically occurs. Driving a car works well as an example. Explain how the driver corrects the steering wheel and adjusts speed to road conditions, speed limits, and actions of other drivers. The driver is constantly aware of his or her vehicle and its performance and position and speed and makes appropriate corrections and changes. Next, ask students to think of other situations or tasks which require monitoring. Once students have grasped the concept of monitoring, introduce the idea of comprehension monitoring.

The chapter concludes with an assessment reading selection followed by ten multiple-choice questions. You might use the reading to assess the students' incoming skill levels and to introduce the types of comprehension and vocabulary skills that will be the focus of this book. You might also use the reading to reinforce the comprehension monitoring strategies taught in the chapter.

Part One—Vocabulary: The Key to Meaning

The vocabulary of developmental students is extremely limited both in size and level of sophistication. Largely, their vocabularies consist of everyday, functional words, primarily those used in oral communication. Words used most commonly in written communication are noticeably absent, most likely due to the students' lack of experience and success with the written mode of expression. In particular, many developmental students lack the vocabulary of the academic world—those conceptual or abstract words that describe higher-level thought processes such as generalization, analysis, and inference.

Part One provides the students with a framework of skills for improving their vocabularies. It appears early in the text because vocabulary development must be a primary and continuing emphasis through the course. The following suggestions may be of use in maintaining this emphasis:

1. Require each student to purchase a paperback edition of a collegiate dictionary and to bring it to every class.
2. Make a point to discuss at least one unfamiliar or interesting word in each class session. It may be a word you used or one from the text or a reading selection. Ask students to use the dictionary to discover various meanings.
3. Encourage students to organize a system for learning new words. Some instructors build this activity into course requirements and into their grading procedure.

This section may be introduced effectively by initiating a discussion of the problems the students have with vocabulary. Often the questions “Do you think your vocabulary is good or bad?” and “Why?” are good openers. Make lists on the chalkboard of the problems students identify. Then, after the lists are completed, show how many of their problems will be addressed by topics or techniques discussed in this section of the text.

To generate interest in Chapter 2, ask students what they do when they are reading and meet an unfamiliar word. Some students will offer the answer they think you expect to hear: “Look it up in the dictionary.” Students will be relieved and surprised to hear that it is the wrong answer. (Discuss the impossibility of looking up every unfamiliar word on a difficult page.) Then, lead the discussion to alternative approaches—namely, context.

Students can easily understand the use of context in determining word meaning if its use is first demonstrated by spoken examples. You might dictate a sentence in which one word is missing and then ask students to guess the missing word. Next, give the class a sentence in which one word has been translated into French or German. Dictate the sentence and ask the class to give the English translation of the foreign word. Finally, present a sentence in which an unfamiliar English word appears and follow the same procedure, asking students to give a synonym for the unknown word. This procedure demonstrates to students that the context of a word often provides a clue to its meaning.

An interesting class activity using context clues involves asking students to identify five difficult or unfamiliar words from an instructor’s lecture or from one of their textbooks. Then direct students to write one sentence for each word in which the meaning of the word can be determined from analysis of the context. Have students exchange papers and use the context to define and write a synonym for each word.

In teaching the use of context, emphasize that context clues are not always useful in determining word meaning. In some situations, the context offers no clues, and word meaning must be checked in the glossary or dictionary. Also, emphasize to students that context clues seldom give a precise meaning of the word. In textbook reading situations in which the exact meaning is needed, students must check the dictionary.

Students become convinced of the value of learning prefixes, roots, and suffixes if you first demonstrate how vocabulary can increase exponentially, unlocking the meanings of hundreds of words. For Chapter 3, an effective introduction involves taking a simple root word such as “form” from which many words can be built by adding common prefixes and suffixes and asking students to think of words that have the same root word. Write the words on the chalkboard; as the list grows, students will begin to see the value of studying word parts. For an alternative class activity, select three common prefixes, three common roots, and three common suffixes, and list them on the chalkboard or use an overhead projector. Build as many words as possible from various combinations of these word parts.

In introducing Chapter 4, you might begin by listing ten words on the chalkboard, none of which you expect the students to be able to pronounce. Then, show students how the dictionary provides pronunciation information. Most students have neither seen nor used an unabridged dictionary. If one is readily accessible, it is often worth the effort to bring one into class. Most students are interested in seeing it and comparing it with their pocket editions.

Vocabulary building is reinforced throughout the remainder of the book. Each of the remaining chapters (except Chapter 11) includes a “Mastering Vocabulary” exercise that provides students with practice in using challenging words selected from the chapter.

Part Two—Comprehension Skills

Many students regard reading as a passive activity requiring little or no interaction with the text or the author. One purpose of Part Two is to build and promote active reading strategies—to encourage students to approach reading not only as a process of acquiring information, but also as a process of anticipating ideas, asking questions, and deciding what is important.

Chapter 5 begins by presenting three prereading strategies: previewing, activating background knowledge, and developing guide questions. Prereading allows a reader to become familiar with any type of material before reading it. Research has documented its value in improving reading efficiency, and its worth is further demonstrated by its inclusion in nearly all of the reading-study systems published in the past thirty years. The technique is built on the psychological concept of mindset, or expectancy, and its validity is well substantiated in verbal learning theory.

You might introduce the chapter by discussing everyday activities that require preparation or planning. Ask students to suggest activities and list them on the chalkboard. Begin by suggesting several examples: planning the route you'll take before driving to an unfamiliar destination, planning a dinner menu before starting to cook, or analyzing what is wrong with an engine before repairing it. Once the list is extensive, then suggest to students that preparation and planning are also necessary before beginning to read an assignment.

The strategy of previewing will be new to most students, and they will be cautious at first. It is important to provide an opportunity in class for students to try the method and then to react to and ask questions about it. The demonstration of previewing included in the chapter provides the students with an opportunity to preview a sample selection and answer a brief true-false quiz containing general questions about its content. As a follow-up to this exercise, and to further demonstrate the amount of information that one acquires while previewing, you might ask students what additional information (other than the answers to the exercise questions) they learned as they previewed. As students respond, list the information on the chalkboard. As the list grows, students will be impressed with the amount of information that is acquired through previewing and may become convinced of its value.

The most common mistake students make in previewing is that they spend more time than is actually necessary and attempt to read too much. To prevent this problem and to shape correct previewing techniques, it is useful to set a time limit for class exercises. This will force students along and will partially answer the common objection to the technique, "It takes too long!"

The obvious challenge to the instructor is to ensure that students will transfer their skill in previewing to their daily assignments and leisure reading. Although there is no certain way to insure transfer, a cue reduction method has been successful for many instructors. This involves gradually diminishing the frequency of specific directions and reminders to preview. Right after you have taught previewing, always direct students to preview anything that you ask them to read. Then, after several weeks of constant, regular reminders, gradually phase out your reminders, so that you are giving them only occasionally. As you phase them out, observe whether students are continuing to preview before reading, without specific direction to do so. When most students preview without reminders, further reduce or eliminate the reminders. This method of gradual cue reduction is equally effective in working with many other techniques presented in the text.

Developing guide questions is best presented as a means of focusing attention and remembering what is read. Often students complain that they cannot remember what they read. Even students with above-average reading abilities frequently experience this problem. If a

student adequately comprehends the material at the time he or she reads it, but cannot recall it later, this is probably because the student did not establish specific purposes for reading or intentions to remember. Students often read an assignment just because it has been assigned. They do not approach it with the intent to find out more about a particular topic or to relate textbook content to information already presented in the classroom setting. And because they are looking for nothing in particular as they read, they recall little or nothing.

Present the development of guide questions as a vehicle that assists students in establishing a purpose for reading. It forces them to identify why they are reading given material and what they need to learn from it. Usually, students are easily convinced of the value of establishing purposes for reading, particularly if it is demonstrated by using several everyday examples. You might ask the students to suggest day-to-day situations in which a purpose is established before an activity is begun. They might offer such ideas as: knowing what you are going to buy before going shopping, setting a time or a distance goal before starting out jogging, knowing how much you want or are able to spend before going to a restaurant, or knowing what information you need before going to the library.

A more difficult task is to teach students to develop appropriate and useful questions. In fact, the most common difficulty that students experience in establishing purposes and forming questions is constructing questions that are specific and relate directly to the main topics covered in the material. Strongly discourage your students from forming questions that can be answered in a word or two. Students, of course, will experience greater difficulty establishing purposes and guide questions for reading material that does not employ headings. They are more reluctant to take the additional time required to read the first sentence of each paragraph. You might emphasize that reading with specific purposes and guide questions is even more important when reading material that lacks the organizational and structural aids provided by the headings.

Chapter 5 also presents two powerful retention strategies: recall testing and reviewing. These, along with prereading strategies and questioning, form the basis of the SQ3R reading and study system.

Study-reading systems, the result of combining principles of learning with the reading process, are step-by-step methods of learning while reading. Although there is substantial research evidence that study-reading systems are effective, students are often reluctant to use them. One of the most important goals for the instructor to establish in presenting this chapter is to present it convincingly.

Occasionally, hands-on proof is useful in convincing students that study-reading systems are valuable and worthwhile: You might conduct an informal experiment to demonstrate the effectiveness of the SQ3R study system. If the class is large enough, divide it into two groups (for smaller classes with multiple sections, designate one class section as Group 1, and another section as Group 2). Select a two- to three-page passage of a traditional textbook for the students to read, and prepare a set of multiple-choice questions based on it. As you present the passage, vary the instructions for each group. Ask one group to read the passage only once and then answer the questions. Instruct the second group to apply the SQ3R method as they read and then to complete the questions. Then score the multiple-choice questions for each group and compute the average score for each. The group that used the SQ3R method most likely will have a higher score. Share these results with the class, and ask students from the higher scoring group why they think they did better. In order for this experiment to work for a class containing a small number of students, try to balance the groups in terms of gen-

eral ability level and numbers of severely deficient readers. Also, be sure that the passage you select is not so difficult that most of the students will be unable to read it.

A common objection students raise about the SQ3R system is that it takes too long. You need to help them realize that using a study-reading method does not require any more time than they currently spend in reading a chapter at one time and then studying it later. In the SQ3R system, reading and studying are combined, and using SQ3R involves only a reallocation of time.

Because students are often skeptical about adopting a completely new way of reading and studying, it is important that their first experience with the method be a positive one. To ensure that their first attempt is reasonably successful, the students should first use the method in class, where they can ask questions and you can observe their work. Try to identify students who seem confused and are not using the method properly and offer individual help as needed.

The second purpose of Part Two is to improve students' literal comprehension skills. Literal comprehension, the synthesis of words and ideas to understand a writer's message, is at the root of many developmental students' reading problems. Literal comprehension is also perhaps the most important factor in determining a student's immediate and long-term academic success. Textbook reading skill forms the core of most college courses, and developmental students must develop the literal comprehension skills to handle textbook reading.

For many developmental students, college texts are formidable because they are written at a readability level far beyond their own reading level. Many texts are written at thirteenth-grade level or higher, while many developmental students read below a ninth-grade level. This disparity between the level of the text and the reading ability of the student is the immediate problem to be addressed.

To introduce Chapters 6–9 and to demonstrate the variety of problems that can interfere with understanding, you might try the following activity: Choose an extremely difficult but brief excerpt from a college text and have copies duplicated. Distribute the passage to students and ask them to read it. Create a negative attitude toward the material by saying that it is dull and will probably be boring. As the students read, make it difficult for them to concentrate by making noise, shifting papers, talking individually to students, and so forth. When the students have finished, ask whether the passage was easy or difficult to read. Then discuss why it was difficult. Point out that attitude, concentration, and difficulty of material are factors that interfere with comprehension.

A common reading problem exhibited by developmental students is that they do not perceive pattern or structure. They regard a sentence as a string of words, and a paragraph as merely a group of sentences. They fail to recognize or understand the structure of sentences and paragraphs. Therefore, they fail to grasp the relationships among ideas at both the sentence and paragraph level.

To introduce the concept of structure within a sentence, using a scrambled sentence is effective. Divide a sentence into several phrases and scramble them. Ask the class to restore it to normal order. Then ask how they were able to do so, why they moved a particular phrase to the beginning, and so forth. These questions will lead to a discussion of the relationship between the parts of a sentence.

A similar exercise is useful for discussing paragraph structure. Select a paragraph and scramble the sentences, typing them in list form with space between each of the items; have the list duplicated. Direct students to first fold and tear the paper so that each sentence is on

a separate strip of paper. Then ask students to rearrange the strips until they have formed a paragraph. Discussion that follows should focus on the clues students used to restore normal order.

Many students experience difficulty in grasping controlling ideas, governing concepts, overall development, and progression of ideas. Instead they get caught up in details and fail to see the larger structure and organization of what they read. Chapter 8 is intended to foster an awareness of structure, development, and organization of ideas. It encourages students to think—to process and relate ideas as they read.

An interesting way to introduce the topic of organization and structure of ideas is to begin with these questions: Which type of exam do you prefer, multiple-choice or essay? Why? Most students will probably indicate that they prefer multiple-choice exams because they perceive them as easier than essay exams. Use this response to discuss what makes essay exams more difficult. Guide the discussion to lead to the notion that essay exams often involve larger concepts and ideas and often require the student to pull together and organize what he or she has learned about a topic. Then point out the importance of identifying and following key ideas.

Brief writing exercises are often effective in demonstrating and explaining the various types of supporting information used to develop or explain an idea. Choose and assign a topic for students to write about. Divide the class into five groups. Ask each group to write a paragraph that develops the topic, using one of the following types of supporting details: examples, facts or statistics, reasons, descriptions, and steps or procedures. Then ask a spokesperson for each group to read the paragraph aloud to the class. Discuss the strengths and weaknesses of using each type of supporting detail.

Six common patterns of writing are described in Chapter 9. Although students have been exposed to these patterns throughout their academic career, seldom—if ever—have they been verbalized or formalized. Open a discussion of patterns of writing by demonstrating how these patterns pervade nearly all academic disciplines. Ask each student to bring a text from one of his or her other courses to class. List the six patterns on the chalkboard and direct students to examine their texts to determine whether each pattern is used and to identify patterns that predominate. You might direct the students to study the table of contents, read chapter summaries, and note the use of tables, graphs, and diagrams in chapters as indicators of predominant thought patterns.

Many students do not readily recognize or accept the value of identifying organizational patterns; a convincing demonstration is often needed to illustrate how they enhance recall. Such a demonstration opens Chapter 9. To emphasize it, you might draw these five different diagrams on the board, or you might create your own variations. Give students a minute or two to study each briefly. Then cover up the diagrams and ask them to draw each from memory. When they've finished, tally the class' number of correct responses for each diagram. Generate a discussion about why few or no students got the random drawing correct, leading into the value and use of a pattern as an aid to recall.

Part Three—Textbook Reading Skills

The comprehension skills presented in Part Three are those required for reading all types of prose material—textbooks, newspapers, nonfiction books, and magazines. They are general, high-utility skills with a wide range of applicability. It is commonly agreed that students

need basic comprehension skills that can be applied to any type of material. It is equally important that they learn specific skills and techniques for reading the types of material most frequently encountered in their college courses. The overall purpose of this section of the text is to present specific strategies for reading and learning in college textbooks.

Students often fail to realize that different types of materials should be read differently, and, therefore, they do not vary their approaches to reading in response to the material and to their purpose for reading. A second purpose of this part of the text is to focus students' attention on the particular features of textbooks that distinguish them from other types of reading material and to demonstrate how to use these features to read and study effectively.

Chapter 10 emphasizes the overall structure and organization of textbooks. Too often, students experience difficulty reading a particular chapter because they do not perceive its thought structure or progression of ideas. As a means of introducing the topic of structure and organization, an analogy is often effective. Ask students if they have ever put together a jigsaw puzzle and how they approached the task. They are likely to say that they looked at the picture on the box cover. Discuss how difficult it would be to reconstruct the puzzle without seeing the picture. Explain that putting the pieces (facts) together, or making sense of the chapter without knowledge of its structure, is also a nearly impossible task. To read a chapter effectively, it is necessary to get "the big picture," or overview, of its organization and content.

Students tend to ignore, or perhaps have never discovered, many of the features of the textbook that make reading easier. You may wish to begin discussion of this topic with a twofold question: What do instructors do to help you learn, and what do textbooks contain to help you learn? Although students will offer many responses about how teachers help students learn, there will probably be few responses to the second part of your question. List students' responses in two columns on the chalkboard, and then develop situations in textbook learning that parallel student responses to teacher-directed learning. For example, if a student says that teachers help you learn by telling you what is important, discuss how a textbook, through the use of headings or end-of-chapter questions, also indicates what is important. Or, if a student says that teachers make the subject interesting, discuss how a textbook can do the same by the inclusion of pictures, the use of a colorful format, the inclusion of case studies or discussions of current, controversial issues related to the content, or the use of an interesting style of writing.

Another possible way to introduce a discussion about textbook learning features is to ask students to write down the name of a course they are currently taking in which a textbook is required; then have them write answers to questions about the textbook used in that course. What is the title? Does it have a glossary? What is contained in the appendix? How is the text organized? Many students are unaware of many of the important features of texts and will be unable to answer these questions.

It is worthwhile to contrast textbooks with other nonfiction sources. Until a direct comparison is made, students seldom realize the numerous learning aids that textbooks normally include. Bring several nonfiction sources to class (include an encyclopedia, a general reference book, and several nonfiction or scholarly works) and ask students to assess the learning aids in each. Students soon recognize that texts provide a wealth of supplementary learning aids and they will then become more amenable to suggestions on how to use these aids most effectively.

Reading technical material is troublesome and often frustrating for students accustomed to the more traditional verbal textbook presentations. The section of Chapter 10 on technical read-

ing strategies is intended to acquaint students with the basic differences between technical and standard prose and to offer suggestions for reading and studying this unique form of writing.

In beginning a discussion of technical writing, it is important to help students realize that they will encounter forms of technical writing even if they are not majoring in a technical field. A discussion of our increasingly technological society and the importance of computers is worthwhile. Mention of particular courses on your campus that involve technology is particularly effective in convincing liberal arts students that technical reading is relevant to them.

Chapter 11 is devoted to strategies for reading graphic and electronic information. Graphic material tends to be difficult and confusing to some students; others tend to skip over graphics, failing to realize their value in condensing and summarizing information and in presenting trends and patterns. Students often learn the value and importance of graphics by actually constructing them. As a class activity, divide the class into two groups. Present one group with a set of data in paragraph form. Ask them to draw conclusions and write a summary. Ask the second group to draw a graph, chart, or table. Then, question both groups about trends or patterns the data revealed. Discuss why the group that translated data into graphic form was better able to recognize the pattern.

As an alternative activity, have students practice drawing various graphics from sets of data you supply. Then lead them into a discussion which form of graphic would be most effective for each set.

Because students are accustomed to using visual sources such as film and video as entertainment sources, they do not realize that they must approach them differently in an academic environment. As a class activity, choose a popular current film and initiate a class discussion of how the film might be used in an academic course—sociology, for example. Ask students to describe what an instructor might expect them to notice and how they might take notes on the film.

Increasingly, more and more students are computer literate and are frequent users of the Internet. Again, although students may be familiar with electronic sources, they may not be familiar with their academic application. In particular, many students do not know how to evaluate Internet sources. To demonstrate the need to evaluate sources critically, bring to class print copies of several Web sites, including at least one of questionable reliability. Direct the students to compare the Web sites and determine which one is most trustworthy.

Chapter 12 focuses on approaches for using writing as a strategy for organizing and remembering information. While most students recognize and use writing as an expressive tool, fewer students are skilled in using writing as a study aid. The writing strategies discussed here include highlighting and marking, outlining, mapping, and summarizing. Each of the writing strategies presented in this chapter requires an understanding of text structure and uses the structure of ideas as an organizing principle.

The most important thing students should realize about textbook highlighting is that it eliminates the need to reread everything in order to review and study the material. Students must recognize highlighting and marking as a vital step in the review process.

To some students, the idea of highlighting and marking is completely new. In most high schools, where texts and references are owned by the school district and loaned to students, textbook marking is not permitted. As a result, few students have had any experience in highlighting, and they require very specific instructions on how to begin.

The most common problem students experience in highlighting is highlighting too much. This partially results from the attitude that “if it’s in print it must be important and I have to

learn it.” The tendency to highlight too much may, in some cases, also indicate a comprehension problem. A student who highlights nearly everything may not be able to recognize the important details that support the main idea, or he or she may have difficulty understanding the main idea and therefore may not know which details support it.

A student who highlights too little may be having difficulty understanding the passage. For such a student, check to see what he or she is highlighting. If the main idea of the paragraph is not highlighted and he or she has marked only a few of the details, you can be fairly certain that a comprehension problem is interfering with the ability to highlight.

If a serious comprehension deficiency is blocking a student’s progress, it may be necessary to teach highlighting skills using easy-to-read material. For students with adequate comprehension skills who are having difficulty with this technique, it is important to be certain that they can recognize too much and too little highlighting. When students can recognize flawed highlighting, they have demonstrated that they understand the concept of effective highlighting and are ready to begin reading and applying this skill.

If a student continues to experience difficulty in this skill, it is sometimes useful to stop working with passages or textbook sections and focus on single paragraphs. A very basic, insecure student or a very slow reader is often overwhelmed by the task of reading and highlighting several pages. After the student masters single paragraphs, move gradually toward longer passages, first using a passage comprised of two very brief paragraphs and gradually increasing the length.

As students develop the basic concept of effective highlighting and the gross problems of too much or too little highlighting are solved, more subtle problems arise. The system of highlighting may lack consistency; the highlighting may not reflect accurately the content or organization of the passage; or the highlighting, although effective at the time, may not be suited for review purposes. Each of these problems are addressed in the chapter and are accompanied by illustrations and/or practice exercises.

A class activity for additional highlighting practice that students particularly enjoy is highlighting a passage and then trading papers and evaluating one another’s highlighting. Another activity is to form groups and ask each to select the best example from among the work of group members.

When a student has mastered highlighting, then it is appropriate to discuss textbook annotations. Annotating is useful when highlighting alone does not convey the ideas adequately, does not show the relative importance of ideas, or does not indicate relationships among facts and ideas. Thus, a student must be able to highlight effectively in order to be able to determine if annotations are needed.

Students with weak comprehension skills may experience difficulty writing summary notes. Constructing a summary note not only requires that the student be able to understand each paragraph and recognize the topic, main ideas, and details, but that he or she will also be able to condense or summarize the paragraph content. If students are having difficulty constructing summary notes, try to show them that a summary note is similar to the topic of the paragraph: it is one or two words that tell what the paragraph is about and that may also relate to the content of other paragraphs within the passage.

Outlining is discussed as an alternative to highlighting and annotating. Some students resist this technique because they regard it as time-consuming and perceive it to be a useless rewriting of textbook content. Students who hold this attitude have not, in the past, used the technique correctly. Most likely they have not used it as an active learning strategy that

involves the reorganization of material and the expression of ideas.

A practical demonstration of the value of outlining is often effective in convincing students of its value. Choose two separate pages from the same source (factual material is best). Direct the students simply to read the first page. Then give either an oral or a written quiz. Next, ask the students to read and outline the second text excerpt, and then give a similar oral or a written quiz. Ask students to compare their scores on the two quizzes. Most students will score higher on the second. At this point, discuss the role of outlining in increasing recall and retention.

A class activity to demonstrate the value of outlining versus highlighting involves distributing a brief textbook excerpt to the class. Split the class into two groups. Both groups should read the excerpt, but Group 1 should highlight while Group 2 makes outline notes. Then ask both groups to write a response to an essay exam question. Ask each group to evaluate how well their learning strategy prepared them for the essay exam. If necessary, ask Group 2 if they felt that they had already thought about the question and whether they felt they already had some language ready to use to respond to the question.

Very few students are aware of how to use mapping—the visual organization of ideas—to their advantage. This topic can be introduced effectively with an exercise that demonstrates that visual aids are often the most effective way to learn or recall information. First you might give students a complicated written set of directions and a marked map, each showing how to get to a particular city. Next you might ask them to read a lengthy description of an object, and then show them a picture. Finally, you might have them read a description of a process, and then show a diagram that clearly illustrates it. Discuss how, in each situation, a visual aid is more easily understood and remembered than are words.

Part Four—Critical Reading

Part Four focuses on the interpretive and analytical skills students need to interact with and evaluate written material. Many developmental students are extremely literal—they accept what they see, hear, and read at face value and seldom question or challenge. They tend to accept everything in print as fact or truth. Although it is essential that these students strengthen and maintain their literal comprehension skills, it is also important that they develop critical reading skills.

Critical reading involves complex and interrelated skills that equip readers to interpret, react to, evaluate, and apply what is read. Many of these skills depend on reasoning and logical thinking. As a result, critical reading is often a complicated area of instruction in which a “readiness factor” seems to operate. Some students seem ready and eager to analyze what they read; others regard it as still another step in the spectrum of skills they must develop. One effective way to interest students in critical reading is to use higher-interest, current practice material. You might select material on a controversial topic from current magazines, paperbacks, or local or student newspapers. Then, analyze the material with the students, interpreting and evaluating the author’s message. Another excellent source of introductory material is printed advertisements. Ads often involve inferences, assumptions, bias, and unstated messages.

One purpose of this unit is to develop an awareness of the complexities of word meanings that provide the basis for critical reading skills. Students must be familiar with denotative and connotative meanings, for example, before they can work with skills such as making infer-

ences, determining the author's purpose, and so forth. They must also be aware of how writers use descriptive and figurative language if they are to analyze literary works effectively.

An interesting way to help students break out of this literal mode is to ask them to read two descriptions of the same event written from different points of view. Sources might include different newspapers or magazines with differing political points of view. Have the students compare the descriptions, taking into account the sources, and the authors' credentials, and noting any assumptions, biases, value judgements and how each writer supports his or her ideas.

As an alternative, you might show the class a controversial picture or photograph and ask each student to write a paragraph describing what is occurring in the picture. Then have students exchange papers or read several aloud. No doubt, students will express differing interpretations and offer conflicting points of view. This demonstration can show that although each description is in writing (in print, so to speak), each is merely an interpretation, not necessarily factual information.

Part Five—A Fiction Mini-Reader

The fiction mini-reader is intended to provide students with an accessible introduction to literature while demonstrating that literature can be a diverse, effective, and enjoyable means of expression. The fiction mini-reader begins with an introductory section on how to read and interpret short stories. It presents the key elements of the short story: plot, setting, characterization, point of view, tone, and theme. Chopin's "The Story of an Hour" is used as a model and these six elements are explicated. Four additional short stories with accompanying multiple-choice and discussion questions are included in the mini-reader. Students will read an African folk tale and works by Edgar Allen Poe, John Collier, and Frank Stockton.

You might introduce the genre of the short story by asking students to tell the class about an incident in which they learned a lesson. After the students recount their incidents, you can help them to identify the plot, setting, characterization, point of view, tone, and theme. Once students recognize these elements in the telling of their own life stories, they will be better prepared to identify them in literary works.

- The African folk tale, "The Chief's Knife," provides an easy transition from the oral stories the students told above to print stories, since the tale is an incident with a point. Encourage students to discuss their reactions to the story and how it differs from a story told orally.
- "The Tell-Tale Heart" provides action, suspense, and drama. Introduce the story by discussing murder mysteries. Why do people read or watch them? Create additional suspense by stopping students at a critical point in the story and asking them to predict what will happen next.
- "The Chaser" is a story that students will enjoy. Interest students in the story by asking them if they have heard of love potions or other magical substances. Ask them to think of the behavior of a friend or family member that they would like to alter using a potion.
- "The Lady, Or the Tiger?" is another fun, suspenseful story. Introduce the story by asking students if they have ever faced an ethical dilemma or a "no-win" decision. Offer several

examples to get students started. Students may be put off at first by the formal, complicated language Stockton uses in the beginning of the story, which tends to give it a slow start. Reassure students that this is a good story and that it is worth the effort. After reading the story, encourage students to answer the question posed in the title.

Part Six—Reading Selections

The reading selections contained in Part Six were chosen from a wide range of reading materials including college texts, newspapers, anthologies, and periodicals. Selection criteria included interest, applicability to skills taught in the text, and readability. The material with each selection follows a consistent format, as follows.

Introduction

Each selection begins with a brief statement, question, or synopsis. Its purpose is to serve as an advance organizer. It is intended to capture the student's interest and focus his or her attention. Emphasize that students should read and think about the introduction before reading the selection. When you assign a selection, it is useful to read the introduction and briefly discuss its topic as a means of helping students develop an interest and purpose for reading.

Vocabulary Preview

This section lists the words and phrases with which the student is most likely to be unfamiliar, along with a brief definition of each. Encourage students to read through the list before reading the article and to refer back to it as they read.

Prereading

This activity directs the students to preview the article (see text Chapter 5) and to answer a question based on the previewing.

Checking Your Comprehension

These questions, by means of a variety of formats, check the students' literal comprehension of the article. Some exercises ask open-ended questions; others are objective; still others direct the student to outline, highlight, or summarize. The format chosen depends on the type of article, its organization, and the skills it was chosen to reinforce. Answers to objective questions are included in the Answer Key section of this manual.

Critical Reading and Thinking

These open-ended questions require the student to interpret, relate to, and evaluate the author's ideas. Insist that students answer in complete sentences; this will encourage more exact and thorough responses. These questions are intended to serve as a basis for class discussion and reaction. In responding to the questions, students often tend to give their own opinions without regard to the text and the clues the author provides. Focus the students' attention on the article by asking them to support their responses by referring to specific portions of the text. Certain questions may also be selected as the basis for paragraph or essay writing assignments.

Words in Context

This section lists several words for which the context provides clues to the meaning. (Refer to text Chapter 2 for a discussion of context clues.) Students are directed to use context to provide a synonym or brief definition of each word.

Vocabulary Review

This exercise, again employing various formats, provides a review of the words listed in the Vocabulary Preview section. Several exercises ask students to analyze word parts and form new words using the root; others require the student to demonstrate understanding of the word by using or applying it to a practical situation. In other selections, the task involves more objective recall or matching of words with their meanings.

The reading selections are intended to provide an opportunity for skill application and practice. The questions are structured to focus on the skills taught within the text. Questions that focus on a particular skill are cross-referenced to the chapter in which the skill is taught. Many other questions demand a more generalized response, requiring an application or consolidation of two or more skills. This second type more closely approximates the type of questions asked in college courses and the level of understanding expected by college instructors.

Summarizing the Reading Selection

Each reading concludes with a summarizing exercise. For the first four readings, the exercises consist of an incomplete summary for which students are asked to supply the missing information. The first exercise provides the most cues to the missing information and each successive exercise provides gradually fewer cues, requiring students to demonstrate their mastery of summarizing skills by supplying gradually more information. Finally, students are asked to write their own complete summaries for the last four readings.

Writing Exercise

This exercise encourages the student to relate his or her own ideas about the topic addressed in the reading and provides reinforcement of writing skills.

ANSWER KEY

TO EXERCISES IN CHAPTERS 1-14

Chapter 1 – Successful Attitudes toward Reading and Learning

Exercise 1-1

Answers will vary.

Exercise 1-2

Answers will vary.

Exercise 1-3

Answers will vary.

Exercise 1-4

Answers will vary.

Exercise 1-5

1. Answers will vary.
2. a. The continents used to be joined as one land mass that broke apart. Its fragments drifted northward to their present locations.
 - b. South America and Africa
 - c. Magnetism in ancient lava flows indicates previous positions of the continents.
 - d. The Eurasian land mass moved and became the northernmost continent. The land mass that made up India and the southern continents began dividing. South America and Africa separated completely. Australia and Antarctica drifted apart, and the South and North Atlantic Oceans continued widening.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. Answers will vary.

Exercise 1-6

Answers will vary.

Assessment Reading

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

Chapter 2—Using Context Clues

Exercise 2-1

1. a Swedish hot punch
2. frankness of expression
3. a strong attractive force that holds atoms together
4. an alkali metal
5. sense of hearing
6. five-line rhyming poems
7. total market value of national output of goods and services
8. a group of animals or plants sharing similar characteristics that are able to interbreed
9. broad, flat noodles
10. periods of time between infection and appearance of a symptom

Exercise 2-2

1. drugs
2. reserved; restrained
3. seasonings for food
4. information about performance or results
5. bodily requirements
6. materials
7. forms in which water returns to the earth
8. natural, necessary, unconscious bodily activities
9. words with identical pronunciations but different spellings
10. regular, consistent shapes

Exercise 2-3

1. wealthy; well-to-do
2. doubtful
3. agreed
4. condemned; spoke against
5. prevented; blocked
6. poor people who did not own land
7. renovated; changed; updated
8. confused
9. tendency to expect the worst; practice of looking on the dark side of things
10. expressed disapproval; belittled

Exercise 2-4

1. animals that look like kangaroos
2. incorporated; absorbed
3. lacking energy; unwilling to exercise
4. inactive; involving sitting
5. financially supported
6. place of safety
7. frightened; deterred
8. moved; bumped; shoved
9. mystical; supernatural
10. substitute

Exercise 2-5

1. change
2. freed from charges; declared blameless
3. not talkative; reserved
4. weaknesses
5. questioning
6. gruesome; gloomy; related to disease or death
7. useless
8. abandoned
9. not intended
10. limit
11. burned
12. outline of a trip; traveling plan
13. religions
14. relationship of mutual trust
15. showing off; displaying

Exercise 2-6

- A. 1. change
- 2. doubtful
- 3. show
- 4. studied
- 5. colors; shades
- 6. prison
- 7. theory
- 8. places of confinement
- 9. erupt; burst out into loud or emotional activity
- 10. speculates; guesses; infers
- 11. relay station for nerve impulses
- 12. thinks; guesses
- 13. seeing
- 14. increases
- B. 1. systematized usage of speech and hearing
- 2. expressed; communicated
- 3. methods of communication
- 4. express; share; communicate
- 5. similarity; likeness
- 6. unclearly
- C. 1. rules of conduct; social expectations for behavior
- 2. state clearly; define
- 3. indicating what is proper conduct
- 4. indicating what is improper conduct
- 5. set apart; separated
- 6. forced; driven
- 7. harshness; strictness; rigorousness
- 8. infringements or breaking of rules or laws

Mastery Test 1: Applying Your Skills

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

9. b

10. c

Mastery Test 2: Applying Your Skills

1. c

2. a

3. d

4. b

5. c

Mastery Test 3: Applying Your Skills

1. a

2. b

3. c

4. b

5. a

Mastery Test 4: Reading Selection

1. d

2. c

3. a

4. c

5. d

6. a

7. d

8. a

9. b

10. a

Chapter 3—Learning Word Parts

Exercise 3-1

Answers will vary.

Exercise 3-2

1. f

2. d

3. i

4. a

5. h

6. b

7. j
8. c
9. g
10. e

Exercise 3-3

1. between offices
2. above natural; unusual; exceeding normal bounds
3. not making sense
4. looking within oneself
5. arrange ahead of time
6. set again
7. a topic below or of less importance than a main topic
8. to send from one place to another
9. having many dimensions
10. not perfect; flawed

Exercise 3-4

1. not typical; unusual
2. ventilate excessively; breathe too much
3. out of the ordinary; not common
4. partially soft; not hard, yet not completely soft
5. unsociable; against the basic principles of society
6. sail around
7. three times per week; once every three weeks (most common usage)
8. not eventful; routine
9. deformed
10. breathe out

Exercise 3-5

1. bilingual
2. subscript
3. imperfect
4. irreversible
5. misinformed
6. multilingual
7. interlude
8. discontinued
9. substandard
10. retroactive

11. reacting
12. contraceptives
13. uniform
14. interviewer
15. discolored

Exercise 3-6

1. triplex
2. antiperspirant
3. illiterate
4. pseudonym
5. superhuman
6. hypercritical
7. postgraduate
8. antibacterial
9. microbiology
10. centimeter
11. millisecond
12. replay
13. disability

Exercise 3-7

Answers will vary.

Exercise 3-8

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

Exercise 3-9

1. a machine that records and transmits messages
2. a branch of medicine that is concerned with research in biology
3. a duplicate copy or reproduction
4. one who carries or transports something

5. ability to be seen
6. written evidence of one's qualifications; that which gives credit or confidence
7. to guess, reflect, take a risk
8. a tract of land; the character or quality of land
9. a trial hearing; a presentation of something heard
10. an expression of a feeling or mental disposition
11. a study of the physics of the stars
12. ability to hold or absorb
13. a record of events in time order or sequence
14. an organization or body created to govern or control itself
15. easily accomplished without effort
16. a person's signature
17. the study of human social behavior
18. an instrument that measures sound
19. the perception of sense or feeling
20. related to voice or emission of sound

Exercise 3-10

1. verdict
2. scriptures
3. visualize
4. spectators
5. prescribed
6. extensive
7. apathetic
8. synchronized
9. graphic
10. phonics
11. tendon
12. extraterrestrial
13. dictated
14. captivated
15. deduce

Exercise 3-11

Sample answers:

dict/dic: diction, contradict

spec/spic/spect: inspect, spectator

fact/fac: factual, faction

phono: phonic, symphony

scrib/script: describe, conscript

Exercise 3-12

Answers will vary.

Exercise 3-13

1. conversation
2. assistant
3. qualifications
4. internship
5. eaten
6. audible
7. seasonable
8. permission
9. instructive
10. memory; remembrance
11. mortality
12. presidential
13. feminist
14. hazardous
15. destiny

Exercise 3-14

1. comparison, comparable, comparer, compared, comparative, comparing
2. adaptation, adaptable, adaptability, adaptational, adaptableness, adapter, adaptive, adaptively
3. rightful, rightly, rightism, righteous, righteously, rightness
4. identification, identity, identical, identicalness, identifiable, identifier
5. willful, willing, willfulness, willingly, willfully, willingness
6. preferable, preferred, preferring, preference, preferential, preferrer, preferment
7. noticeable, noticed, noticing, noticeably
8. likeable, likeness, likely, likelihood, likeness, liking, liken, likewise
9. payable, payee, payment, paying, payer, paymaster, payola, payroll, payday
10. promotion, promotable, promoter, promotive, promotional, promoted, promoting

Exercise 3-15

1. disput—not debatable or open to dispute
2. similar—differences; unlikeness
3. extort—one who obtains money or information by force or intimidation
4. permiss—allowable

5. retent—having the ability to retain or remember
6. trauma—emotional or shocking
7. sincer—lack of sincerity, honesty, or truthfulness
8. sensitiv—displaying an excessive amount of feeling
9. credit—deserving credit or praise
10. popular—to make current or popular again
11. certain—unsureness; indecision
12. enforce—not imposed by force; not carried out
13. revers—unchangeable; not able to be reversed
14. tell—predict; indicate beforehand
15. phony—multiplicity of sounds
16. navig—uncrossable; not able to be sailed
17. honor—not respectable; disgraceful
18. apolog—not sorry; unregretful
19. produc—not producing enough; not working at the expected level
20. clock—opposite of clock movement

Exercise 3-16

- A.
 1. the making; creating
 2. expansion; widening
 3. directs; sends; turns aside
 4. moving around; flowing
- B.
 1. not able to be turned around or changed back
 2. not able to be done again
 3. capture, or have again; bring back
- C.
 1. state of being well or in good health
 2. on your own; not needing others for support
 3. in an opposite way; turned around or reversed
 4. uncomfortable; not feeling confident or safe
 5. wrong actions; errors
- D.
 1. a great many; a large number
 2. unbelievably; seeming not to be true
 3. turned around; turned backwards
 4. built; put together
 5. wrongly; not in the right way

Mastery Test 1: Applying Your Skills

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

Mastery Test 2: Applying Your Skills

1. c
2. b
3. d
4. a
5. c

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

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

Chapter 4—Learning New Words

Exercise 4-1

Sample answers:

1. Dictionary of Psychology
2. Black's Law Dictionary
3. Dictionary of Statistical Terms

Exercise 4-2

Sample answers:

1. exciting; thrilling; scary
2. stared at; studied; observed; watched
3. generous; surprisingly large
4. delighted; elated; joyous
5. instructed; lectured; discussed with; described for

Exercise 4-3

1. having shape; line with no straight part; to move in a curved path, and so on
2. a pitched ball thrown with a spin
3. bend refers to twisting something that is normally straight

Exercise 4-4

1. that—pronoun, adjective, adverb, conjunction
2. except—preposition, conjunction, verb
3. clear—adjective, adverb, verb
4. fancy—noun, adjective, verb, interjection
5. record—noun, verb, adjective

Exercise 4-5

1. transitive verb
2. less than
3. circa; about; around the time of
4. obscure
5. French
6. plural

Exercise 4-6

1. commit
2. capture
3. barometer
4. schedule
5. identification

6. indifference
7. learned
8. liquid
9. nuisance
10. pharmacy

Exercise 4-7

1. from Middle English “gingivere,” Old English “gingifer,” Old French “gingivre,” Medieval Latin “gingiver,” Latin “zinziberi,” Greek “ziggiberis,” Prakrit “singabera,” and Sanskrit “srngaveram”
2. from the Latin “tinctus” and the Italian “tinto”
3. from the Latin “calcularre” and the Greek “khalix”
4. from Middle English “fantastik,” Old French “fantastique,” Latin “fantasticus” and Greek “phantastikes”
5. from Middle English “autentik,” Old French “antentique,” Latin “authenticus,” and Greek “authentikos”

Source: American Heritage Dictionary

Exercise 4-8

1. a legal title to property held by one party (the trustee) for the benefit of another (the beneficiary)
2. reasoning from the particular to the general
3. a distinct substance composed of the atoms or ions of two or more elements in definite proportions
4. a preliminary election in which the registered voters of a political party nominate candidates for office
5. a book of original entry in a double-entry system, indicating all transactions and the accounts in which they belong

Source: American Heritage Dictionary

Exercise 4-9

Sample answers:

1. She showed culture because she valued music, literature and art.
My uncle is very involved in the culture of roses.
2. The parrot spent most of its day on its perch.
The small cabin was perched high in the mountains.
3. The small boat was capsized by the sudden surge.
The music surged through the auditorium.
4. The blacksmith wore a leather apron.
Park your car on the apron beside the garage.
5. Your behavior is highly irregular.
New England’s coastline is an irregular one.

Exercise 4-10

1. slight trace
2. a round in a race
3. courses of action; procedures
4. principal division within a musical symphony
5. a hard surfaced area in front of an airplane hangar

Exercise 4-11

1. crises
2. judgement
3. sur-prise
4. burst
5. criminally

Exercise 4-12

1. Diminutive means very or abnormally small. Petite usually applies to a woman's figure and means small and trim.
2. Careless refers to inattentiveness and can imply negligence. Thoughtless suggests lack of consideration for others.
3. Odor is a neutral word meaning "smell." Aroma refers to a pleasant odor, often a spicy one.
4. A grin is a broad smile exposing the teeth that is a natural expression of happiness. A smirk is an affected, bold smile expressing derision, smugness or conceit.
5. Hurt refers to physical or mental distress or lessening the worth of something. Damage relates to injury to one's reputation or status or that decreases the value of property.

Exercise 4-13

1. look down upon; reject
2. started; began
3. start fresh; improve
4. on a straight line; by the shortest route
5. promoted to a better position that has less power

Exercise 4-14

1. adjective, noun
2. (ĕg-zās'-ər-bāt')
3. the second syllable
4. American Heritage Dictionary lists 28 meanings.

Exercise 4-15

1. yes
2. no
3. yes

4. yes
5. no

Exercise 4-16

1. pol/ka
2. pol/lute
3. or/din/al
4. hal/low
5. ju/di/ca/ture
6. in/no/va/tive
7. ob/tuse
8. ger/mi/cide
9. fu/tile
10. ex/toll
11. tan/ge/lo
12. sym/me/try
13. te/lep/a/thy
14. or/gan/ic
15. hid/e/ous
16. te/nac/i/ty
17. mes/mer/ize
18. in/tru/sive
19. in/fal/li/ble
20. fa/nat/i/cism

Exercise 4-17

Answers will vary.

Mastery Test 1: Applying Your Skills

1. b
2. b
3. c
4. d
5. a

Mastery Test 2: Applying Your Skills

1. d
2. d
3. b
4. a
5. c

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

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

Chapter 5—Reading as Thinking

Quiz

1. T
2. T
3. F
4. T
5. T

Exercise 5-1

1. understanding sentences
 - a. locating key ideas
 - b. studying modifiers
 - c. checking unfamiliar vocabulary
 - d. paraphrasing

Exercise 5-2

Answers will vary.

Exercise 5-3

1. to explain the health risks of tattoos and body piercing
2. Answers will vary.

Exercise 5-4

Answers will vary.

Exercise 5-5

Answers will vary.

Exercise 5-6

Sample answers:

1. What was the Black Protest? What did World War II have to do with the Black Protest?
2. What was Reagan's foreign policy?
3. Why did the number of single-parent families grow?
4. What changes have been made in optical telescopes?
5. What types of behavior are considered violent? What are the causes of violent behavior?

Exercise 5-7

Sample answers:

1. What is the illustration/example pattern and how is it used?
2. What is the definition/example pattern and how is it used?
3. What is the comparison/contrast pattern and how is it used?
4. What is the cause/effect pattern and how is it used?
5. What is the classification pattern and how is it used?
6. What is the chronological order/process pattern and how is it used?

Exercise 5-8

Sample answers:

1. How do we communicate with our eyes to seek feedback?
2. How does eye contact regulate conversations?
3. How is the nature of a relationship signaled by eye contact?
4. How can eye movements compensate for physical distance?

Exercise 5-9

Answers will vary.

Exercise 5-10

Sample answers:

1. This chapter will discuss why we use food additives, what they do to our food, and how each one works.
2. What are the reasons for using food additives?
What do additives do to food?
How do the different types of food additives work?
3. Answers will vary.
4. Answers will vary.

Exercise 5-11

Answers will vary.

Mastering Vocabulary

1. tendency
2. hostile
3. restrict
4. deterioration
5. consumption
6. intently
7. aspect
8. attentive
9. enhance
10. fortified

Mastery Test 1: Applying Your Skills

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

Mastery Test 2: Applying Your Skills

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

Mastery Test 3: Applying Your Skills

1. c
2. a

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

Mastery Test 4: Reading Selection

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

Chapter 6—Understanding Sentences

Exercise 6-1

Subject	Verb
1. parents	travel
2. children	learn
3. William Faulkner	wrote
4. psychologists	are
5. patients	may refuse
6. use	is increasing
7. method	is based
8. elements	exist
9. attention	may be defined
10. instructions	are written

Exercise 6-2

1. explains a circumstance
2. explains a condition

3. indicates time
4. gives a reason
5. gives a reason

Exercise 6-3

1. c—office accepted; I expect
2. c—computers have become; role has been explored.
3. s—humankind has inhabited this earth for several million years.
4. s—the Cuban economy depends upon the worldwide demand for sugar.
5. c—we learn; we are having

Exercise 6-4

1. you, can relieve; how
2. students, can use; which
3. shoppers, clip; why
4. I, am going; when
5. supply, is concentrated; where

Exercise 6-5

1. a. unverified story spread among people
b. not checked as true
c. spreading, being passed on
d. misrepresents, alters
e. altered version
2. a. brief enthusiasm for a particular innovation
b. new idea or object
c. uniqueness, newness
d. object

Exercise 6-6

1. urgent, means or support
2. restricts, period of time
3. clever remarks, brought
4. companionable, form, group, control
5. played, complicated

Exercise 6-7

1. Female participation in sports has increased since the 1970s.
2. There is a difference between what are typically thought to be male and female sports.
3. There are two primary reasons for shoplifting. One is being poor and the other is wanting to have the same stylish clothes worn by one's friends.
4. The United States cannot deny the right to vote to anyone who is at least 18 years old.

5. Potential violence is rarely carried out in armed robberies. However, it is this potential violence that allows the robber to attain his/her goal—generally money.
6. There are two conflicting views of what mental illness is. The psychosocial view identifies mental illness as an emotional problem. The medical view identifies mental illness as having a biological cause in much the same way as a physical disease.
7. According to some researchers, the cause of problem drinking lies in the part played by genetics. Other researchers perceive the cause of problem drinking as an inability to cope with stress.
8. The Supreme Court has made much of its progress primarily as a result of having been prompted by popular pressures. These pressures include organizations such as those concerned with civil rights and liberties, elections, popular opinion, and social movements.
9. Since the 1800s, organized crime has occurred in other parts of the world as well as in America. One example is the Thugs of India, who were commonly known for murdering travelers for their possessions. Another example is the Assassins in The Middle East who were publicly recognized for killing Christians.
10. Although much progress has been made in increasing the limits of rights and liberties of Americans in the twentieth century, much more work still needs to be done.

Mastering Vocabulary

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

Mastery Test 1: Applying Your Skills

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

Mastery Test 2: Applying Your Skills

1. a
2. b
3. b
4. d
5. bc

Mastery Test 3: Applying Your Skills

1. b
2. c
3. d
4. a
5. b

Mastery Test 4: Reading Selection

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

Chapter 7—Understanding Paragraphs: Stated and Implied Main Ideas

Exercise 7-1

1. Answers will vary.
2. flowers
3. Answers will vary.
4. Sample answers: music, painting, drawing, dance
5. Sample answers: dramas, Westerns, romantic comedies, thrillers

Exercise 7-2

1. c
2. c
3. c

4. a
5. b

Exercise 7-3

1. weights
2. beverage
3. TV programs
4. home furnishings
5. social sciences

Exercise 7-4

1. b
2. a
3. d
4. b
5. c

Exercise 7-5

1. c
2. b
3. a
4. d
5. c

Exercise 7-6

1. age discrimination
2. loss of job and self-esteem
3. exercise and effort
4. mental illness
5. sleep

Exercise 7-7

1. first sentence
2. first sentence
3. third sentence
4. first sentence
5. last sentence
6. last sentence
7. first sentence
8. second sentence
9. first sentence
10. third sentence

Exercise 7-8

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

Exercise 7-9

1. flu
2. dying
3. accident
4. power outage
5. closed

Exercise 7-10

1. second detail box: Secondary sector transforms raw materials into goods
third detail box: Tertiary sector includes all other jobs
2. first detail box: Fight each other
second detail box: Prey on others
fifth detail box: Attract new members
3. second detail box: Aversion therapy— rapid smoking
implied main idea box: A variety of techniques are available to help smokers quit smoking.
4. fourth detail box: Manuscript
fifth detail box: Extemporaneous
implied main idea box: There are four methods of speech presentation.
5. first detail box: Objective— based on education, income, job prestige
implied main idea box: Sociologists use three methods to measure social class standing.

Exercise 7-11

1. a. the Internet
b. The Internet offers benefits for consumers by removing certain barriers caused by time and location.
2. a. age gaps between speakers and listeners
b. As a speaker, you can overcome age gaps by adapting to your audience.

3. a. infomercials
b. Television viewers may be deceived by the information they receive from infomercials.
4. a. the functions of sleep
b. Sleep conserves energy and restores the body in preparation for the next day's activities.
5. a. physical appearances
b. People's physical appearances affect how they are perceived by others.

Exercise 7-12

Sample answers:

1. Immigration has contributed to population growth, the shift to an urban economy, and an increased mortality rate.
2. Trees have communication and protective systems that shield them from attack by insects or animals.
3. The speed of communication has changed dramatically since Lincoln's time.
4. Several attempts have been made to teach chimpanzees the English language, all resulting in only minimal success.
5. Color is used as a code or signal in a variety of situations.
6. Tourism can have harmful effects on the environment.
7. Caffeine can cause health problems.
8. The rapid construction of the Levittown suburb Changed American homebuilding techniques.
9. Pathogens enter the body in three ways.
10. During a conversation, listeners can send three types of clues to speakers.

Mastering Vocabulary

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

Mastery Test 1: Applying Your Skills

1. d
2. b

3. a

4. b

5. c

Mastery Test 2: Applying Your Skills

1. b

2. d

3. c

4. a

5. c

Mastery Test 3: Applying Your Skills

1. b

2. b

3. a

4. c

5. b

6. a

7. d

8. d

9. d

10. a

Mastery Test 4: Applying Your Skills

1. a

2. c

3. b

4. d

5. b

6. c

7. d

8. a

9. a

10. a

Chapter 8—Understanding Paragraphs: Supporting Details and Transitions

Exercise 8-1

1. b

2. c

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

Exercise 8-2

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

Exercise 8-3

1. sentences 2 and 3
2. sentences 2 and 6
3. sentences 2 and 4
4. sentences 2 and 3
5. sentences 2, 3 and 4

Exercise 8-4

1. steps/procedures, examples, facts/statistics
2. examples, reasons, facts/statistics
3. facts/statistics, examples, steps/procedures or facts/statistics
4. reasons, facts/statistics, examples, descriptions
5. reasons, steps/procedures, facts/statistics, examples
6. examples, reasons, descriptions
7. facts/statistics, examples, reasons
8. steps/procedures, reasons, examples
9. steps/procedures, facts/statistics, reasons
10. descriptions, facts/statistics, examples, examples or descriptions

Exercise 8-5

1. examples; reasons; descriptions
2. facts; reasons
3. examples; facts; statistics
4. description; reasons
5. steps or procedures

Exercise 8-6

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

Exercise 8-7

1. C
2. E
3. A
4. H
5. B
6. D
7. E
8. G
9. F
10. B

Exercise 8-8

1. consequently
2. such as
3. Next
4. In addition
5. However
6. Similarly
7. To sum up
8. Another
9. For example
10. Because

Exercise 8-9

1. an example of the valuable services that pharmacies provide
2. one suggestion for preventing a home burglary

3. Information that suggests some mail order businesses are not honest and reliable
4. a second advantage of a compact stereo system
5. what happens when your hormonal balance is affected or how you should take medication carefully
6. the next step in choosing the candidate you will vote for
7. a negative effect of eating only vegetables
8. what has happened as a result of this finding
9. examples of cars or trucks created for specific purposes
10. examples of other planets surrounded by moons

Exercise 8-10

1. when; for example
2. therefore; one of
3. for example
4. but; so
5. first; after

Exercise 8-11

Sample answers:

1. Discrimination will always be directed at some group that is not in the spotlight. Even though older workers are probably more reliable and productive than younger ones, age is the main reason for job discrimination today, according to one expert. Workers between ages forty and sixty-five are protected by the Age Discrimination in Employment Act. Anyone in this age bracket cannot be legally fired unless it has been proven that he/she performed poorly on the job. Age discrimination in hiring, salary, and fringe benefits is outlawed by this act. Age discrimination can be reported to an office of the Wage and Hours Division of the U.S. Labor Department near you, or to your state's Human Relations Commission. Contact the national Equal Employment Opportunity Commission, Washington, D.C. 20460, if you need further help.
2. The way men think of themselves has always been connected to what they do for a living. More and more, this is also becoming true for women. Because of this, when people lose their jobs they feel like they have lost their identities and that this reflects negatively on their whole life, not just their work lives. When large-scale layoffs put people out of work, they feel guilty, even though it was not their fault. They feel even more guilty if they were the sole wage earner in the family and can no longer earn an income.
3. There is no such thing as "effortless exercise." Only when your muscles are strained can they become stronger. You can become more flexible only by increasing the range in which you usually move your body. To increase endurance you must increase your pulse rate enough to produce a result called a training effect on your heart, lungs and blood system. Good results can only come from exercise if you push your body to do more than it usually does. This means you must put forth effort.

Mastering Vocabulary

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

Mastery Test 1: Applying Your Skills

1. b
2. c
3. d
4. a
5. b

Mastery Test 2: Applying Your Skills

1. c
2. a
3. d
4. b
5. d

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

1. a
2. c

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

Chapter 9—Following the Author’s Thought Patterns

Exercise 9-1

1. First sentence; examples: seeing a movie, third week of class
2. Second sentence; examples: walking across the floor, tires of a car, swimming, person or car on ice
3. Last sentence; examples: onions and squash, apple pie filling, frozen dinner covering, toast, soup

Exercise 9-2

Answers will vary.

Exercise 9-3

1. Term: partnership
Class: small business
Features: two or more owners, endless variation of firms, partners establish conditions and contributions, authority, duties, liability
2. Term: language
Class: complex system of symbols
Features: symbols are used for communication, includes verbal, nonverbal and written symbols
3. Term: Small Business Administration
Class: independent federal agency
Features: created through the Small Business Act, its administrator is appointed by and reports to the President, assists people in getting into business, helps them stay in business, helps small firms win federal contracts, acts as a strong advocate for small business

Exercise 9-4

Answers will vary.

Exercise 9-5

1. Items: emphatic listening, deliberative listening
Approach: contrasted

2. Items: primary groups, secondary groups
Approach: compared and contrasted
3. Items: city lifestyles, suburban lifestyles
Approach: contrasted

Exercise 9-6

Answers will vary.

Exercise 9-7

1. Cause: inadequate management
Effect: business failure
Secondary Cause: lack of experience, unbalanced business experience, incompetence
Secondary Effect: inadequate management
2. Cause: light
Effect: pupils constrict
Secondary Cause: contraction of sphincter muscles of the iris
Secondary Effect: pupils constrict
3. Cause: snow crystals which collect in feathery masses and imprison air
Effect: keep the earth warm, interfere with the escape of heat from the earth's surface

Exercise 9-8

Answers will vary.

Exercise 9-9

1. Topic: peripheral nervous system
Parts: somatic nervous system, autonomic nervous system
2. Topic: communication
Parts: verbal messages, nonverbal messages, combinations of the two
3. Topic: scripts
Parts: cultural, subcultural, family, psychological

Exercise 9-10

Answers will vary.

Exercise 9-11

1. Topic: feedback
Steps: monitoring impact or influence of messages on the other person, evaluating why the reaction or response occurred as it did, adjustment or modification
2. Topic: eruption of a geyser
Steps: vertical column of water exerts pressure on deeper water increasing its boiling point, convection currents are shut off by shaft narrowness allowing the deeper portions to become hotter than the surface, boiling begins at the bottom, rising bubbles push out the column of water, eruption starts, pressure on the remaining water is

reduced and it rapidly boils and erupts

3. Topic: admission of women into colleges

Events: 1883 Oberlin College admitted women; 1837 Mount Holyoke Seminary established; 1865 Vassar College opened; Smith in 1871, Wellesley in 1877, Bryn Mawr in 1880; 1870 University of Michigan admitted women; 1900 coeducation commonplace; today majority of institutions coeducational.

Exercise 9-12

Answers will vary.

Exercise 9-13

Reasons and diagrams will vary. Patterns given below.

1. illustration/example
2. definition or classification
3. chronological order
4. comparison/contrast or definition
5. illustration/example
6. classification
7. chronological order/process
8. classification
9. illustration/example
10. illustration/example

Exercise 9-14

1. E
2. D
3. A
4. D
5. C
6. B
7. B
8. E
9. A
10. C

Exercise 9-15

1. a statement that some Web sites are not reliable
2. another example of using computers for notetaking
3. one way to avoid catching a cold virus
4. other pet owners do not take responsible care
5. the next step in planning a speech

6. a disadvantage of a high protein diet, or why it is not rewarding
7. a description of what is in the center of the iris
8. another factor that consumers consider
9. a high cholesterol diet should be avoided
10. the name of the particular Web site that provides valuable links

Mastering Vocabulary

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

Mastery Test 1: Applying Your Skills

1. c
2. d
3. a
4. b
5. b

Mastery Test 2: Applying Your Skills

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

Mastery Test 3: Applying Your Skills

1. f
2. a
3. d or c
4. b
5. b
6. e and/or a

- 7. f
- 8. d
- 9. a
- 10. c

Mastery Test 4: Reading Selection

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

Chapter 10—Reading Textbook Chapters

Exercise 10-1

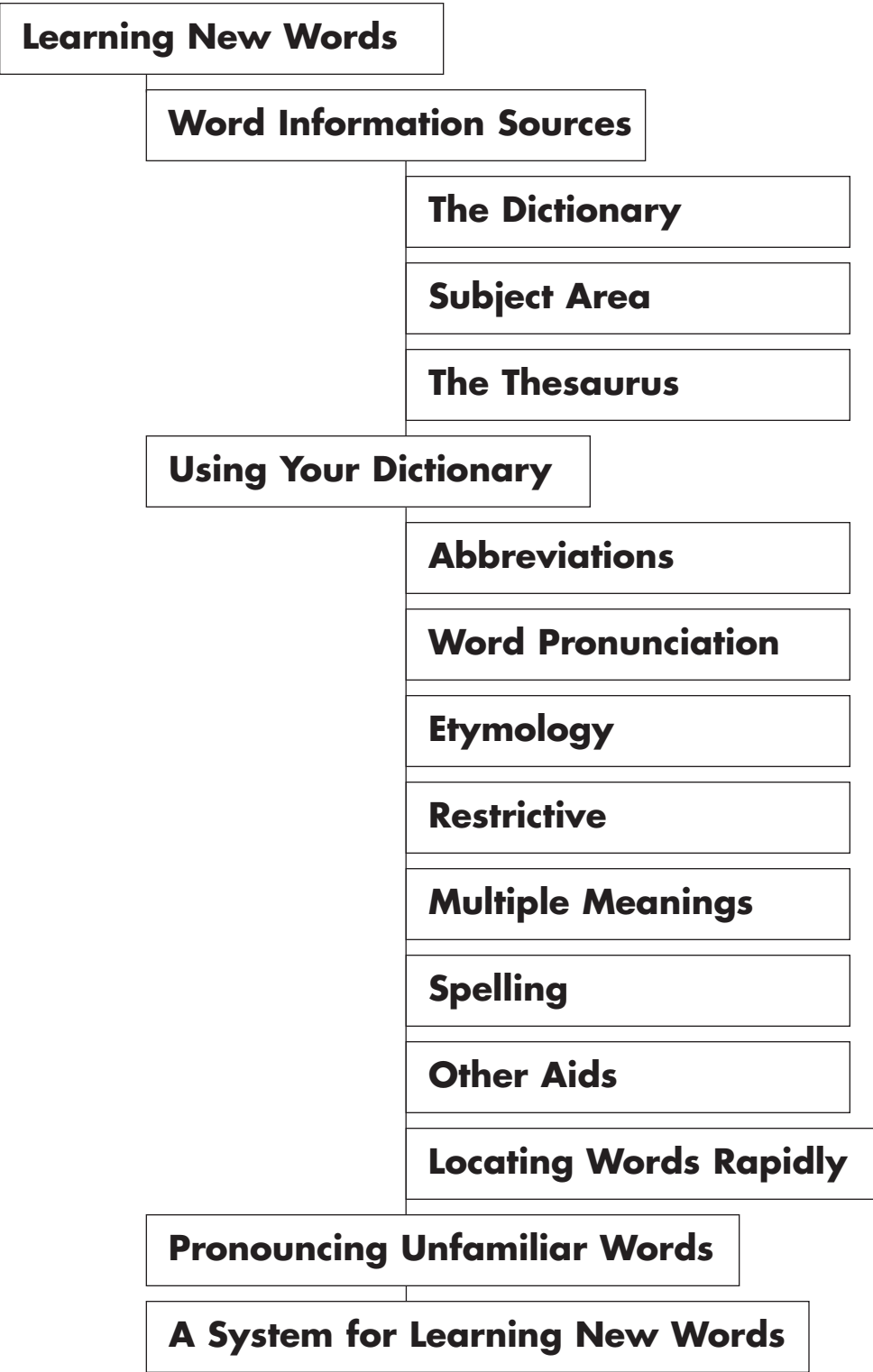
1. The text will help you understand and remember what you read and sharpen your critical thinking skills.
2. “How the Book is Organized.”
3. Mastery Tests 1-3 test your ability to apply what you have learned in the chapter. Mastery Test 4 tests your ability to apply the skills taught in the current chapter and also those from previous chapters, to a reading selection.
4. Chapter objectives, exercises, mastering vocabulary, learning style tip, self-test summary, mastery tests.
5. Apply the skills to other textbooks, use the exercises on the Longman English pages, visit your college’s skills center.

Exercise 10-2

Answers will vary.

Exercise 10-3

Sample answer:



Exercise 10-4

Answers will vary.

Exercise 10-5*Paragraph 1*

Number of facts: 11

Examples: spice
derived by grating kernel . . . the nutmeg tree
tree belongs to nutmeg family
family: Myristicaceae
genus: Myristica
species: M. fragrans
height of seventy feet
an evergreen
as fruit ripens, hardens and splits
bright scarlet membrane
mace made from membrane

Paragraph 2

Number of facts: 13

Examples: pungent
aromatic
spice
added to foods
gives tang
gives perfume
adds subtle spiciness to desserts
perks up flavor of bland dishes
comes from tree
grown in warm climates
tall and gracious
long, pale leaves
beautiful yellow flowers

Exercise 10-6

1. potential energy: first paragraph, sentences 1 and 2
kinetic energy: first paragraph under heading “Kinetic Energy,” sentence 4
2. potential energy—energy stored by virtue of an object’s position
gravitational potential energy—the energy of elevated positions
kinetic energy—energy of motion

3. W = weight
 h = height
 m = mass
 v = velocity
 F = force
 d = distance
4. Examples of potential energy: a spring, a cocked BB gun, a stretched rubber band, gas, coal, batteries, food
Examples of gravitational potential energy: water in an elevated reservoir, the heavy ram of a pile driver
Examples of kinetic energy: a car in motion, an elevated ram when it is released
5. Answers will vary.
6. Figure A illustrates the formula weight times height equals potential energy.
7. Figure B indicates how potential energy is converted to kinetic energy.
8. The question is meant to illustrate how to calculate kinetic energy.
9. Answers will vary. One possible response: Kinetic energy refers to the energy of motion whereas potential energy refers to stored energy or a potential for doing work.

Mastering Vocabulary

1. converts
2. executes
3. integrated
4. altered
5. derived
6. global
7. component
8. diverse
9. auxiliary
10. subtle

Mastery Test 1: Applying Your Skills

1. c
2. b
3. b
4. d
5. a

Mastery Test 2: Applying Your Skills

1. b
2. a
3. d

4. a
5. d

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

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

Chapter 11 – Reading Graphic and Electronic Information

Exercise 11-1

1. The sports are listed alphabetically for cardiorespiratory endurance, muscular strength and endurance, and flexibility.
Per minute and per hour caloric ranges are also given for each sport.
2. Nordic skiing
3. bowling
4. karate

Exercise 11-2

Figure 11-9

1. To compare marriages and life expectancies in the early 1900s with those of today.

2. Approximately 10 years
3. Approximately 40 years; approximately 50 years
4. Approximately 20 years

Figure 11-10

1. The graph compares pay of full-time working men and women by age and education.
2. The graph is organized by age and income (in thousands of dollars).
3. High school-educated men earn more than high school-educated women. College-educated women earn less than college-educated men. There is a greater discrepancy between men's and women's salaries with increasing age.

Figure 11-11

1. The graph traces the rate of technological change.
2. The graph reveals a dramatic increase following the Industrial Revolution.
3. Answers will vary.
Suggested answers: lasers, computers, microchips, alternative fuel sources, genetic engineering, medical technology

Exercise 11-3

Figure 11-16

1. To compare race and ethnic origin in the U.S. in 1990 with projections for 2010.
2. Patterns—sample answers:
 - a. There will be an increase in the percentage of residents of Hispanic origin.
 - b. There will be a decrease in the percentage of whites.
 - c. There will be an increase in the percentage of blacks.

Figure 11-17

1. The chart depicts the organization of a medium-size television station.
2. They would report to the promotion manager.
3. the news director

Figure 11-18

1. The chart explains the components of the criminal justice system.
2. It is organized in the order in which events occur.
3. A preliminary hearing is held.

Exercise 11-4

1. to show the parts that make up a personal computer system
2. keyboard and mouse
3. output devices
4. to the central processing unit

Exercise 11-5

1. A meeting is occurring between two people, possibly a supervisor and an employee.
2. The woman behind the desk seems displeased with something the other woman has said or done.
3. The woman behind the desk seems to be in charge.

Exercise 11-6

Answers will vary.

Exercise 11-7

Answers will vary.

Mastery Test 1: Applying Your Skills

1. c
2. a
3. a
4. b
5. d

Mastery Test 2: Applying Your Skills

1. b
2. c
3. d
4. a
5. c

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

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

Chapter 12—Organizing and Remembering Information

Exercise 12-1

Sample answer in Annotated Instructor's Edition.

Exercise 12-2

Answers will vary.

Exercise 12-3

Answers will vary.

Exercise 12-4

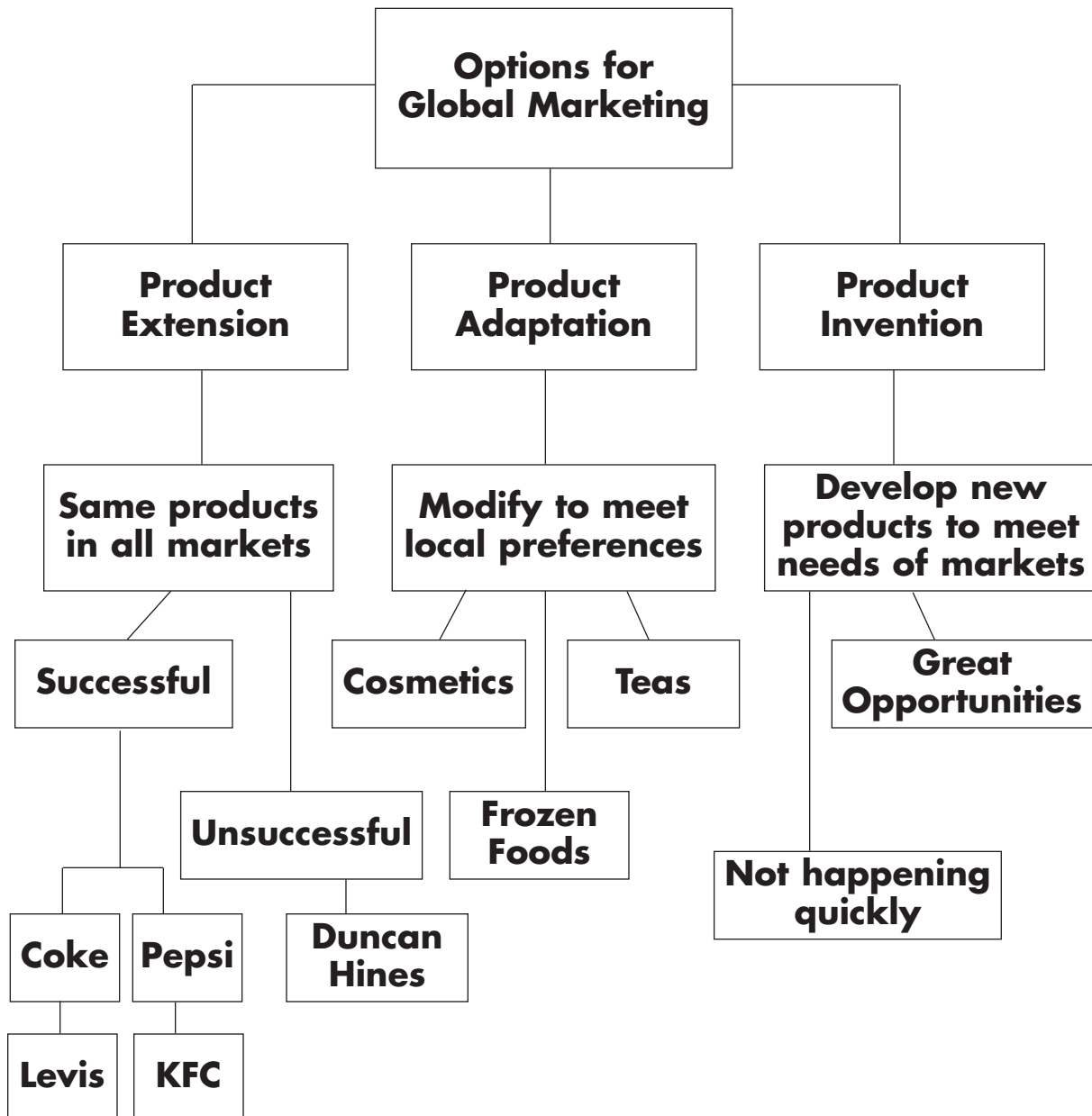
Sample answers in Annotated Instructor's Edition

Exercise 12-5

- I. Typical U.S. household has changed.
 - A. Used to consist of
 1. husband
 2. non-working wife
 3. two or more children
 - B. Now might be
 1. single parent
 2. no children
 3. only one person

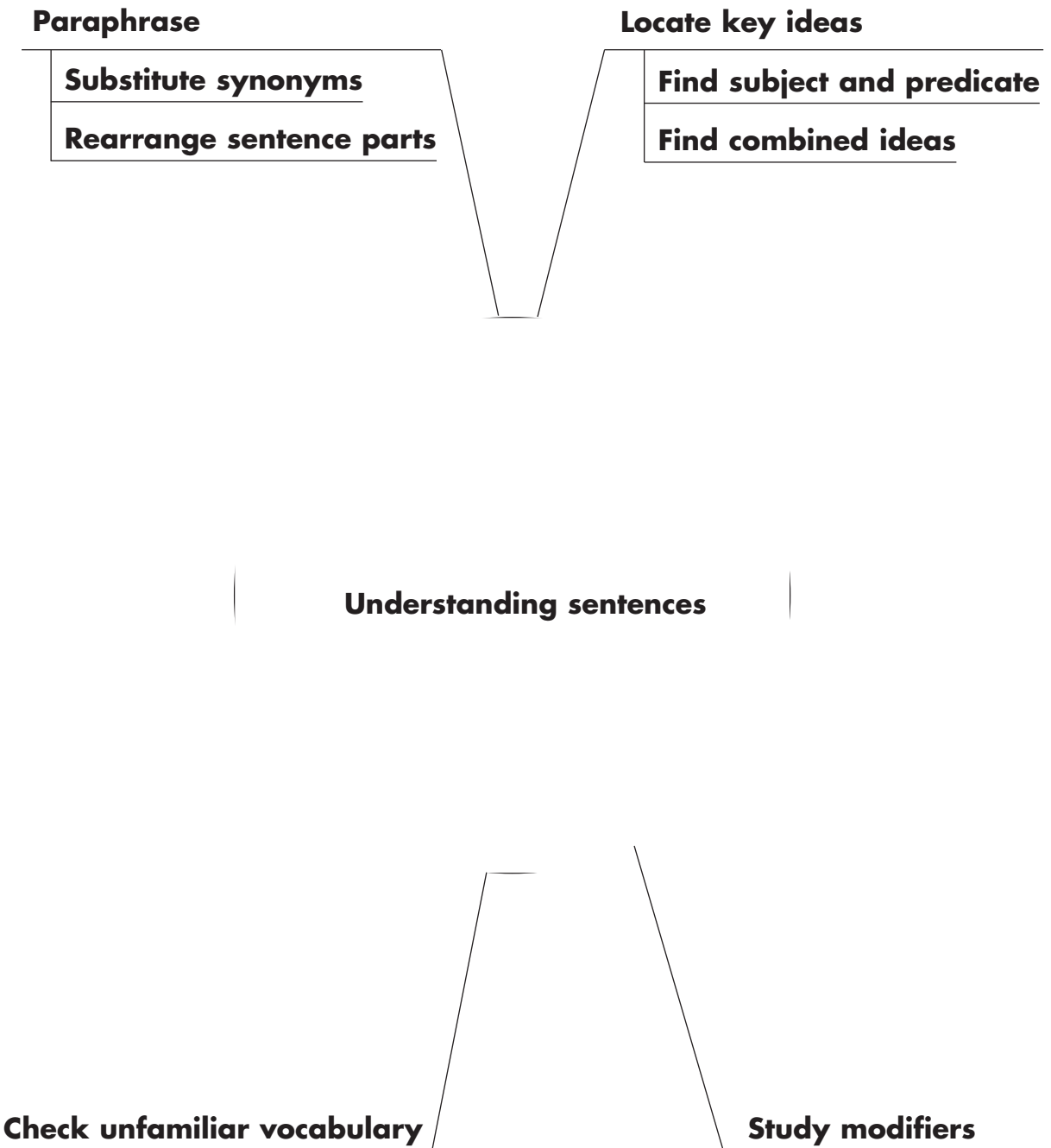
- II. Trends that created this change
 - A. Americans stay single longer
 - 1. one-half of women age 20–24
 - 2. three-quarters of men age 20–24
 - B. Divorce rates higher
 - 1. maybe two-thirds of marriages
 - C. Gap between male and female life expectancies
 - 1. women (78 years) live longer than men (74 years)
 - 2. widows one-third of one-person households
- III. Impact of changes for marketers
 - A. More income per person
 - B. Need smaller houses, cars, food packages
 - C. Spend more on entertainment and fads
 - D. Spend more on travel

Options for Global Marketing



Exercise 12-7

Understanding Sentences



Exercise 12-8

Answers will vary.

Exercise 12-9

Answers will vary.

Exercise 12-10

Answers will vary.

Exercise 12-11

Answers will vary.

Mastering Vocabulary

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

Mastery Test 1: Applying Your Skills

1. b
2. c
3. b
4. d
5. a

Mastery Test 2: Applying Your Skills

1. b
2. d
3. d
4. a
5. c

Mastery Test 3: Applying Your Skills

1. d
2. c
3. c
4. a

- 5. d
- 6. b
- 7. b
- 8. c
- 9. a
- 10. d

Mastery Test 4: Reading Selection

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

Chapter 13—Interpreting the Writer’s Message and Purpose

Exercise 13-1

- 1. request
- 2. overlook
- 3. tease
- 4. glance
- 5. display
- 6. gown
- 7. showy
- 8. awkward
- 9. artificial
- 10. keepsake

Exercise 13-2

Answers may vary.

Sample answers:

- | Negative | Positive |
|----------------|----------|
| 1. snatch | grasp |
| 2. interrogate | inquire |
| 3. inspect | observe |

4. stumble	stroll
5. smock	gown
6. ditty	composition
7. jalopy	limousine
8. guffaw	chuckle
9. oversized	massive
10. gal	lady

Exercise 13-3

- A. 1. A distortion of real-life relationships would affect a child negatively. It would hinder development of ability to relate, be open, and provide an incorrect idea of trust (a child would not learn how to tell if he or she can trust someone). The child would not learn how to appropriately respond in real relationships.
2. negative
3. look directly at him or her
4. conversations, games, playing with other children
- B. 1. The author may be suspicious or distrustful of government agencies.
2. A pen register might be requested to verify an alibi.
3. The author is a right-to-privacy advocate.
- C. 1. Washington is usually thought of as saintlike—a simple farmer and a devoted son.
2. The author regards Washington as dishonest and vain.
3. no
4. The term refers to someone who acquires land illegally or dishonestly for personal profit.
5. Washington is one of the founding fathers of our country, and he is remembered in a way that is consistent with that role.
- D. 1. The author would oppose restrictions or limitations on her right to carry a gun.
2. The author feels these precautions to avoid dangerous situations are insufficient. She may feel that reference to “dangerous situations” is stereotypical and doesn’t give women credit to use their common sense to avoid danger.
3. high crime rates; closeness to other people; drug-related crimes; limited police protection
4. God made men, but Sam Colt made them equal.

Exercise 13-4

Answers will vary. Suggested answers:

Selection 1: The Lion’s Share

1. He was angry because he did not receive a large share of meat.
2. He learned from the wolf’s mistake.
3. He understands the mistake that he made.
4. Sometimes it is wise to pay tribute to those who are more powerful than you are.

Selection 2: Private Pains

1. The author made inferences about why she was crying. For example, he thought one of her parents had died or that her husband left her.
He thought she was rushing to her hurt child at school. He imagined that it was her birthday and no one had acknowledged it.
2. She felt badly about the horrible job her hairdresser had done on her. She might not have been invited to her club luncheon that day. Maybe she was just upset over traffic while trying to make a left turn at lunch hour.
3. Yes. He seems to regret not stopping because he says we should “keep our eyes peeled for the tears of a stranger.” He also says: “I wanted to turn around and ask her what was wrong” and “It bugged the heck out of me” (not knowing what was wrong).
4. We should be less concerned with unimportant details of life and pay more attention to the needs of those around us.

Exercise 13-5

Answers will vary. Suggested answers:

1. The quiz was simple or easy.
2. My life is a series of disappointments.
3. Parts of life are dull and repetitious.
4. A sleeping child looks distant and unfamiliar.
5. I refuse to accept the idea that nations are headed for nuclear war.

Exercise 13-6

Answers will vary. Suggested answers:

Article 1: Love in the Afternoon

1. a. The man is visited by the woman who plans to marry him.
b. She visits him regularly during visiting hours.
c. yes; see paragraph 10
d. They feel awkward and uncomfortable.
e. to keep the people under control; to prevent intimacy
f. She quit in order to support herself.
g. yes; see paragraphs 9–11
2. clocked, supervised, regulated visits, absurdity of the scene
3. joy of reunion, feel warm and tender, loving and longing, sympathy and tenderness
4. The writer believes the prison system creates unnecessary hardships on the inmates as well as their relatives.

Article 2: Stop Junk Mail Forever

1. sales pitches; burden; unsolicited promos, pleas and promises; come-ons; worthy charity; trashed
2. The author is disappointed that environmental organizations do not oppose junk mail.

3. Vegetable slicers are a worthless product. The author uses them as an example of a product that is advertised frequently and generates too much junk mail.
4. The author compares fishermen catching fish to retailers who hope to catch customers through catalog advertising.

Exercise 13-7

1. a person or couple with a high enough income to invest for the future
2. an environmentalist or a person concerned about his or her health
3. a teenager who owns a car
4. someone who does laundry
5. a car owner who is unfamiliar with a car's trouble signs and maintenance

Exercise 13-8

Answers will vary.

Suggested answers:

1. The tone of this statement seems logical and persuasive.
words: No one says . . . ; are risks involved . . . ; scientific evidence; clear and obvious . . . ; at least as safe as.
2. The author of this statement is angry and disturbed.
words: outrageous; littered; other garbage; worse condition; deep potholes; crumbling curbs; unsafe; city tax dollars; problems
3. The author of this statement is disgusted with the legal system.
words: tired American; criminals walk free; victims; hassle; intended victim
4. This statement is intended to be instructive.
words: different shapes and materials; may be made of; be sure that; on the ski right where; keep snow from collecting; offer some stability
5. The tone of this statement is coldly logical and impersonal.
words: we have been responsible; There is, indeed; waste; not as much fat; why should we; greatest needs; least responsible; one of nature's ways; profligate peoples; irresponsible
6. The tone of this statement is one of deep emotion, conveying a feeling of tragedy and sorrow.
words: beautiful little girl; never walk, talk, feed herself; impossible to describe the effect; purest experience of love and pain; changed us forever; never cease to mourn

Exercise 13-9

Answers will vary.

Exercise 13-10

Answers will vary. Suggested answers:

Article 1: Americans and the Land

1. It is a subjective account.

Examples:

- a. use of negatively charged words, such as: savagery, thoughtlessness, enemy, burned, swept, blasted, reckless, pillaged
 - b. attempts to explain motives of early settlers: as though it were an enemy; felt it was limitless; as though they hated it
2. It is a tone of condemnation and amazement at the behavior of the early settlers. It makes the reader feel sad and disgusted about how the land was treated.
 3. To describe how and why the early settlers abused and destroyed their natural surroundings.

Article 2: A Day in the Life of a Lab Rat

1. A clinical testing lab— Phoenix International Life Services, Inc.
2. To describe the dehumanizing treatment of subjects in the lab.
3. The tone is terse, factual and unemotional, perhaps to convey the impersonal manner in which participants are treated.
4. The author compares the clock to a godlike figure to suggest that time and its passing is a very important factor in the lives of the participants.
5. subjective
6. Answers will vary.

Mastering Vocabulary

1. accumulation
2. unsolicited
3. enormity
4. empathized
5. melancholy
6. impaired
7. precautions
8. proclaims
9. abide
10. distortion

Mastery Test 1: Applying Your Skills

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

Mastery Test 2: Applying Your Skills

1. b
2. b

3. d
4. a
5. b

Mastery Test 3: Applying Your Skills

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

Mastery Test 4: Reading Selection

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

Chapter 14—Evaluating: Asking Critical Questions

Exercise 14-1

1. c
2. c
3. c

Exercise 14-2

Answers will vary.

Exercise 14-3

1. Frances Hailey
2. Peter Jennings
3. Cynthia Weinstein

Exercise 14-4

1. The writer assumes the reader is under stress.
2. The writer assumes that children do rely on heroes.

Exercise 14-5

Answers will vary.

1. M or V
2. L
3. V
4. L
5. V
6. L or M
7. V
8. L
9. M
10. M or V

Exercise 14-6

Generalizations: 2, 3, 4

Exercise 14-7

1. sentences 1, 4, and 7
2. sentences 1 and 2
3. sentences 1 and 2

Exercise 14-8

Answers will vary. Suggested answers:

1. Statistics are not given about numbers of students who must use the same facilities at the same time—that is, classrooms, lecture halls, cafeterias—nor about the sizes of these facilities.
2. Statistics are not given for sales of other cars.
3. Pollution statistics for individual industries are not given (some may be well above the hazardous level).

Exercise 14-9

1. fact
2. opinion
3. fact
4. opinion
5. opinion
6. fact
7. opinion
8. fact

9. opinion
10. fact

Exercise 14-10

1. terrible waste of money
2. wonderful
3. the best
4. amazing
5. a worthwhile activity

Exercise 14-11

1. It seems clear
2. possibly
3. According to
4. One explanation
5. It is believed

Exercise 14-12

Paragraph 1

1. fact
2. opinion
3. fact
4. opinion
5. opinion

Paragraph 2

1. fact
2. opinion
3. fact
4. fact
5. opinion

Paragraph 3

1. opinion
2. fact
3. opinion
4. fact
5. opinion

Exercise 14-13

1. Answers will vary. Actual source is a book by Studs Terkel titled *Working: People Talk About What They Do All Day and How They Feel About It*.

2. Answers will vary.
3. Suggested answers: People think that welfare recipients are “taking something for nothing.” Also, see last paragraph.
4. Answers will vary.
5. Answers will vary.
6. She uses personal experience.
7. Suggested answer: “Welfare makes you feel like you’re nothing.”
8. Suggested answers: “A job that a woman in a house is doing is a tedious job.” “This is an all-around job, day and night.” “People are ashamed to show that green card.”

Exercise 14-14

1. The age-old gap between adults’ and children’s tastes in entertainment continues today.
2. The author regards children’s culture as diverse and lucrative, but inevitably in dispute with adult preferences.
3. For a sociology term paper, this source by itself would be inadequate and insufficient. The article would be helpful to parents.
4. Yes. It is written from an adult viewpoint.
5. Types of supporting evidence include personal experience, examples, and description.

Personal experience:

- his nine-year-old daughter’s rating system
- the middle school student in his suburb and the Simpsons T-shirt
- the author and Buddy Holly’s songs
- his daughter’s awareness of how women are portrayed
- his daughter’s opinion of *Silence of the Lambs* preview

Examples: In addition to the examples from personal experience, he cites:

- the two *Turtles* movies
- the Simpsons television show

Descriptions:

- his wife and daughter and women in movies
- his daughter and *Silence of the Lambs* preview

6. The author assumes (does not prove) that adults dislike children’s entertainment; that television will continue to grow; that adults do not watch children’s entertainment; and that children are more accepting than adults.
7. The tone is informative with an element of humor.

Mastering Vocabulary

1. c
2. e
3. i
4. f
5. a

- 6. h
- 7. b
- 8. j
- 9. g
- 10. d

Mastery Test 1: Applying Your Skills

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

Mastery Test 2: Applying Your Skills

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

Mastery Test 3: Applying Your Skills

Selection 1

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

Selection 2

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

Mastery Test 4: Reading Selection

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

- 6. d
- 7. d
- 8. b
- 9. a
- 10. a

ANSWER KEY

TO EXERCISES IN PART FIVE: FICTION MINI READER

Selection 1 – The Chief’s Knife: A Yoruba Folk Tale

Checking Your Comprehension

1. d
2. a
3. c
4. c
5. b

The Elements of a Short Story

1. d
2. c
3. d
4. b
5. a

Discussion Questions

Answers will vary.

Selection 2 – The Chaser

Checking Your Comprehension

1. d
2. d
3. b
4. a
5. c

The Elements of a Short Story

1. b
2. c
3. d
4. a
5. c

Discussion Questions

Answers will vary.

Selection 3— The Tell-Tale Heart

Checking Your Comprehension

1. a
2. d
3. c
4. b
5. d

The Elements of a Short Story

1. a
2. a
3. c
4. a
5. d

Discussion Questions

Answers will vary.

Selection 4— The Lady, or the Tiger?

Checking Your Comprehension

1. c
2. d
3. b
4. a
5. d

The Elements of a Short Story

1. d
2. c

3. b

4. a

5. b

Discussion Questions

Answers will vary.

ANSWER KEY

TO EXERCISES IN PART SIX: READING SELECTIONS 1–8

Selection 1 – Living Life to the Fullest

Prereading

Answers will vary.

Checking Your Comprehension

1. Negroes. She used Black to refer to those she disapproved of.
2. They asked if they could watch her and her friends during their party each Saturday.
3. Over the years, the joy went out of their lives, they stopped entertaining, and even ate their dinners in “dry silence.”
4. Love of life, the ability to take pleasure from small things, an awareness that the world owes you nothing and that people who are different from you can be a source of great pleasure.

Critical Reading and Thinking

1. Aunt Tee was self-assured, wise, fun-loving and kind. See paragraphs: 3, 4, 7, 8, and 12.
2. She admires Aunt Tee for her ability to live life well and approves of her lifestyle. Thirty years later, she used Aunt Tee as an example of someone who lived life to the fullest.
3. Answers will vary.

Words in Context

1. cheerful and noisy party
2. got her attention by gesturing

Vocabulary Review

1. d
2. g
3. e
4. f

5. b
6. h
7. i
8. a
9. c

Summarizing the Reading Selection

1. Aunt Tee
2. sixty years
3. story
4. three close friends
5. outside the door
6. Impression

Writing Exercise

Answers will vary.

Selection 2— The Meaning of Work

Prereading

1. Spanish
2. the author and his father

Checking Your Comprehension

1. tough physical labor in a refinery
2. He wanted his son to study so that he would not have to work in the same physically demanding way that he did; he wanted his son to work in “air conditioning”, using his brain rather than his muscles.
3. He apparently was limited by a lack of education; he had to support his family and spoke only Spanish.
4. He got Cs and Ds; he wasn’t always “bright”; some people did not believe in him, he wasn’t sure he would graduate.
5. Primarily his parents but also other family members.
6. A bachelor’s degree in liberal arts
7. He is a graduate student who teaches American literature.

Critical Reading and Thinking

1. He is respectful and appreciates his father’s help and guidance.
2. No. He always wanted a different life for his son.
3. The father often brought home a treat for his children (par.3); the son looked forward to their father-and-son strolls at bonus time (par.4); the father attended the son’s commencement ceremony far from home (par.7).

4. To describe his background and explain why he chose a type of work so different from his father's
5. His academic success was not something that was predictable or expected.
6. This was the author's way of saying he knew the path he wanted to take was to go to college.
7. He is referring to the many people from various ethnic backgrounds who make up America and its literature.
8. They worked hard at physically demanding jobs so he could afford to go to school; they left their homeland to come to America for opportunities.

Words in Context

1. boxed up
2. having special advantages or benefits
3. inner; relating to the mind or spirit

Vocabulary Review

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

Summarizing the Reading Selection

1. father's
2. hard physical labor
3. to study
4. to "work" and suffer

Writing Exercises

Answers will vary.

Selection 3— How to Ace a Job Interview

Prereading

Answers will vary.

Checking Your Comprehension

1. Employers look for ability to do the job, motivation, compatibility with the rest of the organization, and self-confidence in job applicants.
2. if you will be compatible with your co-workers
3. Be ready to explain why you want to work for this organization and to showcase your career highlights and talents to show your motivation.

4. "Tell me about yourself."
5. You can locate information about the company on the Internet, from friends and co-workers, and by following the company in the financial section of the newspaper.
6. Your appearance accounts for eighty percent of an employer's first impression of you.

Critical Reading and Thinking

1. Answers will vary.
2. Wear conservative dresses or jacket and skirt combinations. A colorful scarf is acceptable, but keep jewelry to a minimum.
3. in order to project yourself confidently
4. Answers will vary.
5. Possible response: How the interviewer reacts to you will often determine how the job interview progresses; a good first impression is a positive start.

Words in Context

1. get around; find your way
2. ability to get along with; ability to fit in
3. make certain, make sure
4. add extra details

Vocabulary Review

1. c
2. f
3. e
4. g
5. a
6. b
7. d

Summarizing the Reading Selection

Almost everyone goes through a job interview at some time in their life. These interviews can be stressful, but preparation and rehearsal can help reduce that stress, and improve your chances of reaching your career goals. Employers want to assess four things during an interview; they are your ability, motivation, compatibility, and self-confidence.

Throughout the interview candidates should breathe deeply, speak softly, and show their self-confidence. Before the interview, candidates should research the company so they appear knowledgeable. Once in the interview, candidates should try to make a positive and strong first impression. After the interview, candidates should send a thank-you note to the person who conducted the interview.

Writing Exercise

Answers will vary.

Selection 4— Hispanic U.S.A.: The Conveyor-Belt Ladies

Prereading

Answers will vary.

Checking Your Comprehension

1. They were Hispanic-American migrant workers who had worked their way up from field work to the packing sheds. Answers will vary.
2. Sorting out flawed tomatoes as they came into the vegetable packing sheds on conveyor belts to be packed in shipping boxes.
3. The author needed to save money for college, and that was the highest paying job she could get.
4. She was embarrassed to be working with these women and felt that she would be stigmatized by her Anglo friends. She also felt superior to these women.
5. They thought it was unfair for her to pay dues when she only worked in the summer.

Critical Reading and Thinking

1. She thought of them as “uneducated” and had heard her friends ridicule and joke about them.
2. She came to like and respect these women.
3. She came to understand how difficult their lives were, and was touched by their good humor and their kindness toward her.
4. They respected education and treated the author specially because she was a college student.
5. Nothing special happened on her last day. When the conveyor belt was shut off, most of the workers warmly said goodbye to her and wished her good luck.

Words in Context

1. not interesting, not stimulating
2. physically demanding
3. about to happen
4. made fun of
5. telling a story about

Vocabulary Review

1. d
2. e
3. a
4. k
5. c
6. i
7. g

- 8. b
- 9. f
- 10. h
- 11. l
- 12. j

Summarizing the Reading Selection

1. working with Mexican women
2. tomatoes for packing
3. her dream of attending college
4. working with Mexican women who were often the subject of jokes by other teenagers
5. friendly and fun, working hard to help support their families
6. some of the great hardships the women had suffered
7. returned to the seasonal work until she went off to college
8. promoted to the highest paying job a woman could have
9. the women bid her a fond farewell and urged her to make them proud, something which the author hopes she has achieved

Writing Exercise

Answers will vary.

Selection 5— The Case for Selling Human Organs

Prereading

Answers will vary.

Checking Your Comprehension

1. by offering compensation to donors or their families
2. He wants to create a national online registry for potential organ donors; he wants corporations to discuss organ donation with their employees; and he wants to create a national medal to honor the families of organ donors.
3. People are afraid that doctors might let patients die in order to get their organs; others fear that rich people might pay poor people for their organs; others fear that organs would be taken forcibly from unsuspecting victims (as in the urban myth in par.8)
4. the kidney and pieces of the liver
5. In 1984, the National Organ Transplantation Act was passed to ban the sale of human organs from either dead or living donors.
6. [see paragraph 14] According to the “Consensus Statement on the Live Organ Donor” published by the *Journal of the American Medical Association*, donors should be competent, willing, free from coercion, medically and psychosocially suitable, fully informed of risks, benefits and alternative treatment available to recipients. Benefits to donors and recipients must outweigh the risks.
7. Organs are taken from prisoners without their consent

Critical Reading and Thinking

1. facts and statistics; reasons; opinions
2. He is *Reason Magazine's* science correspondent and the editor of *Earth Report 2000: revisiting the True State of the Planet*.
3. The author only gives facts/reasons/statistics that support his point of view, that organ donors should be compensated.
4. to promote the idea that organ donors should be compensated; to raise awareness of the organ shortage

Words in Context

1. started or set in motion
2. quicken; hurry; speed up
3. forbidden
4. something that arouses one's action; motivating factors
5. strong; thriving; vigorous
6. gathered or taken

Vocabulary Review

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

Summarizing the Reading Selection

More and more organs are being donated and transplanted in the United States. However, the number of people on waiting lists is also increasing, creating a shortage of organs. Government officials are addressing this problem and looking for solutions. Perhaps the best solution would be a financial one.

The sale of human organs is currently banned by law, and many people feel it would be inappropriate to change this law to allow a donor to be paid. However, all the other entities involved in a transplant are rewarded in some way. Monetary payment may prompt more people to make their organs available to needy patients.

Writing Exercises

Answers will vary.

Selection 6— A Guard’s First Night on the Job

Prereading

Answers will vary.

Checking Your Comprehension

1. the events of the guard’s first night in chronological order
2. Being a prison guard is a very dangerous job.
3. Some inmates do not want white hands touching their food
4. They would angle the mirrors outside their cells to the immediate right or left.
5. A prison guard experienced his first shift in a “segregation” unit for troublesome prisoners. His first job was to serve dinner on the third tier, where he and his partner were attacked by prisoners attempting to steal cookies from them. After reporting this incident, he was sent back to the same tier to hand out medications and was threatened by one prisoner and doused with liquid by another he had been kind to earlier. He had to return a third time to finish serving dinner, but, fortunately, all that happened was that those who caused trouble earlier threw garbage at them.

Critical Reading and Thinking

1. see paragraphs 1 and 3
2. Yes, he disagreed with how a number of things are done:
 1. the lack of training for guards—paragraph 1
 2. the looseness of security—paragraph 4
 3. the narrowness of walkways—paragraph 5
 4. what is considered “routine” to guards—paragraph 20
3. The author is likening a rookie guard to a fish that can be easily fooled and taken advantage of. Also, just as fish function well at some depths and not others, he felt he was not competent in the circumstances.
4. Answers will vary.
5. One possible response: He still regarded them as the enemy and responsible for his imprisonment.
6. One possible response: They were something out of the ordinary—a treat or luxury. They might represent the home life or freedom their imprisonment denied them.
7. To provide students with a perspective on the day-to-day realities in the prison system.
8. This is primarily a narrative essay because its intent is to present the events of a rookie guard’s first shift. However, in presenting the events, the author uses some very descriptive passages such as paragraph 5 and paragraphs 13–19.
9. Generalizations:
 - paragraph 17—“the inmates would start smashing them to cut me up”
 - paragraph 20—“the attack on us . . . was strictly routine”
 - paragraph 21—“whatever you are handing out, everybody wants it”
 - paragraph 25—“getting no worse than garbage thrown at you is the prison equivalent of everything going smoothly.”

Words in Context

1. illegal or forbidden goods
2. noise
3. do permanent bodily injury

Vocabulary Review

1. rookie
2. cursory
3. equivalent
4. apprehensive
5. ruckus
6. mace
7. tiers

Summarizing the Reading Selection

A prison guard relates his experiences the first night of a new job. He was assigned to the most dangerous unit with very little training. Partnered with a veteran guard, he went into the cell area to serve dinner. Many of the prisoners were violent toward the guards who had to retreat after serving only about half of the inmates.

After the attacks, the guards were sent right back to distribute medication and the rest of the dinners quickly. No fights broke out. Only garbage was thrown at the guards — behavior which was considered mild.

Writing Exercise

Answers will vary.

Selection 7— A Day on Wheels

Prereading

Answers will vary.

Checking Your Comprehension

1. People assume that disabled people are terribly deprived and lonely and that they will appreciate their remarks and questions.
2. that it is wrong to offer your personal observations about other people's physical appearance
3. She felt hurt and ashamed.
4. The woman repeated it and the author became angry and responded rudely.
5. to tell them that this is inappropriate behavior
No, her first experience backfired on her.

Critical Reading and Thinking

1. Generalizations:

paragraph 5—they are “loosely wrapped” and “persistent.”

paragraph 11—They don’t think before they speak to disabled people.

paragraph 16—They never learned not to offer their opinions about others’ appearances.

paragraph 19—They are ignorant.

2. To educate the non-disabled to not think they can intrude upon the privacy of disabled people in public.
3. paragraph 5—gratuitous chats
paragraph 12—apropos of nothing
paragraph 18—gratuitous remarks; unsolicited contributions
paragraph 19—their trespasses
paragraph 20—rude remarks
paragraph 29—bozos on the bus
4. Answers will vary. Possible responses:
They feel sorry for them.
They feel nervous when near them.
Many people don’t respect the privacy of others.
They don’t understand what it is like to be disabled.
5. To emphasize the difference between being a self-reliant person and a helpless victim. “Being confined” implies helplessness and powerlessness, while “using” implies empowerment, vitality and self-assurance.

Words in Context

1. confusion
2. look at closely
3. high-powered
4. without hesitation, undiscouraged

Vocabulary Review

1. apropos
2. mortified
3. gratuitous
4. adroit
5. Civilities
6. dubious
7. comme il faut
8. persistent

Summarizing the Reading Selection

A woman who uses a wheelchair writes about some of the conversations she has while commuting by train. Other riders assume that she needs someone to talk to, and they often

ask her personal and rude questions. She tries to help people understand the disabled better by being patient and forgiving.

However, one time she was so offended by a remark that her anger caused her to be rude in return. After discussing the incident with a disabled friend, she decided to tell inconsiderate people that their behavior was “inappropriate.” She was soon given the opportunity to try her new approach. Even though the situation did not turn out the way she had expected, she still felt she was on the right track for future interactions.

Writing Exercise

Answers will vary.

Selection 8— Learn to Handle Stress

Prereading

Answers will vary.

Checking Your Comprehension

1. It means the attempt to give equal attention to the many areas of our lives.
2. He believes it results when we concentrate on one area of our lives and ignore the others.
3. “Hurry sickness” is the feeling of never having enough time to get things done. This leads to negative behaviors ranging from impatience to outright hostility.
4. He thinks that working at maintaining personal relationships is an antidote.
5. Stress management can result in good health and longevity.

Critical Reading and Thinking

Answers will vary.

Words in Context

1. suffering from
2. remedy, cure
3. aspect or part of one’s life
4. hobby, side interest

Vocabulary Review

1. diversify
2. anticipated
3. centenarian
4. elaborate
5. cynical
6. stressors
7. prevailing
8. tangible

Summarizing the Reading Selection

Many people try to divide their time among work, family, relationships and self-interest. When one of these areas becomes more important than the others stress occurs. Usually this stress stems from a feeling of being hurried. To reduce the stress, it is suggested that we find and keep relationships, which provide affection and social interaction plus emotional and physical support. Other ways to deal with stress include having a hobby, volunteering, eating well, and breathing deeply.

Writing Exercise

Answers will vary.