

HOW TO BECOME A BETTER READER AND A BETTER THINKER.

Prepared by : A.M. Endrinal

***Faculty-Guided Studies at Houston
Community College-Northeast/Northline.***

TO THE STUDENTS:

Welcome, Everyone😊

*You are about to begin a “refresher” course in College Reading and College Writing. I would suggest that you stay **focused** and learn as much as you can because passing this refresher course will prepare you to also pass the re-take of the **ENTRANCE TEST** in college reading and writing. All the skills mentioned here were designed to help you refresh your mind about the reading and the writing skills that you will need to pass college. Additionally, learning these skills will be beneficial throughout your lifetime. Your Instructor will explain further on how you will work on this refresher course which was prepared by Mrs. E. for all of you.*

Here are the skills we will talk about:

So, Good Luck, Everyone!

The chances are that you are not as good a reader as you should be to do well in college. If this is so, it is not surprising! We all live in a culture full of interruptions and distractions. A culture that continuously grows in technology that everything is swift, fast and done in a flip of a finger.

Reading is a skill that must be actively practiced and applied. The simple fact is that people who do not like to read very often are not likely to become strong readers.

Reading is an important skill not only in college, but also in your job and in your lifetime. There are **ten** skills in college reading. Most of those skills you must have heard already in your earlier schooling. However, mastery of reading skills gets harder as you go further in your education. College textbooks will introduce you to more challenging materials that will require a lot of reading and thinking. After you finished college, your work place will continue to challenge you with plenty of paper works that can even lead to your performance, and ultimately your promotion or demotion as the case maybe. Active reading continues in our lifetime because we will continue to meet many challenges in life that will require us to understand the printed page and think about it later.

You will be provided with an answer sheet to answer all the questions that will follow.

There are **ten** important reading skills that you will need to master with college demands. They will all be here in this refresher course. Here they are:

- a. Vocabulary in context
- b. Topic/subject matter

- c. Main idea
- d. Supporting details
- e. Transitions
- f. Fact or Opinion
- g. Purpose & Tone
- h. Inference
- i. Argument
- j. Critical thinking

ADDITIONALLY, YOU WILL DO A LOT OF ACTIVITIES ON MASTERY OF THE DIFFERENT SKILLS MENTIONED HERE. PLEASE PAY CLOSER ATTENTION TO EVERYTHING THAT YOU ARE REQUIRED TO DO.

Let us begin:

Vocabulary In Context:

A good and effective vocabulary is one of the secret elements of academic success. Learning new words is an on-going process that requires knowledge of context clues and many word parts.

Words are building blocks...you build your blocks with new words you meet every day. Many college courses introduce new highly specialized words and as a college student, you will need to think of these words as building blocks of meaning. Additionally, you add these words into your own vocabulary. Building a large inventory of new words enhances your own communication skills, which later could lead to academic success.

There are four common types of context clues:

- Examples
- Synonyms
- Antonyms
- General Sense of the Word

To explain each briefly:

-Examples-simply suggest the **meaning** of the word.

-Synonyms-context clue is often hidden in the synonym---a word that means the same or almost the same as the unknown word. It may appear anywhere in a passage to provide the same meaning as the unknown word.

-Antonym-is simply the **opposite** of the unknown word in the sentence or in the passage. They are usually signaled by words or phrases such as but, yet, however, or in contrast. It would be helpful if you watch these words.

-General Sense of the Word-this takes a bit of **detective** work to figure out the meaning of an unfamiliar word. Sometimes asking questions about the sentence or the passage can help make fairly accurate guess. In addition, drawing conclusions based on the information presented can lead to the correct answer.

Many words can be defined without the help of a dictionary thru the process of **context clues**. It is very helpful to look for **clues** as most authors supply them. Additionally, it is vital to take your time and go over the sentence carefully.

Skill # 1-Vocabulary in Context:

Test 1- Using context clues discussed earlier, determine the definition of the word in **bold** print. Do **not** consult a dictionary. Write your answer on your answer sheet.

1. Although volunteer work may **gratify** the needs in a community, it also can satisfy a need in the volunteer to do something of value.
 - a. discipline
 - b. surround
 - c. please
 - d. control
2. When I finally get around to cleaning out my refrigerator, I always find **vile** at the back of a shelf, such as moldy fruit, or a container of old smelly chicken wings.
 - a. waste
 - b. recent
 - c. cold
 - d. disgusting
3. Every **habitat** in the world, from volcano tops to icebergs, can support some sort of life.
 - a. nation
 - b. environment
 - c. practice
 - d. housing

Test 2- Read the paragraphs below. Think about the meaning of the word in **bold** print. Look for **clues** as you read the sentences.

Most of our day is spent listening or speaking. Clear and accurate **verbal** communication is particularly important in the workplace. When someone attempts to convey information over the telephone, keep your mind on the message. Do not try to talk with someone in the room as well. Before you hang up, **ascertain** all the information you need. For example, suppose you are asked to deliver a package to someone in another building. You need to know exactly how to get there and when to deliver it. Make notes to help you remember the key information. Then, **confirm** the information by reading it back to the caller. If the caller is in doubt, take the **initiative** and find out what you need to know. Ask, clear, precise questions that will get a definite answer. A security guard will know the location of a building. A mail room worker will know where to find a particular person.

Circle the correct meaning for the word in bold type. Look for clues. Continue writing your answers on your answer sheet.

1. **Verbal** communication uses
 - a. words
 - b. mistakes
 - c. machines
 - d. a lot of time
2. If you **ascertain** something, you
 - a. hang it up
 - b. hide it from others
 - c. receive it
 - d. find out about it
3. To **confirm** is to

- a. bless
- b. destroy
- c. make certain
- d. give

4. If you take the **initiative**, you

- a. take the leading role
- b. ruin the plan
- c. follow another person
- d. accept an invitation

Test 3-Vocabulary in Context:

Using context clues, determine the meaning of each word in **bold** print.
Do not consult a dictionary.

1. Albert Einstein had such an **analytical** mind that when he was asked the location of his laboratory, he pointed to his head.

Analytical means:

- a. confused
- b. logical
- c. disorganized
- d. simple

2. My cats are not allowed to sleep on the furniture; however, they **defy** the family rules and end up on the sofa when everyone is out of sight.

Defy means:

- a. frighten
 - b. arrange
 - c. simplify
 - d. challenge
3. The enthusiasm of the fans quickly **diminished** when the scores spread between the two teams grew larger and there no longer seemed to be a competition in the game.

Diminished means:

- a. increase
- b. extend
- c. decrease
- d. make known

Skill # 2-Topic:

To explain briefly:

The **topic** is the **subject matter** of a selection. It is what the selection is all about. It can be a word or group of words. To find the topic or the subject matter of a selection, it is helpful to ask few questions:

- What is the selection all about?
- Who is the selection about?
- What is the writer trying to tell (convey) me?

Ask these questions before you start reading any passage or paragraph to be sure you stay in focus.

When the **topic/ subject matter** is expressed in a **complete sentence**, it becomes the **main idea, or the topic sentence or the thesis statement. The thesis that your English teacher is telling you to write is the same as the main idea in Reading. Remember that topic will lead to the main idea.**

Test 1- Topic:

Determine the letter of the correct **topic/subject matter** of each paragraph.

1. Some people believe that if you spill salt, you must toss a pinch of salt over your left shoulder “into the devil’s face” in order to avoid bad luck. There are many such superstitions that cover everyday events. Others are the beliefs that umbrellas should not be opened indoors and that people should leave a friend’s house by the same door they entered. And there are those who believe in knocking on wood when talking about good luck.

Find the Topic: Write your answers on your answer sheet.

- a. Spilling salt
- b. Umbrellas
- c. Superstitions
- d. Knocking on wood

Test 2-Topic

According to one scientist who has studied aging, there are ways to remain healthy in old age. The key, he believes, is to continue to find

mental and physical challenges. In addition, he recommends that people stick to a balanced low-cholesterol diet and a reasonable exercise program throughout their lives. He also cautions people about the dangers of smoking.

Find the Topic: Circle the letter.

- a. Science
- b. Mental and physical challenges
- c. Health in old age
- d. Dangers of smoking

Test 3-Topic:

Spanking is a poor way to shape a child's behavior. For one thing, the spanking will result in feelings of anger and frustration. The child, then, will not learn anything positive from the punishment. In addition, the spanking may actually lead to more bad behavior. Having learned that hitting is okay, the child may attack smaller children. Finally, the spanking teaches children to hide certain actions from their parents. Once out of their parents' sight, children may feel they can get away with the bad behavior.

Find the Topic: Circle your answer.

- a. Bad behavior
- b. Spanking
- c. Anger
- d. Frustration

Skill # 3-Main Ideas:

To explain briefly:

More than any other skill, the key to good and effective **comprehension (understanding)** is recognizing main ideas. It is helpful to ask this question, “ What is the main point (**idea**) the writer is trying to make? Additionally, think of the **main idea** as an “umbrella” that will cover the entirety of what your passage or paragraph is all about. It is the author’s **primary** point about a **topic** or the subject matter. The **main idea** or the **topic sentence** can be found anywhere in the paragraph. It is also the most general sentence in the passage or the paragraph.

Test 1-Main Idea:

Read each paragraph below and choose the letter or number that determines the **main idea**. Remember that finding the **topic/subject matter first** can lead you to the main idea.

Read carefully:

Before clocks were made, people kept track of time by other means. In ancient Egypt, people used a water clock. Water dripped slowly from one clay pot into another. People measured time according to how long it took one pot to empty and the other one to fill. Candle clocks were common during the Middle Ages. As such, a candle burned, marks on its side showed about how much time had passed. A final ancient way to measure time was the sundial, which used the movement of the sun across the sky. The shadows moving across the face of the sundial showed what time it was.

Where is the Main Idea? Write the answer on your answer sheet.

- a. As such a candle burned, marks on its side showed about how much had passed.

- b. Before clocks were made, people kept track of time by other means.
- c. In ancient Egypt, people used a water clock.
- d. All the above.

Test 2-Main Idea:

1 One common example of instinct is the spider's spinning of its intricate web. 2 No one teaches a spider how to spin: its inborn instinct allows it to accomplish the task. 3 Another example of instinctive behavior is the salmon's struggle to swim upstream to lay eggs. 4 It would be much easier for the salmon to follow the current downstream, but instinct overrides all other considerations. 5 Instinct is clearly a strong influence on animal behavior.

Where is the Main Idea? Write the answer on your answer sheet.

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

Test 3-Main Idea:

1 In response to customers' bitter complaints about long lines, banks are trying new ways to shorten the wait or at least to make it more pleasant. 2 One bank provides coffee and cookies so customers can munch while they wait. 3 Other banks show action movies on a large video screen. 4 One daring bank in California will pay a customer five dollars if he or she must wait more than five minutes for service. 5 Still other banks offer the most obvious solution of all---they simply hire more bank tellers.

Where is the Main Idea? Write the answer on your answer sheet.

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

Skill # 4- Supporting Details:

To explain briefly:

Supporting Details explain, develop and prove the main idea. They can be stating a fact, describing something, reasons, narrating something or convincing the readers and make the material more interesting.

Details can be ranked by their level of importance in supporting the topic. Some details offer major support that defines only the main idea, and to further explain this support, the minor detail serves the purpose.

All supporting details play a part in our enjoyment of reading, but it is also necessary to recognize their varying levels of importance.

Test # 1-Supporting Details:

Read the following paragraphs, and answer the questions.

1 Gas stations still provides gas, but often they no longer provide service. 2 For one thing, attendants at many stations no longer pump gas. 3 Motorists pull up to a combination convenience store and gas island where the attendant with clean hands is comfortably enclosed in a glass booth with an opening for taking money. 4 Drivers must get out of their cars to pay for and pump their own gas, which has the bonus of perfuming their hands and clothes with a hint of gas. 5 In addition, even

at stations with “pump jockeys,” workers have completely forgotten other services that once went hand in hand with pumping gas. 6 They no longer know how to ask, “check your oil or water?” 7 Drivers must plead with attendants to wash their windshields 8 And` the last attendant who checked tire pressure must have died at least ten years ago. 9 Finally, many gas stations no longer have mechanics on the premises. 10 Limping down the highway in a backfiring car for emergency help at the friendly service station is a thing of the past.

Where is the Main Idea? Write the answer on your answer sheet.

- a. Sentence 2
- b. Sentence 1
- c. Sentence 4
- d. Sentence 7

How many major supporting details did you find?

- a. Three
- b. Six
- c. Four
- d. Five

How many minor supports did you find? Circle the letter.

- a. Six
- b. Eight
- c. Four
- d. Five

Test # 2-Supporting Details:

Most of us have relieved stress by engaging in aggressive physical activity. Chopping wood when angry is one example. Exercise performed as an immediate response can help alleviate stress symptoms. However, a regular exercise program yields even more substantial benefits. Try to engage in at least 25 minutes of aerobic exercise three or four times a week. But simply walking up stairs, parking farther away from your destination, or standing rather than sitting helps to conserve and replenish your adaptation energy stores. Although it may not improve your aerobic capacity, a quiet walk can refresh your mind and calm your stress response. Plan walking breaks alone or with friends. Stretch after prolonged of study at your desk. A short period of physical exercise may provide the break you really need.

What point is the author trying to make? Write the answer on your answer sheet.

- a. That exercise is good for us.
- b. That most of us relieve our stress by aggressive physical activities.
- c. That there are many ways to relieve stress
- d. All the above.

Test # 3- Supporting Details:

Chimpanzees, skillful tool-users, use several objects found in their environment as tools. First of all, they use sticks. They have been seen inserting carefully trimmed sticks into termite mounds and then withdrawing the sticks and eating the termites that cling to them; they also are known to use sticks to steal honey from beehives. In addition, chimps use leaves in a variety of ingenious ways. For example, they have been seen rolling leaves into cones to use as drinking cups, dampening them and using them to clean their bodies, and chewing

them until they can serve as sponges. Finally, chimpanzees have been observed using stones to crack open nuts.

How many major supports did you find? (Watch for clues) Write the answer on your answer sheet.

- a. Three
- b. Four
- c. Six
- d. Five

Skill # 5- Purpose & Tone:

To explain briefly:

An important part of reading critically is realizing that behind everything we read is a writer or an author. This author is a person who is talking to you (the reader) and has a reason for writing a given piece or a given subject matter. To fully understand and evaluate what you read, you must carefully recognize the writer's **purpose**—which is his or her **reason** for writing. As we read, we must also be aware of his or her **tone**-which is the expression of his or her **attitude** and **feeling** toward the subject matter.

Authors write with reason in mind, and we can be better to evaluate what is being said by determining what that reason is.

Three common purposes/reasons are as follows:

- **To inform-giving information about a subject.**
- **To persuade-to convince the reader to agree with the author's point of view on a subject.**

- **To entertain-to delight and amuse the readers; and to appeal to the reader's senses and imagination.**

Test 1-Purpose & Tone

Read carefully:

Do you want to add years to your life and feel better? Here are few tips. First, to decrease your chance of a heart attack, eat a handful of nuts each day. Also, to ease the effects of arthritis, be sure to include some citrus, such orange juice, in your diet. Finally, exercise on a regular basis.

Write the answer on your answer sheet.

1. The primary purpose of this passage is
 - a. To entertain
 - b. To inform
 - c. To persuade

Test # 2- Purpose & Tone

Read the passage carefully. Watch for clues

The moment the words were out of my mouth, I wished I could take them back. I didn't mean to hurt Keith's feelings. He is such a nice person, and he certainly doesn't deserve to be treated so poorly. I guess the stress from my job has been more than I can handle. Instead of taking my problems out on him, I need to deal directly with the

people who create the stress. If only I didn't care so much what people thought of me at work, then this should have not happened.

Write the answer on your answer sheet.

1. The primary **purpose** of this passage is to:
 - a. Persuade
 - b. Entertain
 - c. Inform
2. The **tone** of the passage can be described as
 - a. funny
 - b. regretful
 - c. admiring

Test # 3- Purpose & Tone

Alonzo winked at his mother's shocked gaze and with a smile he said, "sausage and pepperoni pizza for breakfast makes perfect sense. Allow me to demonstrate. You have your tomato. Tomato is technically a fruit. You have your cheese. Cheese is a dairy product. You have your crust---necessary carbs for quick energy in the morning. And don't forget the sausage and pepperoni ---my protein. If you think about it, it is just like bacon and eggs, toast, and orange juice." Still smiling, he added, " Really, it is. Well, almost. Why are you looking at me that way?"

Write your answer on your answer sheet.

1. The primary **purpose** of this passage is:

- a. To entertain
 - b. To inform
 - c. To persuade
2. The **tone** of this passage is:
- a. funny/humorous
 - b. sad
 - c. insulting

Skill # 6- Fact OR Opinion:

Sorting out facts from opinions is something we do every day, perhaps even without realizing it. Both facts and/or opinions can be valuable to readers, but knowing the difference between the two is important in evaluating what is read. Skilled readers must be able to distinguish fact from opinion.

To explain briefly:

- A **fact** is a statement of information that can be proven as true with enough and sufficient evidence.
- An **opinion** is a statement of one's belief, judgment, or conclusion that cannot be proven as true. Opinions are open to question; facts are set evidence.

Test # 1- Fact and/or Opinion:

Instructions: Put an **F** (for “fact”) or an **O** (for “opinion”) beside each statement. Put **F + O** if the statement is both fact and opinion. **Write your answer on your answer sheet.**

- _____ 1. My brother, Dan is very handsome.
- _____ 2. Last night, a strong thunderstorm knocked out the tree in front of our house.
- _____ 3. Installing a new sink is an easy job for the do-it-yourself kit.
- _____ 4. George Washington was the worst president our country ever had.
- _____ 5. Camels do not hide their heads in the sand.
- _____ 6. It's a fact that the best of the fifty states to live in is Hawaii.
- _____ 7. The Wright brothers invented the airplane.
- _____ 8. There is nothing like cold lemonade to satisfy our thirst.
- _____ 9. In the late 1890's, when coke was first sold, it included a small amount of cocaine, which was then legal.
- _____ 10. Houston is a dangerous city to live in.

Skill # 7- Inferences:

You have probably heard the expression, "to read between the lines." When we read, "between the lines," we pick up ideas that are not directly **stated** or **printed**. These ideas are **implied** and are often important for a full understanding of what a writer means.

Discovering ideas in writing that are not stated directly is called **making inferences** or **drawing your own conclusion**. Ideas are often **suggested** than being stated directly. Readers must **infer**, or figure out those ideas. Discovering ideas that are not stated directly is called **making**

inferences. We make inferences all the time-----in life- using our five senses, visual, hearing, sense of smell, feeling of taste, and reading materials of all types.

To make logical (reasonable) inferences, we must look closely at the information available and use our **own** experiences and **common sense. We do quite a bit of “guessing” based from the information supplied to us.**

Test # 1- Inferences:

Instructions: Put a check by the sentence (inference) most reasonably based on the information provided.

Here is an example:

A student always sits in the back of the classroom, what can you **infer** or **conclude**?

- _____a. The student dislikes the course
- _____b. The student is unprepared for the class
- _____c. The student feels uncomfortable in the front of the room
- _____d. The student is farsighted.

To explain: The student just does not feel comfortable sitting in front of the classroom. (this is your conclusion)

Instructions: Write your answer on your answer sheet.

1. A pencil has several teeth marks on it

- _____a. The person who used the pencil was nervous

- _____ b. The pencil was chewed up by a toddler or a pet
- _____ c. The pencil belongs to someone who is trying to quit smoking.
- _____ d. Someone or something chewed the pencil

2. People are crowding around the entrance to a department store which won't open for another hour

- _____ a. The store is the only department store in the entire region
- _____ b. There is always a crowd like this an hour before opening
- _____ c. The store has paid a crowd to show up
- _____ d. The store is having a big sale.

3. The street is all wet, but the sidewalks are dry

- _____ a. An unusual rain fell on the street
- _____ b. It rained everywhere, but someone dried the sidewalks
- _____ c. A street cleaning vehicle sprayed the street
- _____ d. Children with water guns must have played on the street.

4. Inside of a car with an out-of-state license are several maps, suit cases, and bags of snacks

- _____ a. The driver of the car is on vacation
- _____ b. The driver of the car is on a business trip
- _____ c. The driver of the car has children
- _____ d. The driver of the car is on a trip of some kind.

Test # 2-Inferences:

Directions: Read the following sentences below. Decide if the statements are **valid** (correct/accurate) inferences that are firmly based on the information in the sentence. Put a **check on your choices**.

* Posted on the wall beside the elevators and above an ashtray full of cigarette butt is a sign stating, "This is NOT a smoking area."

*People are smoking in a non-smoking area:

_____ a. valid inference

_____ b. not a valid inference.

- Authorities provided the ashtray because they expect people to ignore the NO SMOKING SIGN.

_____ a. valid inference

_____ b. not a valid inference.

- The ashtray is offered so that people can obey the sign

_____ a. valid inference

_____ b. not a valid inference.

Test # 3- Inferences:

Applying inference in reading literary piece can increase understanding as well as appreciation of literary forms such as novels, short stories and poems---just as we do in everyday life.

Here is a short poem by Emily Dickenson where the implication is made through comparison. Read it carefully then circle the letter of your correct answer. Watch for clues carefully.

Hope is the thing with feathers

That perches in the soul

And sings the tune without the words,

And never stops at all.

1. Where did she compare hope?
 - a. Clouds
 - b. Singing bird
 - c. People
 - d. None of the above
2. This poem implies among other things, that hope is
 - a. Sweet and welcoming
 - b. Tiring and hopeless
 - c. Cool and calm
 - d. All the above.

Skill # 8-The Basics of Argument:

*A good thinker understands what it means to make a **point**.

* A good thinker understands what it means to **support** a point.

A **critical thinker** is one who can look at argument-----a point and its support-----then decide whether the support is **solid** (relevant/pertinent) or not. Here is an example:

Point: You should not waste time because time is precious and irreplaceable.

Now, is there a solid support for this point? In other words, is the person who said this thinking clearly and logically? What details did he/she said why we should not waste time?

The **support** for this point: that time is precious and irreplaceable.

Check Your Understanding of Argument:

Look at the following group of items. It is made up of **one** point and **three** statements that logically support the point. See if you can put a **P** in front of the point and an **S** in front of the three supporting statements.

_____ A. The children argue and fight constantly.

_____ B. The mother looks as if she is scared to say anything.

_____ C. Our neighbors do not seem like a happy family.

_____ D. When I hear the father speak to the children, he is usually shouting.

Test 1- Basics of Argument:

Directions: In each of the following groups, one statement is the point (this is also the main idea) and the other statements are support for the point. **Identify** the point with a **P** (write it on the line or on your answer sheet)) and each statement of support with an **S**. (write it on the line) Write your answer on your answer sheet. Every letter should have either a **P** for point OR **S** for support.

Group 1:

_____ A. People would look at me and say, “you’re tiny.”

_____ B. I used to hide in my bedroom when visitors came.

_____ C. I cried on the first day of kindergarten.

_____ D. As a child, I was very quiet and shy.

Group 2:

- _____ A. Many jobs require you to apply online.
- _____ B. Some teachers keep in touch with parents by e-mail.
- _____ C. It's helpful to have regular Internet access now a days.
- _____ D. It's quick and easy to pay bills electronically.

Group 3:

- _____ A. It's not a good idea to buy bottled water.
- _____ B. Bottled water costs about 5 cents an ounce, while tap water costs only about 1 cent per gallon.
- _____ C. In most places, bottled water is no healthier than tap water.
- _____ D. Bottled water produces up to 1.5 million tons of plastic waste every year.

Group 4:

- _____ A. Uniforms cost less than store-bought clothes.
- _____ B. Studies show that students work better when they are dressed in uniforms.
- _____ C. Kids wearing uniforms to school is a good idea.
- _____ D. Uniforms stop kids from teasing each other about the clothes they wear.

Skill # 9- Critical Thinking**Why Critical Thinking?**

Everyone thinks; it is our nature to do so. But much of our thinking is left to itself-it is biased, distorted, partial, uninformed or down-right prejudiced. Yet the quality of our life and that of what we produce, make, or build depends precisely on the **quality** of our thoughts. Shoddy thinking is costly, both in money and in quality of life. Excellence in thinking is a gift and must be cultivated systematically.

So, what is Critical Thinking?

It is the art of analyzing and evaluating thinking with the view of improving it.

Critical thinking is, self-directed, self-disciplined, self-monitored, self-motivated, self-evaluated and self-corrective. It requires standard of excellence on our part to evaluate how we think and how we respond to other people's thinking.

All reasoning has a purpose and must be stated clearly. All reasoning is an attempt to figure something out, to settle some questions and to solve some problem.

All reasoning is based on assumptions. Are they justified? Are they shaping a point of view? Which of them might reasonably be questioned further?

All reasoning is done from some point of view. What is **your** point of view? What basis do you have? What other points of view should be considered?

All reasoning is based on data, information, and evidence. To what extent is your reasoning supported by relevant data? How clear, accurate and relevant are the data to the question at issue?

Thinking can be **developed** and **improved**. This is good news because we all need to be critical thinkers in order to survive this very demanding world.

- *A critical thinker is **aware** of the thinking process

- *A critical thinker carefully **examines** the thinking process

- *A critical thinker **applies** the thinking process.

Critical Thinking is the cornerstone of higher education; it is the hallmark of an educated person. Thinking critically addresses a **crucial** need for all college students to survive many of their courses that will prepare them to read between the lines in a more constructive and productive way.....thinking and using their common sense.

Nature demands us to think and we can, but not everybody is a critical thinker. Thinking is an **extra-ordinary** process we use every waking moment to make sense of our world and our lives. Successful thinking enables us to **solve problems** we are continually confronted with, to make **sense** of things around us, to make **intelligent** decisions, and to achieve the goal (s) that give our lives purpose, fulfillment and meaning.

College will provide you with **unique** opportunity to develop your mind in the fullest sense. Becoming an educated thinker will also help you achieve your career goals. In this very rapidly changing world, it is impossible to predict precisely your exact career or the knowledge and skills that this career will require. But as an educated thinker you will possess the essential knowledge and abilities that will enable you to adapt to whatever your career situation demands. Additionally, an educated thinker will elevate your understanding of the world in which

you live and help you develop insight into your “self” and that of others, qualities that are essential to high achievement in most careers.

Achieving the goal of becoming an educated thinker involves **two core processes** that are the mainstreams of our thoughts and actions. These are:

- a. **Thinking critically-** carefully exploring the thinking process to clarify our understanding and make more intelligent decisions.
- b. **Thinking creatively-** Using our thinking process to develop ideas that are unique, useful, and worthy of further elaboration.

These two core dimension of your mind, the abilities to think ***critically*** and to ***think creatively***, are the tools you will need to make your life more meaningful, successful and fulfilling.

More activities will come your way in Gust 0342.

Keep focusing😊

Skill # 10- Combined Skills

To explain briefly:

This last skill will test your knowledge of all the skills explained previously. You will do **three** of the Combined Skills. Apply everything you have read and learned to pass all of them

After reading the passage, **circle** the **letter** of the best answer to each question. You will answer them on your answer sheet. Be watchful😊

Read carefully. Look for clues, you can go back and review what you have read to help you locate the answer.

Combined Skills Test # 1:

1. Johnny Appleseed, one of the gentlest and most beloved of American folk heroes, was born in 1774 in Leominster, Massachusetts. 2. His real name was John Chapman. 3. Chapman's early life was full of misfortune. 4. First, his father left home to fight in the Revolutionary War. 5. Then John's mother and baby brother died before John's second birthday. 6. However, John's **fortunes** improved when his father returned and remarried, and by the time John was in his teens, he had ten brothers and sisters. 7. As a young man, John began traveling west on foot, stopping to clear land and plant the apple seeds he always carried with him. 8. Settlers who followed John's path were delighted to find young apple orchards dotting the landscape. 9. John was a friendly fellow who often stopped to visit with families along his way, entertaining them with stories of his travels. 10. Tales of his exploits followed him through Pennsylvania, Ohio, and Indiana. 11. Many of the stories were true. 12. For instance, John really did travel barefoot through the snow, lived on the friendliest of terms with Indian tribes, and refused to shoot any animal. 13. Other tales about John, however, were exaggerations. 14. Settlers said, for example, that he slept in the treetops and talked to the birds or that he had once been carried off by a giant eagle. 15. Johnny Appleseed never stopped traveling until his death in Fort Wayne, Indiana, in 1845.

**Answer the following questions on your answer sheet-
Combined Skills # 1-Johnny Appleseed. Letters only.**

1. As used in sentence 6, the word **fortunes** means
 - a. wealth
 - b. possessions
 - c. luck
 - d. health
2. The details in sentence 4 and 5 support the point in
 - a. Sentence 1
 - b. Sentence 2
 - c. Sentence 3
 - d. Sentence 6
3. We can conclude that Johnny Appleseed
 - a. provided apples for numerous settlers
 - b. was quickly forgotten by the settlers
 - c. grew wealthy by selling his apple trees
 - d. left home because of problems with his family.
4. This passage suggests that Johnny Appleseed
 - a. grew weary of traveling
 - b. had great respect for other people and animals
 - c. lived a very short but rich life
 - d. planted many trees other than apple trees.
5. Sentence 1 is a statement of
 - a. fact
 - b. opinion
 - c. both fact and opinion
 - d. none of the above
6. The tone of the passage is

- a. sad
 - b. bitter and hurtful
 - c. amusing and excited
 - d. straightforward with a touch of admiration
7. We can infer that his last name relates to the seed he scattered while he was traveling
- a. valid inference
 - b. not valid inference
8. Which is the most appropriate title for this selection?
- a. The Planting of American Apple Orchards
 - b. Folk Heroes of America
 - c. Settlers Recall Johnny Appleseed
 - d. The Life and Legend of Johnny Chapman.

Combined Skills Test # 2:

Read the passage carefully and answer the questions.

Shame

By Dick Gregory

Preview:

When we receive help, most of us feel grateful. But what if the help is given in an inconsiderate way? In this autobiographical piece, the comedian and social activist, Dick Gregory shows that the good intentions of a given are not enough if they don't take the recipient's pride into account.

Words to Watch: This can help you understand the selection better.

- complected (1): complexioned

- stoop (2) an outside stairway, a porch, or platform at the entrance to a house
- mackinaw (28) a short, plaid coat or jacket
- googobs (29) : Gregory's slang for gobs, a large amount.

I never learned hate at home, or shame. I had to go to school for that. I was about seven years old when I got my first lesson. I was in love with a little girl named Helene Tucker, a light-complected* little girl with pigtails and nice manners. She was always clean and she as smart in school. I think I went to school then mostly to look at her. I brushed my hair and even got me a little old handkerchief. It was a lady's handkerchief, but I didn't want Helene to see me wipe my nose on my hand. The pipes were frozen again, there was no water in the house., but I washed my socks and shirt every night. I'd get a pot and go over to Mister Ben's grocery store, and stick my pot down into his soda machine. Scoop out some chopped ice. By evening the ice melted to water for washing. I got sick a lot that winter because the fire would go out at night before the clothes were dry. In the morning, I'd put them on, wet or dry, because that is the only clothes I had.

Everybody's got a Helene Tucker, a symbol of everything you want. I loved her for her goodness, her cleanness, her popularity. She would walk my street and my brothers and sisters would yell, "Here comes Helene," and I'd rub my tennis sneakers on the back of my pants and wish my hair wasn't so nappy and the white folks' shirt fit me better. I'd run out on the street. If I knew my place and didn't come too close, she'd wink at me and say hello. That was a

good feeling. Sometimes I'd follow her all the way home, and shovel the snow off her walk and try to make friends with her Momma and her aunts. I'd drop money on her stoop* late at night on my way back from shining shoes in the tavern. And she had a Daddy, and he had a good job. He was a paper hanger.

I guess I would have gotten over Helene by summertime, but something happened in that classroom that made her face hang in front of me for the next twenty-two years. When I played the drums in high school it was for Helene and when I broke track records in college it was for Helene and when I started standing behind microphones and heard applause I wished Helene could hear it, too. It wasn't until I was twenty-nine years old and married and making money that I finally got her out of my system. Helene was sitting in that classroom when I learned to be ashamed of myself.

It was on Thursday. I was sitting in the back of the room, in a seat with a chalk circle drawn around it. The idiot's seat, the troublemaker's seat.

The teacher thought I was stupid. Couldn't spell, couldn't read or do arithmetic.... just stupid. Teachers were never interested in finding out that you couldn't concentrate because you were so hungry, because you hadn't had any breakfast. All you could think about was noon time, would it ever come? Maybe you could sneak into the cloakroom and steal a bite of some kid's lunch out of a coat pocket. A bite of something, like paste. You can't really make a meal of paste, or put it on bread for a sandwich, but sometimes I'd scoop a few spoonful out of the big paste jar in the back of the room. Pregnant people get strange tastes, well, I was pregnant

with poverty. Pregnant with dirt and pregnant with smells that made people turn away, pregnant with cold and pregnant with shoes that were never bought for me, pregnant with five other people in my bed and no Daddy in the next room, and pregnant with hunger. Paste doesn't taste too bad when you're hungry.

The teacher thought I was a troublemaker. All she saw from the front of the room was a little black boy who squirmed in his idiot's seat and made noises and poked the kids around him. I guess she couldn't see a kid who made noises because he wanted someone to know he was there.

It was on a Thursday, the day before Negro payday. The eagle always flew on Friday. The teacher was asking each student how much his father would give to the Community Chest. On Friday, night, each kid would get the money from his father, and on Monday he would bring it to the school. I decided I was going to buy a Daddy right then. I had money in my pocket from shining shoes and selling papers, and whatever Helene Tucker pledged for her Daddy, I was going to top it. And I'd hand the money right in. I wasn't going to wait until Monday to buy me a Daddy.

I was shaking, scared to death. The teacher opened her book and started calling out names alphabetically.

"Helene Tucker?"

"My Daddy said he'd give two dollars and fifty cents."

"That's very nice, Helene. Very, very nice indeed."

That made me feel pretty good. It wouldn't take too much to top that. I had almost three dollars in dimes and quarters in my pocket. I stuck my hand in my pocket and held onto the money, waiting for her to call my name. But the teacher closed her book after she called everybody else in the class.

I stood up and raised my hand.

"What is it now?"

"You forgot me."

She turned toward the blackboard.

"I don't have time to be playing with you, Richard."

"My Daddy said he'd give.....fifteen dollars."

She turned around and looked mad.

"We are collecting this money for you and your kind. Richard Gregory. If your Daddy can give fifteen dollars you have no business being on relief."

"I got it right now....I got it right now, my Daddy gave it to me to turn in today, my Daddy said....."

"And furthermore," she said, looking right at me, her nostrils getting big and her lips getting thin and her eyes opening wide, "we know you don't have a Daddy."

Helene Tucker turned around, her eyes full of tears. She felt sorry for me. Then I couldn't see her too well because I was crying too.

“Sit down, Richard.”

And I thought the teacher kind of liked me. She always picked me to wash the blackboard on Friday, after school. That was a big thrill, it made me feel important. If I didn't wash it come Monday the school might not function right.

“Where are you going, Richard!”

I walked out of school that day, and for a long time I didn't go back very often. There was shame there.

Now there was shame everywhere. It seemed like the whole world had been inside that classroom, everyone had heard had heard what the teacher had said, everyone had turned around and felt sorry for me. There was shame in going to the Worthy Boys Annual Christmas Dinner for you and your kind because everybody knew what a worthy boy was. Why couldn't they jus call it the Boys Annual Dinner, why'd they have to give it a name? There was shame in wearing the brown and orange and white plaid mackinaw* and it had a hood, and my Momma beat me and called me a little rate when she found out I stuffed it in the bottom of a pail full of garbage way over on Cottage Street. There was shame in running over to Mister Ben's at the end of the day and asking for his rotten peaches, there was shame in asking Mr. Simmons for a spoonful of sugar, there was shame in running out to meet the relief truck. I hated that truck, full of food for you and your kind. I ran into the house and hid when it came. And then I started to sneak through alleys, to take the long way home so the people going into White's Eat Shop wouldn't see me. Yeah, the whole

world heard the teacher that day, we all know you don't have a Daddy.

It lasted for a while, this kind of numbness. I spent a lot of time feeling sorry for myself. And then one day I met this wino in a restaurant. I'd been out hustling all day, shining shoes, selling newspapers, and I had googobs* of money in my pocket. Bought me a bowl of chili for fifteen cents, and a cheeseburger for fifteen cents, and a Pepsi for five cents, and a piece of chocolate cake for ten cents. That was a good meal. I was eating when this old wino came in. I love winos because they never hurt anyone but themselves.

That old wino sat down at the counter and ordered twenty-six cents worth of food. He ate it like he really enjoyed it. When the owner, Mister Williams asked him to pay the check, the old wino didn't lie or go through his pocket like he suddenly found a hole.

He just said: "Don't have no money."

The owner yelled: "Why in hell you come in here and eat my food if you don't have no money? That food cost me money."

Mr. Williams jumped over the counter and knocked the wino off his stool and beat him over the head with a pop bottle. Then he stepped back and watched the wino bleed. Then he kicked him. And he kicked him again.

I looked out the wino with blood all over his face and I went over. "Leave him alone, Mr. Williams. I will pay the twenty- sic-cents."

The wino got up, slowly, pulling himself up to the stool, then up the counter, holding on for a minute until his legs stopped shaking so bad. He looked at me with pure hate. “Keep your twenty-six cents. You don’t have to pay, not now. I just finished paying for it.”

He started to walk out, and as he passed me, he reached down and touched my shoulder. “Thanks, sonny, but it is too late now. Why didn’t you pay it before?”

I was pretty sick about that. I waited too long to help another man.

End

Basic Skills Questions:

Answer the following questions from the selection: Pick the letters of the correct answer.

Vocabulary in Context:

1. In the excerpt below, the word **pledged** means
 - a. repeated
 - b. studied
 - c. promised to give
 - d. brought home

“ I had money in my pocket....and whatever Helene Tucker pledged for her Daddy, I was going to top it.” (Paragraph 7)

2. In the sentence below, the word **hustling** means

- a. complaining
- b. relaxing
- c. studying hard
- d. working energetically

“I’d been out hustling all day, shining shoes, selling newspaper, and I had googobs of money in my pocket.” (Paragraph 29)

Central Point and Main Ideas:

3. Which sentence best expresses the central point of this selection?
 - a. Dick Gregory had a long-standing crush on a girl named Helene Tucker.
 - b. The charity of Gregory received was given in a way that labeled him as poor, which made him ashamed.
 - c. As both a receiver and a giver, young Gregory learned that something is given is as important as what is given
 - d. Gregory grew up in a fatherless, poor family.
4. Which sentence best expresses the main idea of paragraph 2?
 - a. The author adored Helene Tucker, a symbol of everything he wanted
 - b. Everybody has a symbol of everything he or she wants
 - c. Helene Tucker made the author feel ashamed of his looks
 - d. Unlike the author, Helene Tucker had a father.
5. Which sentence best expresses the main idea of paragraph 5?
 - a. Gregory like to eat paste
 - b. The teacher assumed that Gregory was stupid
 - c. The teacher never realized that Gregory was hungry all the time

- d. The teacher assumed that Gregory was stupid and never realized that his poor work was the result of being hungry.

Supporting Details:

6. _____ True or False: Helene Tucker represented a way of life that Gregory wishes he had.
7. After the teacher told him he was the type of person the Community Chest helped and that he was fatherless, Gregory
- a. never went back to school
 - b. felt sorry for himself for a while
 - c. stopped working
 - d. felt that Helene Tucker did not feel sorry for him.
8. As support for his central point, the author uses several
- a. statistics
 - b. expert opinion
 - c. personal experiences
 - d. famous quotation

Use of Transitions in Reading:

9. The sentence below contains a (n)
- a. contrast signal
 - b. comparison signal
 - c. example signal
 - d. cause-effect signal

“ I got sick a lot that winter because the fire would go out at night before the clothes were dry.”

10. The relationship of the second sentence below to the first is one of

- a. addition
- b. comparison
- c. contrast
- d. an example

“ I stuck my hand in my pocket and held onto the money, waiting for her to call my name. But the teacher closed her book after she called everybody else in the class.” (paragraph 12)

Pattern of Organization:

11.The main pattern of organization of paragraph 28 is

- a. time order
- b. list of items
- c. definition and example
- d. contrast (opposite)

12. The pattern of organization used in paragraph 30-36 is

- a. list of items
- b. time order
- c. cause and effect
- d. comparison

ADVANCED SKILL QUESTIONS:

Fact and Opinion:

13. Which of the following is a statement of opinion?

- a. "I was sitting in the back of the room, in a seat with a chalk circle drawn around it."
- b. "Paste doesn't taste too bad when you're hungry."
- c. She turned toward the blackboard."
- d. "Helene Tucker turned around, her eyes full of tears."

Inferences:

14. _____ True or False: In the classroom scene, the author implies that Helene is not sensitive.

15. In paragraph 5, the author implies that

- a. he is stupid
- b. teachers understood him well
- c. it was difficult for him to concentrate in school
- d. the only way he ever got food was to steal it.

16. _____ True or False? The author implies that the wino taught him a valuable lesson.

Purpose and Tone:

17. _____ True or False? One of the author's purposes is to inform readers of how he learned the meaning of shame.

18. The word that best describes the tone of the last paragraph of the selection is

- a. angry
- b. objective
- c. sentimental
- d. ashamed

Argument:

19. _____ True or False? The teacher's conclusion that Gregory was stupid did not take into account all the relevant evidence.

20. Which evidence from the selection supports Gregory's statement that, after the school incident, he felt shame everywhere?

- a. Gregory stuffed the plaid mackinaw into a garbage can
- b. Gregory was always chosen to wash the blackboard on Fridays
- c. Helene Tucker's eyes were full of tears
- d. Gregory wanted to pay for the wino's dinner.

Combined Skills: 3

Read the following article from USA Today. Then, answer the questions. Follow instructions.

The Young Prefer Facebook to Blogging, and Twitter.

By Mary Brophy Marcus, USA Today

1. A new report paints a picture of how teens and young adults are using social media these days.
2. Teens are eating up Facebook but are not so keen on Twitter, and they are not blogging as much as they used to, according to the Pew Internet Project's report.
3. Out of all the data, we think in some ways it's most surprising to see a decline in blogging, "says Pew researcher Amanda Lenhart, who co-wrote the report, "Social Media and Mobile Internet Use Among Teens and Young Adults."
4. The report highlights data gathered from two telephone surveys in September, 2010 one that focused on teens ages 12-17 and a second survey of adults 10 and older.
5. Lenhart says blogging among teens and young adults has **plummeted** to half what it was in 2006. 6. In that year, 28% of teens ages 12-17 and adults 10-29 were bloggers. 7. By the fall, 2009, the numbers had dropped to 14% of teens and 15% of young adults. 8. During the same period, the percentage of online adults over 30 who were bloggers rose from 7% in 2006 to 11% in 2009.

9."What we think is really going here? -----why young people aren't doing blogs anymore-----is that there's been a move from My Space, which put blogging front and center, to Facebook, which doesn't have that." Lenhart says.

10. The report also indicates that wireless connectivity is high among adults under 30, and social networking continuous to climb.

11. But Twitter hasn't gained much ground with teens----only 8% of 12-17 years-old who go on line say they never use it. 12. That's unusual, because teenagers have a history of being early adopters of nearly every online activity, Lenhart says.

13. Lenhart says researchers asked some teens in focus groups about their Twitter perceptions. 14." Most had no idea what it was," Lenhart says. 15." Some knew it as that thing Lance Armstrong and other celebrities do."

16. To quote my 15 year old son, "Twitter is lame," says Lee Aase, manager of social media at Mayo Clinic. 18. He says Facebook and texting may be satisfying teen chat needs.

19. "They're so into text-messaging that that **niche** is already sort of filled for them: he says.

20. Aase also says some teenagers may grow back into blogging as they hit adulthood: "Blogging has become a way to communicate with the world about more meaningful issues, not just about communicating to friends."

Here are the questions. Read each statement carefully and answer the questions completely on your answer sheet. Remember, letters only.

Vocabulary in Context:

1. The best meaning of the word **plummeted** in sentence 6 is
 - a. climbed
 - b. thrust
 - c. dropped
 - d. held

2. The best meaning of the word ***niche*** in sentence 19 is
- a. role
 - b. problem
 - c. recess
 - d. device

Central Point (idea)

3. Which sentence states the **central** point or idea of the article?
- a. sentence 1
 - b. sentence 2
 - c. sentence 10
 - d. sentence 21

Supporting Details

4. According to the writer, which device is a teen least likely to use to go on line?
- a. desk top computer
 - b. cell phone
 - c. twitter
 - d. portable device

Transitions

5. The relationship of ideas between sentence 10 and 11 is
- a. time order
 - b. addition
 - c. cause and effect
 - d. contrast (opposite)

Thought Pattern

6. The main thought pattern of paragraph 5 (sentence 5 to 8) is
- a. time order
 - b. listing
 - c. cause and effect
 - d. contrast (opposite)

Tone

7. The overall tone of the passage is
- a. biased
 - b. neutral

Purpose

8. The overall purpose of the article is
- a. To inform the reader about recent research findings about media use
 - b. To amuse the reader with information from recent research findings about media use
 - c. To persuade the reader to change media use based on recent findings.

Fact and Opinion

9. Sentence 4 states
- a. a fact
 - b. an opinion
 - c. fact and opinion

Inference

10. Based on the details in the article, we can infer (guess, conclude) that

- a. facebook is not popular with older adults
- b. teens are slow to accept new online activities
- c. teens use technology mostly for social reasons
- d. all teens thin “Twitter is lame.”

More Mastery Activities on the Skills: START WITH MAIN IDEAS

Continue Working on these Mastery Skills. Use your answer sheet to answer the questions.

MASTERY SKILLS: Read carefully:

The TEN short paragraphs will continue to help you use your ability (mastery) to find the main idea. Read each paragraph carefully, and then answer the questions. Take your time as you are NOT under time pressure here, but remember that you are graded upon completion of these activities.

Paragraph 1- Mastery #1: (Main Idea)

Is there a hairy monster in the Pacific Northwest? Some people think so. They say it lives in the mountains. They call it “Bigfoot.” No one knows for sure if Bigfoot is real. Hundreds of people say they have seen the monster, and many more claim to have seen its huge footprints. Reports state that Bigfoot looks like an ape. It has a pointed head, a long body, long arms, and short legs. Even though its legs are short, Bigfoot seems to move very quickly. It doesn’t run, but walks very fast. Bigfoot is said to be fast swimmer as well. Reports of the strange Bigfoot make the monster an interesting puzzle.

Choose the letter of the best answer from the question statements.
Continue using your Answer Sheet. **Write clearly and legibly.**

1. What is the topic?
 - a. the Pacific Northwest
 - b. apes and monsters
 - c. the mystery of “Bigfoot”
 - d. mysteries of the Pacific Northwest.
2. The best title is
 - a. Vacationing in the Northwest
 - b. Bigfoot Is Real!
 - c. I Saw Bigfoot
 - d. The “bigfoot” Puzzle
3. The paragraph is organized as
 - a. statement and support
 - b. reasons and conclusion
 - c. list of statements
 - d. none of the above
4. Go back to the selection, and on your Answer Sheet, write clearly the **topic sentence (main idea)** of this passage. **Write clearly and legibly.**

Paragraph #2- Mastery # 2-(Main Idea)

The Thames River stank, air was filled with a “disease odor,” as Londoners called it, and soot clung to ladies’ dresses. London grew so polluted that, by royal decree, the use of sea-coal was forbidden. The government went so far as to empower a council to prosecute those who did not obey the ban. The council handed out fines for the first

offense and destroyed furnaces after the second. It is believed that at least one lawbreaker was put to death for “fouling His Majesty’s air.” Clearly, London law officials in the 1300s were concerned about pollution.

Choose the letter of the best answer from the question statements.
Continue using your Answer Sheet. **Write clearly and legibly.**

1. Which phrase **best** summarizes the **topic/subject matter** of the paragraph?
 - a. diseases common in London in the 1300s
 - b. the harsh justice of English courts
 - c. poverty and suffering in the fourteenth-century London
 - d. the pollution problem in fourteenth-century London.
2. The government banned the burning of sea-coal because it
 - a. spread disease among the people
 - b. was scares and of poor quality
 - c. caused pollution and bothered people
 - d. was expensive and unsafe for use in homes.
3. A major point of the paragraph is that
 - a. concern about pollution is not new
 - b. every era has its own problems
 - c. some people always disobey the law
 - d. government should control fuel consumption.

On your Answer Sheet, write the **topic sentence (main idea)** of the paragraph. **Write clearly and legibly.**

Paragraph # 3-Mastery # 3- (Main Idea)

The bow is the oldest throwing weapon still in use. For perhaps 30,000 years its form has changed little: it is still a bent stick and a string; however, improvements in materials and construction have extended the bow's range dramatically. When English archers were the terror of Europe, their legendary longbow could send an arrow about 280 yards (256 meters). The Turkish bow of the seventeenth century could achieve 600 to 800 yards (549 to 732 meters). Today, a world record, which stood for more than fifteen years, is one mile 268 yards, which is about two kilometers.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. Which phrase **best** summarizes the **topic/subject matter** of the paragraph?
 - a. improvements in the bow
 - b. the legendary English archer
 - c. The highly competitive modern sport of archery
 - d. Primitive weapons.

Paragraph # 4-Mastery # 4 (Main Idea)

If you were planning to buy a television set, the following advertisement would certainly attract your attention: "Color TV, only \$ 79.00. Two day sale. Hurry." Suppose that, when you go to the store ready to buy, you discover that the advertised sets are sold out. However, the salesperson is quick to reassure you that the store has another model, a more reliable set that is "just right for you." It costs \$ 359.00. If this makes you think that something funny is going on, well,

you're right! This is an underhanded sales tactic called "bait and switch," in which buyers are baited with a sale offer and switched to a more costly item.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. Which phrase **best** summarizes the **topic/subject matter** of the paragraph?
 - a. how to spot a value in color television
 - b. a dishonest sales technique
 - c. how sales can save you money
 - d. where to find good buys in electronics.
2. The paragraph states that
 - a. customers must be on their guard when purchasing items on sale
 - b. some stores use the "bait and switch" tactic to attract customers
 - c. color television sets that sell for \$ 79 sell out quickly
 - d. anyone planning to buy a television set should look for a sale.
3. The best descriptive title for the paragraph is
 - a. Let the Buyers Beware
 - b. Closeout Sale
 - c. Crime Pays
 - d. Buying a TV Set.
4. Go back to the selection, and on your Answer Sheet, write the **topic sentence (main idea)** of the paragraph. **Write clearly and legibly.**

Paragraph # 5-Mastery # 5 (Main Idea)

People who sing and talk to plants are not crazy, according to Arnold Braymar. "Singing and talking to plants will actually make them grow better," says Braymar, a government agricultural expert. The reason is quite simple-----when we sing or talk to plants, we exhale carbon dioxide, which plants need to survive and thrive. Plants absorb the carbon dioxide through their pores during the sunlight hours and produce oxygen, which people need to survive. Singing and talking will be effective, however, only during the daytime. Bedtime lullabies will not help plants to sleep better or grow faster.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. The paragraph states that
 - a. doctors are worried about people who communicate with nature
 - b. plants and flowers should not be left in bedrooms at night
 - c. the practice of talking to plants can be defended scientifically
 - d. plants do not prosper when placed away from people.
2. The point of the paragraph is that singing and talking to plants can be
 - a. socially embarrassing for some people
 - b. personally gratifying for most people
 - c. proved dangerous by science
 - d. helpful to people and plants.
3. The paragraph is organized as
 - a. as a broad statement followed by support
 - b. reasons leading to a conclusion
 - c. introduction, main idea, and supporting detail sentences

- d. a list of equally important statements.
- 4. Go back to the paragraph and select the sentence that determines the **main idea**. Write this sentence on your Answer Sheet. **Write clearly and legibly.**

Paragraph # 6-Mastery # 6 (Main Idea)

No single adjective is adequate to describe the size of the blue whale, and few people realize how it compares with other mammals. By any standard, the blue whale is the largest creature on Earth. One of its fins, called a fluke, would fill the cargo space of the average dump truck. Although its skull is the size and weight of a car, its brain is only the size of a carburetor. Its heart is so large that five strong people would be needed to lift it, while its skin could be used as a tarpaulin to cover half a football field. Combine the weights of a hundred horses, a hundred dairy cows, and five Indian elephants, and you would arrive at the weight of a single female blue whale. Fortunately, for the whale, its watery environment has, so far, protected it from the extinction suffered by the dinosaur millions of years ago.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. **Write clearly and legibly.**

1. Which phrase best summarizes the topic?
 - a. the tiny brain of the blue whale
 - b. useful products from the blue whale
 - c. how hunting has endangered the blue whale
 - d. the blue whale's size compared to other things.
2. The author develops the topic with
 - a. reasons
 - b. descriptive adjectives

- c. how hunting has endangered the blue whale
 - d. the blue whale's size compared with other things.
3. Which sentence does not belong in the paragraph because it does not develop the topic?
- a. One of its fins, called fluke, would fill the cargo space of the average dump truck
 - b. Although its skull is the size and weights of a car, its brain is only the size of a carburetor
 - c. Fortunately, for the whale, its watery environment has, so far, protected it from the extinction suffered by the dinosaur millions of years ago
 - d. By any standard, the blue whale is the largest creature on Earth.
4. Go back to the paragraph and select the sentence that determines the main idea. Write the sentence on your Answer Sheet. **Write clearly and legibly.**

Paragraph # 7-Mastery # 7 (Main Idea)

It seems that Elizabeth Fitch disliked her brother's army uniform; she thought it lacked character. One day as he was leaving to join his regiment, she ran in to the barnyard and returned with a long turkey feather for his hat. In true Yankee spirit, Thomas Fitch brought a feather for each of his feathered soldiers approaching, he sarcastically referred to them as **macaroni**, which was the slang of the day for "dude" or "dandy." Hence we now have the famous lines, "Stuck a feather in his hat and called it macaroni." Dutch settlers in New York called English settlers **Jan Kees**, which in Dutch means "John Cheese." Webster says that a doodle is a simple person. Thus the expression **Yankee Doodle** was created.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. Which phrase best summarizes the topic?
 - a. how armies differ from one another
 - b. the preparedness of colonial soldiers
 - c. the origins of some terms in “Yankee Doodle”
 - d. contributions of women to the Revolutionary War.
2. The paragraph is organized as
 - a. a broad statement followed by support
 - b. reasons leading to a conclusion
 - c. introduction, main idea, and supporting sentences
 - d. a list of equally important statements.
3. Which of the following is the best title for this paragraph?
 - a. Yankee Go Home
 - b. The Origins of “Yankee Doodle”
 - c. Then and Now
 - d. Spirit of ’76.
4. Which sentence best expresses the main idea?
 - a. “Yankee Doodle” is not a flattering song
 - b. “Yankee Doodle” was the most popular tune in 1776
 - c. Thomas Fitch was a colorful historical character
 - d. Colonial soldiers were poorly equipped.

Paragraph # 8-Mastery # 8 (Main Idea)

In the seventeenth century, colonists in the United States made candles by dipping. When they brought back a deer, moose, or bear from a hunting trip, they would boil the animal’s fat in water, and then they would dip a piece of twisted cotton into the waxy substance that

floated on the water's surface. When one layer hardened on the cotton wick, they dipped it again. The more the wick was dipped, the more wax stuck to it, until it eventually became a useful tapered candle.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. **Write clearly and legibly.**

1. Which phrase best summarizes the topic/
 - a. candle power compared to watt power
 - b. the free spirits of the early colonists
 - c. the elegance of tapered candles
 - d. how colonists made candles.
2. The paragraph suggests that
 - a. the best candles are handmade
 - b. colonists' everyday chores were tedious and backbreaking
 - c. successful candle makers began with successful hunting
 - d. colonists made candles in a range of colors.
3. The paragraph is organized as
 - a. a broad statement followed by support
 - b. reasons leading to a conclusion
 - c. introduction, main ideas, and supporting details
 - d. a list of equally important statements.
4. Go back to the paragraph and locate the sentence that will determine the topic sentence. Write it down clearly.

Paragraph # 9-Mastery # 9 (Main Idea)

The Cherokee Indians, who considered themselves the “real people,” established their villages along the streams and rivers of what are now the Carolinas, Georgia, Virginia, and Kentucky. The walls of their houses were constructed with large, sturdy posts planted at three-foot

intervals. Smaller posts were used to fill in the intervening spaces. The posts were held in place by twigs and long grasses interwoven to provide strength and protection. To insulate against wind and cold, the woven walls were plastered with a mixture of grass and clay. This process also improved the appearance of the house and kept the posts from rotting. Many historians feel that such building techniques place the Cherokee at the forefront of early architectural engineers.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. The paragraph shows that the Cherokee Indians were
 - a. inventive builders
 - b. cunning hunters
 - c. fierce warriors
 - d. productive farmers
2. The best descriptive title for this paragraph is
 - a. Early Americans Architects
 - b. Life Among the Cherokees
 - c. Modern Cherokee Structures
 - d. Early Native American Culture.
3. The paragraph is organized as
 - a. a broad statement followed by support
 - b. reasons leading to a conclusion
 - c. introduction, main idea, and supporting sentences
 - d. a list of equally important statements.
4. Go back to the paragraph and select the sentence that will determine the topic sentence. Write it.

Paragraph # 10-Mastery # 10 (Main Idea)

Whether you are a smoker or a non-smoker, you should keep a close watch on the health of your lungs. You can get test your lung capacity by holding a lighted match about six inches from your face and trying to blow it out with your mouth wide open. If you cannot blow out the flame, arrange for a medical examination. Using a simple machine called spirometer, a doctor can measure the lungs' strength and capacity. In other words, the doctor can test how efficiently you breathe. When combined with a complete physical examination, the spirometer test may detect early signs of respiratory problems.

Choose the letter of the best answer from the statements. Continue using your Answer Sheet. Write clearly and legibly.

1. Which phrase best summarizes the topic?
 - a. new medical technology
 - b. preventive medicine
 - c. the health of your lungs
 - d. the function of the lungs in the human body.
2. The paragraph implies that a person who passes the match test
 - a. must have an examination
 - b. need not worry about the lung disease
 - c. is in good overall physical health
 - d. has adequate lung capacity.
3. The paragraph is organized as
 - a. a broad statement followed by support
 - b. reasons leading to a conclusion
 - c. Introduction, main idea, and supporting sentences
 - d. A list of equally important statements.
4. Go back to the paragraph and determine which sentence is the main idea. The write it on your answer sheet.

End for the TEN paragraphs for mastery of Main Idea.

MASTERY ACTIVITIES ON VOCABULARY:

Read Carefully: A good vocabulary is one of the most important elements of academic success. Adding to your personal inventory of words is an ongoing process that requires knowledge of **context clues** and **word parts**. As you read through these activities, consider your **prior knowledge** about the following:

- **Vocabulary**---the words used or understood by a person
- **Context Clues**----information that surrounds a new word that can serve as a clue to the meaning of the unknown word.
- **Synonym**----- a word that has the same meaning or nearly the same meaning of another word in the sentence.
- **Antonym**----- a word that has the **opposite** meaning of another word.
- **Prefix**-----a group of letters with specific meaning that is added to the beginning of a word to form a **new** word.
- **Root**----- the foundation of a word.
- **Suffix**----- a group of letters with specific meaning that is added to the end of a word to form a new word. (Suffix may also change the part of speech of a word.)

LET US DO SOME MASTERY ON THIS SKILL:

Mastery # 1- Vocabulary-Synonym Clues:

Read each sentence carefully and then select the letter of the best definition for the word in bold print. Write your answer on your answer sheet. Write clearly and legibly.

1. My cousin is **eccentric**, but the odd things he does seem charming to most people.

_____ **Eccentric** means

- a. shy b. unusual c. lost d. simple

2. Oscar was **cognizant** that his girlfriend was a well-known flirt, but he was also aware that she was always faithful to him.

_____ **Cognizant** means

- a. famous b. quiet c. aware d. forceful

3. Andrew is on **quest**, or search, for a simple, uncomplicated life in the mountains.

_____ **Quest** means

- a. exhaustion b. message c. plan d. hunt

4. The new gymnasium is so small that the bleachers closely **abut** (border) the basketball court.

_____ **Abut** means

- a. be next to b. lie above it c. put off d. receive

5. Because Molly is a vegan, she **abstains** any meat, eggs, or cheese.

_____ **Abstain** means

- a. do without (voluntarily) b. touch c. promise d. enjoy

Antonym Clues: Continue your numbering on your answer sheet.

6. The **prelude** of the play was boring, but the audience was ecstatic at the end.

_____ **Prelude** means

a. intermission b. introduction c. ending d. advertisement

7. Robin's car, though an old model, is always **immaculate**; on the other hand, her brother John's truck is filthy and always in need of a good vacuuming.

_____ **Immaculate** means

a. clean b. dirty c. rusty d. quiet

8. Anthony steadily **tapered** his training schedule as the swim meet approached, but his teammates drastically slowed down their practice sessions.

_____ **Tapered** means

a. decreasing gradually b. quickly increasing c. drop suddenly
d. increase suddenly

9. After the divorce, Charlie had no **animosity** toward his ex-wife; instead, he felt only good will for her.

_____ **Animosity** means

a. strong desire b. strong dislike c. friendship d. hatred

10. After taking two years of French in college, Tyler was able to travel to Paris and communicate with **finesse** rather than with awkward clumsiness of his earlier years.

_____ **Finesse** means

- a. admirable b. honesty c. graceful skill d. openness

Example Clues: Select the letter of the **best** definition for the word in **bold** print. Write the answer on your answer sheet. **Write clearly and legibly. (Look for examples----your clue)**

1. Acts of **altruism**---volunteering, collecting, donations, supporting charities-----remind us of the goodness in humanity.

_____ **Altruism** means

- a. selfishness b. cruelty c. criticism d. unselfishness

2. Roger was **intent** in finishing his painting project before the weekend ended, so he worked through the night without taking out time to sleep or eat.

_____ **Intent** means

- a. adventurous b. shy c. determined d. angry

3. Some **lucrative** career fields, for recent college graduates include business and engineering, with a starting accountant's salary averaging about \$ 46,000 a year.

_____ **Lucrative** means

- a. easy b. profitable c. determined d. awkward

4. The employees showed the **contempt** they felt for their boss by ignoring his memos and making fun of him behind his back.

_____ **Contempt** means

- a. admiration b. envy c. fear d. disrespect

5. The comedian waited for the laughter to **subside** before going on with his next joke.

_____ **Subside** means

- a. attack b. move back c. die down d. applaud

6. The American presidency has suffered **infamous** events such as the Watergate scandal of Richard Nixon and the impeachment of Bill Clinton by the House of Representatives.

_____ **Infamous** means

- a. exciting b. boring c. disturbing d. frightening

8. **Rigorous** programs, such as boot camps and outward-bound activities, help develop character in the individuals who take part in them.

_____ **Rigorous** means

- a. required b. lengthy c. difficult d. abusive

9. Some authors use **pseudonyms**, for example, famous American author Mark Twain's real name was Samuel Clemens.

_____ **Pseudonym** means

- a. pen names b. typists c. ghost writers d. tricks

10. Losing weight too quickly, such as exercising more than three hours, cutting your meals, and not sleeping properly, can be **detrimental** to one's health.

_____ **Detrimental** means

- a. pleasing b. tricky c. harmful d. odd

10. Some birds, such as eagles and ospreys are **carnivorous**, with diets consisting of fish and small animals.

_____ **Carnivorous** means

- a. meat diet b. vegetable diet c. egg diet d. none of the above.

MASTERY OF UNDERSTANDING SIGNIFICANT DETAILS:

Supporting details are the evidence----such as reasons, examples, experiences, and facts----that backs up the main ideas. Those details help you understand the main ideas. There are often two levels of support to the main idea----the major that backs up only the main idea and the minor that backs up only the major. When the idea changed, that is another major support, and so it is important to focus on how each support works.

THE TEN EXERCISES THAT FOLLOW WILL HELP DETERMINE YOUR ABILITY TO RECOGNIZE AND UNDERSTAND SIGNIFICANT DETAILS WHILE YOU READ.

READ EACH PARAGRAPH CAREFULLY. THEN ANSWER ALL THE QUESTIONS. WRITE ALL THE ANSWERS ON YOUR ANSWER SHEET. WRITE CLEARLY AND LEGIBLY.

Significant Details #1

I don't know what made Olive the way she is. We grew up together like twins. There were people who thought we were. Every morning

before school she braided my hair. Then I braided I braided hers. We stood before the same mirror. We wove the same little twist of ribbons into braids behind our heads. We wore the same dress. There was never a strain on the hem or a rip in our stockings. There was nothing that would say to a stranger that we had lost our mother. We have never been well-to-do. (My father is a doctor and his parents often can't pay). I know, though, that there are people who think we're rich. It's just because of little things like candlelight at dinner and the piano lessons that Olive and I had. "You don't have to be rich to be a gentleman," my father says, "or to live like one."

1. Most of the details in this passage is
 - a. define the topic "sisters."
 - b. explain how the narrator's family got along on the money the father made
 - c. show the characters of Olive, the narrator, and the father
 - d. advance the story of Olive's life.
2. The narrator's father thought that
 - a. Olive spent too much time on her appearance
 - b. life could be good even without money
 - c. he had not made a success of himself
 - d. his patients should pay as soon as they were treated.
3. Some people thought that Olive and the narrator
 - a. were not going to school as they should
 - b. would not turn out well
 - c. could not get along without their mother
 - d. were twins

4. Go back to the selection and pick a detail that shows that the narrator and Olive were not neat. Write the sentence on your answer sheet.

Significant Details # 2:

In the Old West, two groups had problems getting along. The farmers used the land for crops. The cowboys saw the land as a trail to market.

At first, the farmers welcomed the cowboys. They enjoyed the chance to sell crops. They even welcomed the longhorns. Cow chips made good fertilizer and fuel.

But the herds ruined the fields they crossed. Kansas farmers led rough lives because of droughts, bad weather, and grasshopper plagues. Longhorns tramping the farmers' crops meant disaster. The farmers got angry and put up fences. Wood and stone were scarce. The fences farmers built were torn down, some by cowboys, some by the prairie winds.

The invention of barbed wire gave farmers the upper hand. It was cheap and sturdy. They could fence off their fields. The cowboys learned to avoid those fields. The barbs could hurt their cattle.

1. Most of the details on this passage
 - a. give examples of kinds of fencing
 - b. describe the huge plains of North America
 - c. explain the problems between farmers and cowboys
 - d. set a tone of terror between farmers and cowboys.
2. The farmers' earliest fences
 - a. have lasted to this day
 - b. were made of sturdy stone

- c. convinced the cowboys to move elsewhere
 - d. were torn down by wind and cowboys.
3. The farmers' problems included droughts, other kinds of bad weather, grasshoppers, and
- a. band of thieves
 - b. cattle
 - c. high taxes
 - d. railroad works
4. Go back to the selection and locate **two** details that tell why barbed wire fencing worked. Write them on your answer sheet.
- Write legibly and clearly.**

Significant Details # 3:

The ancient Scandinavians had a myth that explained the structure of the world and the length of a person's life.

They told of a huge ash tree called **Yggdrasil**. Its branches help up the sky. Beneath the tree was Asgard, the home of the Norse gods. Long roots spread out from the tree. One root covered Midgard, the world of people. Another root covered the kingdom of the terrible Frost Giants. A third root covered the world of the dead.

Hidden among the roots were two wells. One drinking well belonged to the wise god Mimir. People who drank from Mimi's well gained great knowledge. Nearby, was the well of fate. Three sisters, called Norns, watched over the well. The Norns controlled the past, present, and future. They wove a great cloth. Each thread in the cloth represented a person's life. When the Norns cut a thread, that person died.

1. Most of the details in this passage
 - a. define the topic “myth”
 - b. give examples of myths
 - c. explain why people create myths
 - d. tell the story of a myth.
2. According to a Norse myth, Midgard was the
 - a. world of people
 - b. home of the Norse gods
 - c. world of the Frost Giants
 - d. world of the dead.
3. According to a Norse myth, a person died when
 - a. Midgard collapsed from great cold
 - b. the roots of the huge tree dried up
 - c. the two wells went dry
 - d. the Norns cut a thread in a piece of cloth.
4. Go back to the selection and look for a detail that tells how people became very wise. Write the sentence on your answer sheet. **Write legibly and clearly.**

Significant Details # 4:

We’re told that everything in nature has many effects on us. Think about water. We drink it. We wash with it. We swim with it. Boats race in it. We water crops with it. It’s major source of energy. It’s natural barrier between land masses. Though the lack of water might keep us from drowning, world drought would probably do us in a lot sooner.

Think about fire. It's also a major source of energy. It keeps us from freezing in cold weather. It helps make steel helps support a multimillion-dollar insurance industry.

Think about air. We breathe it. Birds fly in it. It rewards us with gentle breezes and punishes us with hurricanes. And it also makes airplane travel possible.

1. Most of the details in the first paragraph
 - a. define water (tell what it is)
 - b. give examples of uses of water
 - c. describe water
 - d. explain how to save water.
2. According to the passage, fire
 - a. helps dry wet clothing
 - b. sometimes destroys crops
 - c. helps the insurance company
 - d. is a danger to forests.
3. According to the passage, air
 - a. punishes us with violent storms
 - b. scatters seeds widely
 - c. holds a great deal of moisture
 - d. spreads pollution.
4. Go back to the selection and look for a detail that tells about air travel. Write the sentence on your answer sheet. **Write legibly and clearly.**

Significant Details # 5:

The village was set in a clearing in the forest. Albert Schweitzer and his wife lived in a hut. Early on, they were visited by driver ants.

Driver ants eat meat. They form great armies that usually march at night. They are bigger than other ants and have large heads with strong jaws. They eat everything in their path. Beetles, frogs, rats, and even snakes are not safe when the driver ants are on the march.

Schweitzer found that his home was on their route. When the ants started their march, the chickens clucked strangely. That woke up the doctor. He hurried to let the chickens out. If they were shut in the house, the ants would eat them.

Schweitzer flooded the floor with disinfectant. The ants didn't like the smell and moved on. Still, he was covered with them. They bit so deeply that he couldn't pull them off. Their jaws had to be dug on his skin with a knife.

1. Most of the details in the second paragraph
 - a. define driver ants (tell what they are)
 - b. give examples of many kinds of ants
 - c. give reasons for driver ants' actions
 - d. tell the story of Schweitzer's struggle with the ants.
2. Most of the other details in the passage
 - a. define driver ants (tell what they are)
 - b. give examples of many kinds of ants
 - c. give reasons for driver ants' actions
 - d. tell the story of Schweitzer's struggle with the ants.
3. Schweitzer woke when
 - a. he heard the chickens clucking
 - b. the sun shone through the window
 - c. he heard the driver ants eating plants
 - d. he felt a strong breeze.

4. Go back to the selection and locate a sentence that tells what the driver ants look like. Write the sentence on your answer sheet.

Write legibly and clearly.

Significant Details # 6:

It was once again time for supper. They were all adults now. Yet Rose and her three brothers still ate at the kitchen table. Their menu and schedule had remained the same since the beginning of time. It was safe and sensible.

They had Rose's pot roast, a salad, and baked potatoes. Baked potatoes had always been their favorite food. They had learned to fix them as children. Macon thought there was something in the smell of a baking Idaho that was cozy.

The process of eating them was always the same. You let the butter melt in the skins. Meanwhile, you mashed and seasoned the floury insides. The skins you ate last. They should be crisp. They should not be salted. The pepper should be freshly ground. Paprika was acceptable, but only if it was the bland American kind. Hungarian paprika had too strong a taste. Personally, Macon could do without paprika altogether.

1. Most of the details in the third paragraph
 - a. define "baked potato" (explain what it is)
 - b. give examples of tasty ways to fix potatoes
 - c. give reasons for Macon's opinion that paprika isn't needed on a baked potato.
 - d. explain how Rose, Macon, and the brothers ate their baked potatoes.

2. The favorite food of Rose and her brothers is
 - a. baked potatoes
 - b. pot roast
 - c. salad
 - d. Hungarian paprika.
3. The details show that Rose and her brothers is
 - a. enjoy trying new things
 - b. enjoy spicy food
 - c. like to do things in the same way they always have
 - d. are great fans of good food.
4. Go back to the selection and find the sentence that tells where Rose and her brothers eat dinner. Write it on your answer sheet.

Significant Details # 7:

In 1803 Clara Brown was born into slavery in Virginia. Three years later, she was sold to a man who decided to move West. As Clara grew older, she watched her family leave her, sold to different owners. Clara herself was sold to one owner after another. Eventually she bought her freedom and moved to St. Louis, Missouri, where she worked as a cook for some people who were looking for gold. But she never forgot her family.

When Clara was fifty-nine years old, she joined a wagon train on its way to Colorado. She hoped to earn enough money to buy her family's freedom. In Central City, Clara opened a laundry and worked as a nurse. She also invested in mining operations. In 1866, she had managed to save ten thousand dollars.

After the Civil War, she began to search for her family. She found thirty-four relatives, and she paid for all of them to come to

Colorado. Later she sponsored many more trips West, helping homeless black people find a new place to live. Today the people of Central City still remember Clara Brown, who used her life's savings to help others.

1. Most of the details in this passage
 - a. tell about slavery in the West
 - b. tell about Clara Brown's life
 - c. explain more about Central City
 - d. explain how to save money to free slaves.
2. The author says that
 - a. Clara never found her family
 - b. Central City no longer exists
 - c. Clara was a good nurse
 - d. Clara helped many people.
3. From the details in the passage, you learn that the author
 - a. admires Clara Brown
 - b. dislikes Colorado
 - c. knows a lot about slaves' life
 - d. has visited St. Louis.
4. Go back to the selection and find a detail that tell what Clara did in St. Louis. Write it on your answer sheet.

Significant Details # 8:

By the age of seventeen, Thomas Jefferson was tall and slim. He was well over six feet tall. That was unusual height in those days. He had large hands and feet. His friends called him "Tall Tom." He was strong, and he stood straight as a gun barrel. He had broad shoulders, a long thin neck, a pointed chin, and sharp cheekbones. He had a wide-

winged nose, chestnut-red hair, and many freckles. He was not very handsome. But there was a kindness in his expression. Intelligence shone in his soft hazel eyes. His movements were awkward, and he was shy. He cared little for clothes or appearance. His awkwardness was more than made up for by his bubbling interest in everything he did.

1. Most of the details in this passage
 - a. give examples of Jefferson's habits and interests
 - b. describe Jefferson as a young man
 - c. give reasons for the opinion that Jefferson would become great
 - d. explain why Jefferson felt awkward.
2. When he was sixteen, Thomas Jefferson
 - a. was shorter than most other people
 - b. was weak and sickly
 - c. was running the family business
 - d. had red hair and freckles.
3. Jefferson's eyes showed
 - a. intelligence
 - b. fear
 - c. anger
 - d. worry.
4. Go back to the selection and find a detail about Jefferson's attitude. Write your answer on your answer sheet.

Significant Details # 9:

Parade designers are a unique group. These people design floats for parades. They must have colorful imagination. The floats they create must thrill people of all ages. Parade designers must be crafts persons. Their floats must be able to move down an entire parade

route. No matter what the weather, the float must still work as well and look as good as when it started. Parade designers must be careful about details. Their floats must follow the rules set down by the parade sponsors. While the designers dream and sketch and design, they wonder, Will it start? Will it run? Will it go the whole way?

1. Most of the details in this passage
 - a. define parade designers (tell what they are)
 - b. give examples of famous parade designers
 - c. describe some thrilling floats from big parades
 - d. give reasons for the opinion that parades are a waste of money.
2. According to the passage, a parade float must
 - a. be built within limited budget
 - b. work in any weather
 - c. be fireproof
 - d. advertise the sponsor's product.
3. According to the passage, parade designers must
 - a. be licensed
 - b. have a backing from the sponsor
 - c. have college degrees
 - d. have colorful imaginations.
4. Go back to the passage and look for a detail that parade sponsors set the rules for floats. Write it on your answer sheet.

Significant Details # 10:

In March 1845 I borrowed an ax and went to the woods by Walden Pond. I chose a spot to build my house. There I began to cut down some tall, white pines for timber.

It is difficult to begin a new project without borrowing. Perhaps it is generous, though, to let neighbors share some of your energy. The owner of the ax, as he loaned it to me, said it was the apple of his eye. I returned it sharper than I received it.

It was a peaceful hillside where I worked, covered with pine woods. Through the trees I could look out on the pond. I could also see a small open field where pines and hickories were springing up. They were pleasant spring days. The life that had lain asleep began to stretch itself.

1. Most of the details in this passage
 - a. define the topic “pond”
 - b. give examples of good location for a house
 - c. describe the house that the narrator built on Walden Pond
 - d. tell the story of the narrator’s first days at Walden Pond.
2. Most of the details in the second paragraph
 - a. describe the owner of the ax
 - b. explain the narrator’s ideas about borrowing and lending
 - c. set a tone or mood of tension and anger
 - d. give examples of tools a person needs to build a cabin in the woods.
3. Most the details in the third paragraph
 - a. define the topic “spring”
 - b. describe the are in spring
 - c. explain why plants grow in spring

- d. advance the story of the narrator's house building.
4. Go back to the passage and locate a detail that shows that the author took good care of what he or she borrowed. Write it on your answer sheet.

THIS CONCLUDES YOUR TEN SELECTIONS TO DETERMINE DETAILS IN WHAT YOU READ.

YOU WILL CONTINUE MORE MASTERY OF THE OTHER SKILLS.

MASTERY OF FACT AND OPINION:

Read Carefully: Both fact and opinion can be very valuable to the readers. Sorting out facts from opinion is something we already do, perhaps without even realizing it. So, what is a **fact**? And what is an **opinion**? Here is the difference:

- **Fact-** is a statement that can be proven for accuracy through objective evidence. Possible evidence could be: time, place, popular person and popular place. Through research, surveys, statistics and factual experiences. All of these will help prove your point for accuracy.
- **Opinion-** is a statement of belief, judgment or conclusion that cannot be proven as true. An opinion can become a fact only after factual and substantial proof has been provided. Fact can be debated on but not opinion.

Many statements are sometimes a mixture of both fact and opinion. Your job is to locate the difference.

Here are some Mastery Activities:

Fact and Opinion Mastery # 1:

Five of the statements are facts and five are opinions. For the interest of time and space, identify statements of fact with an **F** and statements of opinion with an **O**. **Write your answer on your answer sheet.**

- _____ 1. By 2010, electric cars and small family helicopters will be in common use.
- _____ 2. In 1924, the Model T Ford could be purchased for \$ 390.
- _____ 3. The Model T was the most significant invention of the first half of this century.
- _____ 4. Jay Leno is the greatest talk show of them all.
- _____ 5. The core of a pencil is made out of graphite and clay, not lead.
- _____ 6. It's good luck to find a double-yoke in an egg.
- _____ 7. A hen in Russia once laid an egg that had nine double yolks.
- _____ 8. Bunches of flowers all in one color are more attractive than plantings of two or more varieties of colors.
- _____ 9. Jay Leno became official host of *The Tonight Show* in 1992.
- _____ 10. Baltimore's traffic lights were designed with color-blind in mind---green lights have a vertical shape, and red ones are horizontal.

Fact and Opinion Mastery # 2:

To further sharpen your understanding of fact and opinion, read the following statements and decide whether each is a fact. Put an **F** (for the fact) or an **O** (for the opinion) Put **F/O** if the statement is a mixture

of both fact and opinion. **Write clearly the answers on your answer sheet.**

- _____ 1. My brother, Dan, is very handsome.
- _____ 2. Last week, a tree in our front yard was struck by a strong lightning.
- _____ 3. Installing a new sink is an easy job for the do-it- yourself kit.
- _____ 4. Lyndon Johnson was the worst President our country ever had.
- _____ 5. Turtles do not hide their heads in the sand.
- _____ 6. It's a fact that the best of the fifty states to live in is Houston.
- _____ 7. Henry Ford was wrong when he claimed that laziness and idleness cause most of the world's troubles.
- _____ 8. There is nothing like a can of coke to satisfy our thirst.
- _____ 9. Depression is most common among persons between the ages of 25 and 44.
- _____ 10. One of the most delicious of soft drinks, Coca Cola was first intended to cure various illnesses, including headaches.
- _____ 11. One-third of people who begin smoking under the age of 18 will die prematurely because of their habit.
- _____ 12. There are now more job openings in technology companies than there are applicants for those jobs.
- _____ 13. Because many studies have concluded that smoking is a health hazard, cigarettes should be banned completely.

- _____ 14. Pit bulls are the scariest dogs alive.
- _____ 15. Smoking is one cause of lung cancer.
- _____ 16. More Bibles have been printed than any other book in history.
- _____ 17. Earth makes its complete rotation on its axis every 23 hours, 56 minutes and 4.09 seconds.
- _____ 18. The globefish is one of nature's strangest creatures.
- _____ 19. White rice is the result of milling that removes much of the grain's nutrients; thus one should eat only brown rice.
- _____ 20. Comic strips are not suitable reading for adult.

Fact and Opinion –Mastery # 3:

The two passages below contain five sentences. Identify each sentence with an **F** (for fact) an **O** (for opinion), or **F+O** (for combination of fact and opinion) Write all your answers on your answer sheet.

- (1) School administrators should either improve our children's unhealthy lunch menus or be replaced. (2) There is little value in teaching academics to children only to hurt their minds and bodies with red meat and deep-fried foods at lunch time. (3) A survey of schools throughout the country shows that school lunch menus include high-sodium, high-fat, and low-fiber foods. (4) In addition, some school districts allow sugary and high-fat foods to be sold in vending machines: this proves that school administrators really care too little about our children. (5) The first step toward

improving our children's health should be to abolish vending machines from the schools.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

...continue your numbering on your answer sheet for this passage.

* Read the following textbook passage, and then identify each of the listed excerpts from the passage as **F** (for fact) **O** for opinion or both **F+O** for combination of both fact and opinion. Write your answers on your answer sheet.

Frederick Douglas, a former slave who had escaped from Maryland, was one of the most remarkable Americans of his generation. While a slave, he had received a full portion of beatings, and other indignities. But he had been allowed to learn to read and write and to learn a trade. Such opportunities were denied to the majority of slaves. Settling in Boston, he became an agent of the Massachusetts Anti-Slavery Society and a featured speaker at its public meetings.

Douglas was a majestically, handsome man who radiated determination and indignation. In 1845 he published his *Narrative of the Life of Frederick Douglas*, one of the most gripping accounts of a slave's life ever written. Douglas insisted that emancipation alone would not provide the slaves with freedom. He demanded full equality, social and economic as well as political. Few white northerners accepted his reasoning. But fewer still who heard him or read his works could afterward maintain that all blacks were dull-witted or resigned to inferior status.

_____ 6. Frederick Douglas, a former slave who had escaped from Maryland, was one of the most remarkable Americans of his generation.

_____ 7. But he had been allowed to learn to read and write and to learn a trade.

_____ 8. Settling in Boston, he became an agent of the Massachusetts Anti-Slavery Society and a featured speaker at its public meetings.

_____ 9. Douglas was a majestically handsome man who radiated determination and indignation.

_____ 10. In 1845 he published his *Narrative of the Life of Frederick Douglas*, one of the most gripping accounts of a slave's life ever written.

THE TEN MASTERY PARAGRAPHS THAT FOLLOW ARE DESIGNED TO HELP YOU PUT TO USE YOUR ABILITY TO RECOGNIZE AND UNDERSTAND MAKING INFERENCE. (s)

READ CAREFULLY BEFORE YOU START:

Inferences are implied ideas commonly known as “read between the lines.” These implied ideas are often important for the full understanding of what an author means. Discovering the ideas in writing that are not stated directly is called making inferences, or drawing conclusion. When you make an inference, you are making an educated guess based on some facts presented by the writer. By considering various details in a

passage, you can infer something that is not stated directly. You will need to use both literal and inferential skills to succeed.

Read each passage well and answer carefully and thoughtfully the four questions with it. Write your answers on your answer sheet.

Mastery Inference # 1:

The Brooklyn I grew up was the world. When we wanted to go fishing, we had the whole Atlantic to ourselves. We'd go to Sheepshead Bay, and for a dollar get a place on a fishing boat. Within an hour we'd have our haul of flounder. We had the Navy Yard, and whenever one of the battlewagons was tied up there, our schools arranged for us to visit it. We had the theater. When plays finished their Broadway runs, they crossed the East River to Fulton Street, their first stop on the road. Later, when we studied art at Manual Training High, our teacher took us to the Brooklyn Art Museum, and there we learned to appreciate what made a great painting great. The zoo at Prospect Park was our lab when we studied natural history, and we learned about plants and flowers not only from books but also from the live exhibits at the Botanical Gardens.

1. You can infer that the author considers growing up in Brooklyn
 - a. a lesson in independence
 - b. a study of diverse cultures
 - c. an enriching experience

- d. a confusing existence.
- 2. The paragraph suggests that city children compared to country children
 - a. mature sooner
 - b. become independent earlier
 - c. have more opportunities
 - d. have more problems.
- 3. You can infer that Brooklyn educators thought that
 - a. real learning is based on experience
 - b. discipline comes first, teaching second
 - c. field trips were too expensive
 - d. have more problems.
- 4. Go back to the passage and find a sentence that supports the inference that Brooklyn had everything a city should have.
Write the entire sentence on your answer sheet.

Mastery Inference # 2:

The general filled both glasses and said: "God makes some men poets. Some HE makes kings, some beggars. Me, He made a hunter. My hand was made for the trigger, my father said. He owned a quarter of a million acres in the Crimea, and he was ardent sportsman. When I was only five years old, he gave me a little gun, specially made in Moscow for me, to shoot sparrows with. When I shot some of his prize turkeys with it, he did not punish me. Instead, he complimented me on my marksmanship. I killed my first bear in the Caucasus when I went into the army because it was expected of a nobleman's son. And for a time I commanded a division of Cossack cavalry, but my real interest was

always the hunt. I have hunted every kind of game in every land. It would be impossible for me to tell you how many animals I have killed.”

1. The reader may infer that the general is
 - a. distrustful of others
 - b. obsessed with war
 - c. bored with killing
 - d. impressed with himself.
2. Evidence in the paragraph suggests that the general is
 - a. Spanish
 - b. French
 - c. Russian
 - d. German
3. “It would be impossible for me to tell you how many animals I have killed: suggest that the general
 - a. regrets having killed so many animals
 - b. prides himself on his hunting ability
 - c. prefers to forget his violent past
 - d. appreciates learning the fine arts of hunting.
4. Go back to the selection and look for one evidence that supports the inference that the general came from a wealthy family. Write the sentence on your answer sheet.

Mastery Inference # 3:

The telephone rang----I picked it up, and the voice said, “Block party tonight.” Right then, I knew summer had arrived in North Dakota.

I'll tell you, there is nobody who enjoys summer more than North Dakotans, possibly because it takes such a long time getting here. We emerge from our cocoons blinking into the sun and ready to go. We take to summer the way a duck takes to water. We flock to the parks and the swimming pools and the golf courses and the hiking trails and the lakes. You ask a dozen North Dakotans what summer means to them, and you will get a dozen different answers.

1. The reader can infer that in North Dakota
 - a. a block party is an early sign of summer
 - b. indoor sports are popular in winter
 - c. the people are hardy and healthy
 - d. winter snows are unusually longer and deep.
2. To the North Dakotans winter probably seems
 - a. short but severe
 - b. confining but exciting
 - c. long and dull
 - d. quiet and satisfying.
3. From the sentence..."You ask a dozen North Dakotans what summer means to them, and you will get a dozen different answers," it is fair to infer that North Dakotans
 - a. are unsure of themselves
 - b. are hostile to questioning
 - c. dislike making decisions
 - d. have varied interests.
4. Go back to the passage and look for a sentence that supports the inference that North Dakotans enjoy outdoor sports. Write the complete sentence on your answer sheet.

Mastery Inference # 4:

In 1909 an elderly woman of Flaxman Island went out to gather wood half a mile from her house. She was wearing only a coat-shirt, hair side turned in. Suddenly a blizzard descended, and she had to wait for the storm to stop. Many Eskimos would have built themselves a shelter. Instead, the old woman placed her mittens on a mound of snow and sat down on them, using them as insulation to prevent her body heat from melting the snow beneath her. Her jacket sleeves was so designed that she could slip her bare arms out of the sleeves and cross them inside the coat. With her back to the wind, she settled down to wait the hale out. Every now and then, she walked around in a small circle. When she tired of this, she sat down again and tried to sleep. The next day, the hale subsided and she walked home.

1. The elderly woman's behavior suggests that she is
 - a. sensitive and generous
 - b. lonely and moody
 - c. fearful and timid
 - d. calm and self-assured
2. The reader can infer that on Flaxman Island
 - a. women work harder than men
 - b. survival requires unusual fortitude
 - c. blizzards are frequent throughout the year
 - d. elderly people have little status
3. The woman's survival can probably be attributed to
 - a. her good fortune
 - b. her good nature to predict severe storms
 - c. her ability to sleep in the midst of danger
 - d. the insulation qualities of her clothing.

4. Go back to the passage and locate the sentence that supports the inference that the woman's clothing was intended for protection from severe cold. Write the sentence on your answer sheet.

Mastery Inference # 5:

One day pioneer banker, James Sloan Hutchinson was walking on Sansome Street in downtown San Francisco. He saw boar break away from hogs on its way to the market. The boar ran up Washington Street, chased by two mounted droves with lassos. The men lassoed the runaway boar. One lasso caught its front legs, and the other its hind legs. The men dragged the squealing pig across the rough cobblestone of Washington Street. Mr. Hutchinson was so angered by the cruel treatment of the pig that he stepped into the street and stopped the drovers. Supported by other angry witnesses, he urged the men to put the boar into a cart and bring it back humanely. Eventually, Hutchinson organized the San Francisco Society for the Prevention of Cruelty to Animals.

1. Mr. Hutchinson's actions suggest that he was
 - a. hesitant
 - b. concerned
 - c. influential
 - d. tolerant
2. From the information in the paragraph, you can infer that at the time when James Sloan Hutchinson was alive
 - a. animals were often tortured for sports
 - b. people did not like to "get involved"
 - c. San Francisco was a livestock center
 - d. pigs were less valuable than they are now.

3. You can infer that James Sloan Hutchinson's motivation for organizing the SPCA was
 - a. personal gain
 - b. dislike of the drovers
 - c. increased by seeing many other animals mistreated
 - d. inspired by the single event.
4. Go back to the passage and locate a sentence that supports the inference that in Hutchinson's time most people did not approve of cruelty to animals. Write this sentence on your answer sheet.

Mastery Inference # 6:

In Arizona, there is a huge circular pit covering the area of four city blocks, 570 feet (about 175 meters) with a sloping rim that rises taller than a ten-story building. The outer slopes are littered with crushed and pulverized rock, some of which is scattered for miles around. Massive slabs of rock thrown from the pit are found half a mile away. Lumps of nickel and iron, ranging in weight up to more than half a ton (a little less than half a metric ton) are scattered for miles around the crater.

What happened here? Shepherders who saw the pit in 1871 picked up lumps of metal and concluded that a star must have fallen, but the scientists of the day disagreed. They argued that meteorites sometimes fell with great force and buried themselves in the ground, but the scientist were skeptical about a meteorite large enough to open a hole that size. Today we know the pit as Meteor Crater.

1. From the dimensions of the pit, you can infer that it

- a. resembles many other pits in that area
 - b. must have astonished the people who first saw it
 - c. aroused little interest
 - d. has great potential use in industry.
2. It is fair to infer that the shepherders
- a. were guided by the stars
 - b. were superstitious
 - c. knew little about astronomy
 - d. had seen many other meteorites.
3. You can infer that, eventually, scientists agreed that the pit was created by
- a. a volcano
 - b. a meteorite
 - c. an explosion
 - d. an earthquake
4. Go back to the selection and locate a sentence that supports the inference that the scientist wanted to delay their decisions about the origins of the pit until they had more evidence. Write the complete sentence on your answer sheet.

Mastery Inference # 7:

I have taught in a high school for ten years. In that time, I have given assignments to many students, including a murderer, an evangelist, a boxer, a thief, and a genius. The murderer was a quiet little boy who sat on the front seat and looked at me with pale blue eyes. The evangelist, easily the most popular boy in school, had the lead in the junior play. The boxer lounged by the window and let loose at

geraniums. The thief was a lighthearted soul with a song on his lips. And the genius was a soft-eyed little fellow who preferred to remain unnoticed.

All of these pupils once sat in my room, sat and looked gravely across worn, brown desks. I must have been a great help to these boys. I taught them the rhyming scheme of the Elizabethan sonnet and how to diagram a complex sentence.

1. From the selection, what fair inference can you make about the type of school in which the narrator taught?
 - a. It was a high school for boys
 - b. It was a school for outstanding students
 - c. It was a military academy
 - d. No fair inference can be made.
2. From the second paragraph, it is fair to infer that the narrator feels
 - a. threatened
 - b. self-satisfied
 - c. disillusioned
 - d. hateful.
3. Taken together, the paragraphs suggest that
 - a. adult personality can be predicted
 - b. school grades influence the future
 - c. schools ignore individual needs
 - d. people are unpredictable.
4. Go back to the selection and determine the sentence that supports the inference that even as a boy the evangelist had good communication skills. Then write the sentence on your answer sheet. Write clearly.

Mastery Inference # 8:

Fried foods have long been frowned about. Nevertheless, the skillet is about the handiest and most useful piece of kitchen equipment. Lumberjacks and others engaged in active works who need four thousand calories or more a day, eat about one-third of their food fried. Meats, eggs, and fish cooked in this manner are served in millions of homes daily, probably because frying is a quick and easy method of cooking. It seems that, contrary to expectations, people who eat these foods do not suffer more from indigestion than do those who insist upon broiling, roasting, or boiling. Some years ago, a doctor investigated the digestibility of fried potatoes. He found that the pan-fried variety was more easily broken down for digestion than deep-fried-potatoes. Even the deep-fat variety, however, dissolved within the digestive tract more readily than boiled potatoes.

1. The author suggests that fried foods
 - a. may be harmful
 - b. should be eaten daily
 - c. are healthful in moderate amounts
 - d. should be avoided by inactive people
2. The sentence "Lumberjacks and others engaged in active work.....eat about one-third of their food fried" suggests that
 - a. lumberjacks do not understand nutrition
 - b. other methods of cooking are not available
 - c. fried foods are hazardous to health
 - d. fried foods supply additional energy

3. The information in the paragraph supports the inference that fried foods are popular because they are
 - a. economical
 - b. convenient
 - c. good-tasting
 - d. nourishing
4. Go back to the passage and locate a sentence that supports the inference that many people think eating fried foods causes stomach problems. Write the sentence on your answer sheet.

Mastery Inference # 9:

Natasha loved the journey itself; the wind in her face, the sense of careless freedom, the sight of red and yellow leaves swirling in the sunlight. She loved the knowledge that someone not herself would cook their meal and wash the dinner dishes. She could hardly bear the certainty that they would stay for a night in a room with two beds instead of one. The thought of a bell to call a waiter who would bring them a bedtime cup of tea was delightful. Perhaps they could order a bit of vodka in an ice-filled tumbler and drink it slowly with grunts of complete pleasure. Even the cost---three rubles for the night----did not bother her, so long as they had a few kopecks left for food.

1. You can infer that Natasha is
 - a. a poor Russian housewife
 - b. a young Austrian girl
 - c. a wealthy Spanish matron
 - d. an elderly Frenchwoman.
2. What certain inference can you make about the reason for Natasha's journey?

- a. She is on her honeymoon
 - b. She is taking a brief vacation
 - c. She is traveling to visit relatives
 - d. No certain inference can be made.
3. Natasha's thoughts of vodka suggest that
- a. she is an alcoholic
 - b. vodka represent a rare treat
 - c. she prefers tea but will take little vodka to be polite
 - d. no other beverage is available.
4. Go back to the passage and look for the sentence that supports the inference that Natasha is traveling in the autumn. Write the complete sentence on your answer sheet.

Mastery Inference # 10:

Directions: Read the following selection and choose the correct respond from the questions. Write your answers on your answer sheet.

They descended rapidly, directly over a large and imposing city in the middle of a vast, level, beautifully planted plain. While they were watching it, the city vanished and plain was transformed into a heavily timbered mountain summit, the valleys failing away upon all sides as far as the eye could reach.

"Well, I'll say that's *some* mirage!" exclaimed Seaton, rubbing his eyes in astonishment. "I've seen mirages before, but never anything, if we finally have to swim!"

The ship landed gently upon the summit, the occupants half expecting to see the ground disappear before their eyes. Nothing happened,

however, and they disembarked, finding walking somewhat difficult because of the great mass of the planet. Looking around, they could see no sign of life, but they *felt* a presence near them----a vast, invisible something.

Suddenly, out of the air in front of Seaton, a man materialized; a man identical with him in every detail, even to the smudge of grease under one eye, the small wrinkles in his heavy blue serge suit, and the emblem of the American Chemical Society, which formed the pendant of his watch-fob.

1. Which of the following statements best summarizes the entire passage?
 - a. Seaton and his crew encounter strange phenomena on a new planet
 - b. Seaton meets his double on an unknown planet
 - c. some planets have cities and mountains
 - d. this passage is about science fiction
 - e. travel in outer space reveals world's not thought to exist.
2. According to the passage, where did this spaceship most likely to come?
 - a. Canada
 - b. Russia
 - c. Great Britain
 - d. The United States
 - e. The United Nations
3. What effect does the disappearing city have on Seaton?
 - a. he is terrified
 - b. he is astonished but persistent
 - c. he turn the ship back

- d. he hesitates to disembark
- e. he can't decide what to do.
- 4. Which of the following can you infer about Seaton and the crew?
 - a. they need space suits to survive
 - b. they are not surprised when they see Seaton's double
 - c. they want to turn back
 - d. they are courageous.
- 5. What planet are the visitors exploring?
 - a. Mars
 - b. Earth
 - c. An Earthlike planet
 - d. Venus
 - e. Pluto

***STOP....STOP....IF YOU ARE TAKING ONLY GUST 0341, THEN THIS IS THE END OF YOUR READING LAB. WORK. REVIEW ALL THE WORKS YOU DID AND THEN TURN IN YOUR COMPLETED ANSWER SHEET TO YOUR INSTRUCTOR. REMEMBER, THIS IS 30% OF YOUR FINAL GRADE😊**

The Writing Activities:

The writing activities that follow is part of this requirement. This will help you identify inferences in writing. They will also help you **apply** that skill to your own writing.

Complete each activity as required.

REQUIREMENTS:

- **You will use separate sheets of paper to answer all the questions from each selection. You do not need to type your work just a clear and legible writing will suffice. Make sure you follow all the formats of writing. Your teacher will explain this to you further as you continue your work. PLEASE MAKE SURE YOU ARE DOING THE REQUIREMENTS CAREFULLY. If it is still unclear, please do not hesitate to ask for help.**
- **Because the activities gradually increase in difficulty, you should review each completed activity before you begin a new one. You can re-read any selection to help you find the answers.**
- **You have to finish everything completely.**
- **Always read for further understanding, and ask question when it is not clear.**

Read this one: This first writing activity must be done on your answer sheet. Write all the answers to the question on your answer sheet.

Write clearly and legibly.

Writing Activity # 1:

Read the following passage from “A Dill Pickle” by Katharine Mansfield.

“Vera!” he exclaimed.” How strange. Really, for a moment I didn’t know you. Won’t you sit down? You’ve had lunch? Won’t you have some coffee?”

She hesitated, but of course she meant to.

“Yes, I’d like some coffee.” And she sat down opposite him.

“You’ve changed. You’ve changed very much.” he said, staring at her with that eager lighted look. “You look so well. I’ve never seen you look so well before.”

“Really?” she raised her veil and unbuttoned her high fur collar. “I don’t feel very well. “I can’t bear this weather, you know.”

A. Complete each sentence with your own inference.

1. The man says, “Really, for a moment I didn’t know you.”
You can **infer**.....

2. The man asks Vera about lunch and coffee. You can
infer.....

3. Vera is wearing a fur collar. You can **infer** that the scene takes place during

_____.

4. Tell me about your **inference** of the man.....

_____.

5. Tell me about your **inference** of the woman

.....

_____.

Writing Activity # 2:

Read the following passage and answer the questions.

Continue putting your answers on your answer sheet.

Dolores jumped up as soon as she saw the truck pull up to the curb. It seemed like forever until she finally heard the knock on the door.

“Please be careful with that old desk,” said Dolores. “It belonged to my grandfather.” The three men smiled, and one assured her, “We were very careful with your things.”

The freshly painted room seemed to get smaller as the men transferred loads of boxes. “When will this place begin to feel like home?” Dolores wondered.

1. What action is taking place in this passage?

2. Who are the three men in this passage?

3. When Dolores opened the window, she heard unfamiliar noises from passing cars and buses. What can you **infer** from this statement?

4. Where does the action take place?

5. Think about Dolores. What **inferences** can you make about her based on the facts you have learned in the passage? Tell me.

Writing Activity # 3:

Read the following passage and answer the questions completely. Write your answers on your answer sheet. Locate the area from your answer sheet where this writing should be.

Scott groaned as he turned over and peered at his alarm clock. As he stretched, he realized how much his muscles ached. For one quick moment, he considered just turning over and going back to sleep. After all, Saturday was the one day of the week he could sleep in.

“Why I am doing this?” he asked as he pulled on his sweat suit and running shoes. He stumbled down the stairs, did some warm-up stretches in the kitchen, and stepped outside. Dew covered the grass and the sun peeked over the horizon. Slowly Scott jogged down the long driveway, picking up speed as he came to the road. His legs felt heavy, but he forced himself to keep on moving. A month ago he could barely run to the bus stop without feeling winded. Now he could run a mile. He’d show his supposed “friends” who thought he couldn’t do anything more physical than changing TV channels. He’d show them! He’d show himself! He had six weeks to train before the

Tri-County Challenge. Scott forgot his aches and pains as he sprinted over the final hill.

Answer these questions on your answer sheet. Locate where they are. Write clearly.

1. As he stretched, Scott realized how much his muscles ached. You can **infer** that.....finish this statement.....

2. Dew covered the grass and the sun peeked over the horizon. You can **infer** that....finish this statement....

3. After all, Saturday was the only day of the week Scott could sleep in....you can **infer** thatfinish this statement

4. A month ago, Scott could barely run to the bus stop without feeling winded. Now he could run a mile. You can **infer** that.... finish this.....

_____.

5. Scott has six weeks to train before the Tri-County Challenge. You can **infer** that....finish this

.....

_____.

6. Share some of your **inferences** about Scott here.

_____.

7. Share some of your **inferences** about his friends. His friends probably are.....

_____.

Writing Activity # 4:

Read the following passage from *Black Beauty* by Anna Sewell. A horse that had been treated badly finds a new home.

I was led home, placed in a comfortable stable, fed and left to myself. The next day, when my groom was cleaning my face, he said:

“That is just the star that Black Beauty had, he is much the same height too; I wonder where he is now.”

A little further on he came to the place in my neck where I was bled, and where a little knot was left in the skin. He almost started, and began to look over me carefully, talking to himself.

“White star in the forehead, one white foot on the off side, this little knot just in that place-----“ then looking at the middle of my back----“and as I am alive, there is that little patch of white hair that John used to call “”Beauty’s three penny bit.” It *must* be Black Beauty! Why Beauty! Beauty! Do you know me? Little Joe Green.”.....And he began patting and patting me as if he was quite overjoyed.

Complete each of the following sentences by drawing a logical conclusion. Remember that a conclusion is a decision or opinion you make that is based on the facts that you read. Look back on the passage if you need to.

Fill up the answers on these questions on your answer sheet. They are in your answer sheet. Write clearly.

1. Black Beauty notes that his stable is comfortable and he was fed. You can **conclude** that the stable owners werefinish this statement.....

_____.

2. The groom notices that the horse had a star on its face where Black Beauty had one and is about the same size as Black Beauty. He then begins to look over the horse more carefully.

You can conclude that the groomer.....

_____.

3. Until he thoughtfully examines the horse, the groomer does not recognize Black Beauty.....

You can conclude that the groomer

_____.

4. After the groomer recognized Black beauty, he began patting the horse excitedly.

You can conclude that the groomer.....

.....

-
-
5. A comfortable stable, food, and a groomer who is an old friend is what Black Beauty finds at his new home. You can conclude that Black Beauty.....
-
-
-

Writing Activity # 5:

Read the following passage from the *Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson. In the classic story, a good doctor becomes “Mr. Hyde,” his ugly, evil alter ego. In the passage, Jekyll’s lawyer visits his home to discuss why he would leave his fortune to such an unpleasant young man.

Mr. Utterson, Jekyll’s lawyer, was ashamed of his relief, when Poole presently returned to announce that Dr. Jekyll was gone out.

“ I saw Mr. Hyde go in by the old dissecting-room door, Poole, “ he said. “ Is that right, when Dr. Jekyll is from home?”

“Quite right, Mr. Utterson, sir,” replied the servant. “Mr. Hyde has a key.”

“Your master seems to have a great deal of trust in that young man. Poole,” resumed the other musingly.

“Yes, sir, he do indeed,” said Poole. “We have all orders to obey him.”

“I do not think I ever met Mr. Hyde?” asked Utterson.

“O, dear no, sir He never *dines* here,” replied the butler. “indeed we see very little of him on this side of the house; he mostly comes and goes by the laboratory.”

And the lawyer set out homeward with a very heavy heart. “Poor Henry Jekyll,” he thought, “my mind misgives me he is in deep waters!”

A. Answer each of the following questions by drawing a logical conclusion.....(with reason) on a separate piece of paper. You do not need to write the questions, just number your paper accordingly.

1. Why would the lawyer be somewhat relieved that Dr. Jekyll was not at home? Write your response.
2. Why would Dr. Jekyll give a key to his home to Mr. Hyde? Write your response.

3. Why might the doctor's servants have been told to obey Mr. Hyde Write your response
4. How do you think they reacted to this order? Write your response
5. Dr. Jekyll often had old friends to dinner. Why might Mr. Hyde never join the group? Write your response.
6. Why might the lawyer think that Dr. Jekyll is in trouble? Write your response.

Writing Activity # 6:

Queen Victoria of England was once upon a time rescued by an insect! The queen was riding on the royal train on a dark and rainy night. The driver of the train could hardly see the tracks ahead. The lamps in the engine lit the tracks for only a short distance.

Suddenly, the driver saw a shadow on the track. The shadow seemed to wave its arms and beg the train to stop.

The driver hurried to stop the royal train. Then he walked out onto the tracks. Just ahead, the bridge had disappeared. The rains had washed it away. The royal train would have plunged into the river below. The queen would have been killed.

Then the driver saw something in the lamp on the engine. An insect was stuck to the glass. As it moved its wings, it made a shadow. It was the insect's shadow that the driver had seen. The insect had saved the queen's life.

Answer each of the following questions. Write your answers on a separate clean sheet of paper.

Remember, you do not need to type it just number your paragraphs accordingly. Write clearly and legibly. You still need to use the MLA style of writing. This is a requirement, so do it. Identify the questions you are answering.

1. What details tell you about the time, place and setting of the story? Write a brief description using the details provided from the passage.
2. Why was it difficult to see? List the details that helped you answer the question.
3. What did the driver see that made him stop the train?
4. Why is it important that the queen did not die?
5. Imagine for a while that you were the driver of the train. You want to write to a friend and tell that friend what happened to you and the Queen. What will you say? What important details will you tell to help your friend understand the life-threatening event you

experienced? Write a complete paragraph on this question. Write your response on a separate sheet of clean paper.

Writing Activity # 7

Rosa and Jose are brother and sister. They live in a large city.

On a separate sheet of clean paper, you are going to write a paragraph of at least ten complete sentences telling your readers several things about the.

Here is some help:

- where they live (house, apartments. Etc.)
- how old they are
- how well they get along with each other
- are they still in school
- are they working
- who are their friends
- you can add the rest.

Writing # 8:

Read the following information about the bones in our body.

When a baby is born, it has over 250 bones. But by the time the baby becomes an adult, it has only 206. Why? Many of the

baby's tiny bones grow together to form larger ones. Bones are living matter, and they grow just as well as the rest of the body grows. They grow in thickness as well as in length. In order to live and grow, blood must carry food to them.

Bones are covered with a thin, tough skin on the outside. Inside, though, they are somewhat spongy. All of the bones, including the backbone, make up the framework of the body. They give a body shape and support. Some also protect the heart and other important body parts.

Your instructions: On a separate clean piece of paper answer each of the following questions. Number your paper accordingly. Always write in complete sentences. Just one paragraph will be sufficient.

Write clearly.

1. Does an adult have more, less or the same number of bones as a baby? List the details that helped you decide on the answer. Go back to the passage if you need to.
2. What are bones covered with? What do you think is the inside of the bone like?
3. In what way do bones grow and how do bones get food?
4. What do all the bones form and what is its purpose.

On a separate clean sheet of paper, answer the following questions. You do not need to type this activity, just answer

the question in one or two well-written paragraphs. Make sure you open with a thesis statement. If you do not know, ask your Instructor. Continue using the MLA style of writing. This is a requirement in this course.

Here is your writing question for this selection.

What science topic do you like? For example, what do you know about the planets and outer space? What do you know about the animal kingdom? Share your audience from your **prior knowledge.**

Second paragraph: Think of a topic and write a brief report on it. Choose details to include how you are supporting this topic. Remember that every idea you present must be backed up because you are not an authority on the subject. Ask your Instructor if you don't understand. Watch your grammar, spelling and usage. We take out points on these requirements.

Writing # 9

Read the following passage from *Heidi* by Johanna Spyri.

Next day everyone was very busy preparing for the expected guest. It was easy to see that she was an important person in that household and was accustomed to being treated as such. Tinette put on a nice new cap in her honor.

Sebastian collected all the foot stools he could find and put them in convenient places so that she would find one ready wherever she sat down. Miss Rottenmeier fussed about the place, inspecting everything, as though determined to show her authority and that she did not mean to be deprived of any of it by the new arrival.

A. Complete each sentence with your own concept (idea).

You will fill up your answer on your answer sheet. Find it on your answer sheet. Write clearly and legibly.

1. Everyone was busy preparing for the guest. You may conclude /infer that

2. Miss Rottenmeier was particularly concerned about the guest. You may conclude/infer that

3. Can you come up with other ideas (inferences) about the preparation and the expected guest in the passage? Write your answers on the lines provided (which is on your answer sheet) Here they are:

- Inferences about the preparation:

1. _____
2. _____
3. _____

- Inferences about the guest:

1. _____
2. _____
3. _____

Writing # 10

Read the passage and then answer the questions. Read carefully for instructions.

Aaron waits at the bus stop for what seems like a very long time. When the bus finally pulls up and the doors open, Aaron notices something strange about the driver.

Instructions: On a separate clean sheet of paper, write a paragraph about Aaron. You want your readers to “infer” several things from the paragraph such as:

- **Aaron’s age**
- **where he is going**
- **what Aaron notices about the bus driver**
- **what time of the day it was**

- why was he riding the bus

Your paragraph should open with a **thesis** (main idea) statement. Use transitions to connect your idea.

Remember, we check for errors in spelling, grammar and correct usage. Ask for help if you don't understand.

THIS CONCLUDES YOUR WRITING ACTIVITIES.

BUT YOUR WORK IS NOT DONE YET...HANG ON THERE ☺

Literary Terms:

As future college graduates, you must know by heart the following literary terms. Here are some of the most common. Read them carefully and apply on the mastery skills.

1. **Simile**- (sim ah-lee) noun

- is a figure of speech in which two unlike things are compared by using **as** or **like**.

Example: "The frisky puppy ran around the yard **like** an unguided missile."

2. **Metaphor**-(MET uh for)—noun

- is a figure of speech in which two unlike things are compared or one thing is said to be another thing: the words as and like are **not** used in the comparison.

Example: “On Saturday evenings, William’s car was a panther slinking down Main Street, daring anyone or anything to challenge it.”

3. **Analogy**- (uh NAL uh-jee) –noun

- is the general name often used when a comparison is made between unlike things. An **analogy**, however, is often expressed as a simile, as in—“ The football game was like a battle between gladiators.”

4. **Personification**- (pur son uh fa KAY shun)—noun

- is a figure of speech in which **non**-human thing is given human qualities or is said to perform human actions.

Example: “The flowers danced and smiled when the old gardener came their way.”

5. **Hyperbole**- (hi PUR buh lee)---noun

- is a figure of speech in which exaggerated words are used for emphasis.

Example: “The closet in my room is so cluttered that an ant wouldn’t have enough room to turn around.”

6. **Denotation-** (dee no Tay shun)—noun

- refers to the exact, strict meaning of a word. It is sometimes referred to as **Webster's** definition of a word.

7. **Connotation-** (kon uh TAY shun) –noun

- refers to a word's suggested meaning or its emotional associations as contrasted to its denotation meaning

8. **Alliteration-** (uh lit uh RAY shun) –noun

- Is the repetition of the first sound, usually a consonant, in a series of words.

Example: “ Francis is fair, frank, friendly,, and famous ,”

9. **Bias-** (bi-AS) –noun

- is simply an opinion or position on a subject. As commonly used, however, **bias** has a negative connotation suggesting narrow-mindedness and prejudice, contrary to *point of view*, which suggest openness and thoughtfulness.

10. **Irony-** (ur-o-NI)---noun

- is the use of words to express a meaning that is the opposite of what is literally said. If the intent is to hurt, the irony is called **sarcasm**.

11. **Idioms-** (id UMS)—noun

- are statements that do not make literally sense but have taken on new, generally accepted meanings over many years. When first used, the phrases, “works like a dog” and “raining

like cats and dogs” were probably very clever. Now they have lost their freshness but still convey meaning for those who are in the know.

11. Euphemism- (eu-phi-MISM)—noun

- is a substitution of a mild, indirect, or vague term for one that is considered harsh, blunt, or offensive.

When used to hide unpleasant ideas in politics or any social interaction, **euphemism** are sometimes called *doublespeak* or *politically correct language*.

Example:

- collateral damage- refers to civilian casualties
- sanitation engineer-refers to janitor or maintenance help
- differently abled-handicapped person
- dentally handicapped- for someone with missing tooth

Example: Read carefully

***Euphemism-** My stomach feels unsettled.

***Politically correct-** The troops were hit by friendly fire.

Completing Sentences:

Directions: Read the following sentences and complete each sentence with one of the words listed below. YOU CAN ONLY USE THE WORD ONCE.

***Use your answer sheet to answer this activity. Write only the words on the blank allotted. Write clearly and legibly.**

apathetic dictated graphic scripture tendon captivated
extensive phonics spectators verdict deduce visualize
extraterrestrial prescribed synchronized

1. The jury brought in the _____ after one hour of deliberation.
2. Religious or holy writings are called _____.
3. She closed her eyes and tried to _____ the license plate number.
4. The _____ watching the football game were tense.
5. The doctor _____ two types of medication.
6. The list of toys the child wanted for his birthday was _____.
7. The criminal appeared _____ when the judge pronounced the sentence.
8. The runners _____ their watches before beginning the race.
9. The textbook contained numerous _____ aids, including maps, charts, and diagrams.
10. The study of the way different parts of words sound is called _____.

11. The athlete strained a (n) _____ and was unable to continue training.
12. The movie was about a (n) _____, a creature not from earth.
13. The district manager _____ a letter to her secretary, who then typed it.
14. Through his attention-grabbing performance, he _____ the audience.
15. By putting together the clues, the detective was finally able to _____ who committed the crime.

Read Carefully:

This part of your refresher course will enable you to become familiar with many of the basic terms associated with introductory college courses as they are similar to those you will find in the glossaries of college textbooks. Learning these terms' definition now will be an asset to you as these terms often hold the key to understanding a subject's fundamental concepts.

Let us begin:

VOCABULARY IN SOCIAL SCIENCES:

Sociology is the study of human behavior within societies. During a course in sociology, you will study about other cultures and how people within those cultures interact. Additionally, you

will also study about their values, customs, and traditions held by people worldwide. Before you read the selection, consider the **word parts** written below to help you in the process on working your mastery skill later.

- The prefix *di-* means- two
- The prefix *pre-* means- before
- The prefix-*sub-* means- under
- The suffix-*ity* – means- quality, trait, and indicates a **noun**.

Read the following passage:

BOOT CAMP AS A TOTAL INSTITUTION

(Adapted from the Effective Vocabulary by D.J. Henry)

The bus arrives at Parris South Carolina, at 3 A.M. The early hour is no accident. The recruits are groggy, confused. Up to a few hours ago, the boys were ordinary **civilians**. Now, a sergeant **sneers** and calls them “maggots.” Their heads are buzzed (25 seconds per recruit), and they are **thrust** quickly into the harsh world of Marine boot camp.

Buzzing the boys’ hair is just the first step in stripping away their identity so the marines can stamp a new one in its place. The uniform serves the same purpose. So does the ban on using the first person “I”. Even a simple request must be made in **precise** Marine **protocol** or it will not be **acknowledged**.

Every intense moment of the next eleven weeks reminds the recruits that they are joining a **subculture** of self-discipline. Here

pleasure is suspect and sacrifice is good. As they learn the Marine way of talking, walking, and thinking, they are denied **diversions** they once took for granted: television, cigarettes, candy, cars, soft drinks, video games, music, alcohol, drugs, and sex.

Lessons are **bestowed** with fierce **intensity**. When Sgt. Carey checks brass belt buckles, recruit Robert Shelton nervously blurts, “I don’t have one.” Sgt. Carey’s face grows red as the veins in his neck bulge. “I?” he says, his face just inches from his mouth, he screams, “I” is gone!”

“Nobody is an individual” is the lesson that is driven home again. “You are a team, a Marine. Not a civilian. Not black or white, but a Marine. You will live like a Marine, fight like a Marine, and, if necessary die like a Marine.”

Instructions: **Refer to the passage, and use context clues from the sentences below to determine the definitions of each of the following words in bold print. You are not allowed to consult a dictionary.**

The letter answer should be written on your answer sheet. Locate where this activity is on the answer sheet. Write clearly. Remember, letters only.

Exercise 1-Context Clues: Boot Camp As A Total Institution.

1. At the annual sports banquet our coach **acknowledged** the families of the players who supported the team and contributed to their success.

_____ **acknowledge** means

- a. ignore
- b. recognize
- c. make claim
- d. refuse

2. Grooms sometimes **bestow** the honor of best man on the father.

_____ **bestow** means

- a. take
- b. withhold
- c. remove
- d. give

3. After graduation from college, Ian gave up his life as a **civilian** for a career in the army and headed to boot camp.

_____ **civilian** means

- a. private citizen
- b. military personnel
- c. officer
- d. administrator

4. Successful people recognize the importance of hard work as well as the need to make time for **diversion** such as exercising, gardening, traveling or reading for pleasure.

_____ **diversion** means

- a. pastime
- b. boredom
- c. work experience
- d. discussion

5. Tony felt the sudden loss of his wife with such **intensity** that for a year, he wore only black and showed no joy in life.

_____ **intensity** means

- a. unconcern
 - b. coldness
 - c. joy
 - d. depth
6. Elizabeth's piano teacher demands that she practice daily so that her final juried performance will be **precise** and without mistakes.

_____ **precise** means

- a. exact
 - b. inaccurate
 - c. silent
 - d. uncertain
7. While Dave was at the U.S. Naval Academy, he was drilled in proper etiquette and military **protocol**, so he would be able to follow the accepted procedures at any formal function.

_____ **protocol** means

- a. subject
 - b. procedure
 - c. disagreement
 - d. informality
8. When Janie held up the computer mouse and checked it like a TV remote, the technology expert sitting nearby **sneered** at her and said, "Uh, duh, you need to keep it on the desk for it to work."

_____ **sneered** means

- a. mock
- b. admire
- c. express admiration
- d. to please

9. The local high school had a growing population within the student body were several **subcultures**, including the athletes, the science experts, the computer gurus, and the drama groupies.

_____ **subculture** means

- a. public organization
- b. science club
- c. total population
- d. small community

10. Front seat airbags help prevent a person from being **thrust** into the wind-shield in the event of an impact.

_____ **thrust** means

- a. move gently
- b. push with force
- c. surround
- d. avoid

Exercise 2-- Word Parts or Word Sorts:

Synonyms: Match the five words written below to the **synonyms** or definitions that follow each blank. Write clearly your answer on your answer sheet.

protocol, intensity, subculture, thrust, diversion.

1. _____ recreation, amusement, pastime
2. _____ move forward, advance, push
3. _____ cluster from a larger group who share common traits
4. _____ power, sharpness, emotion
5. _____ formality, ceremony, conformity.

Antonyms: Select the **letter** of the word (s) with **opposite** meaning.

6. _____ **acknowledge**
 - a. recognize
 - b. accept
 - c. discuss
 - d. deny
7. _____ **precise** means
 - a. inaccurate
 - b. exact
 - c. clear
 - d. specific
8. _____ **bestow** means
 - a. give
 - b. deprive
 - c. devote
 - d. present
9. _____ **civilian** means
 - a. non-combatant
 - b. private citizen

- c. soldier
- d. private contractor

10. _____ **sneer** means

- a. state
- b. praise
- c. express disgust
- d. show disrespect.

Exercise 3- Using context clues, determine the word that best completes each sentence, then write your answer on your answer sheet. Here are the words.

protocol, bestowed, subculture, intensity, acknowledged, precise, thrust, sneer, (ed) diversion, civilian.

1. Living life as a _____ was very different for Barrett, who has spent 30 years as a CIA operative traveling to exotic destinations.
2. Trey said that working as an intern at the hospital was so time-consuming and exhausting that his only _____ was sleep.

3. The joker _____ at Batman and expressed disgust for the superhero who had fallen for the trap.
4. After the sudden death of the college president, the entire campus was _____ into a state of despair over the loss.
5. During the conference with his philosophy professor, John _____ that he was not keeping up with the assignments because of his part time job.
6. A glassblower's timing must be _____ in order to prevent distorted shapes or shattered art.
7. Although he did not like going to the doctor, the pain from his migraine increased to an _____ that finally prompted Hollis to make an appointment.
8. The _____ of fraternities and sororities can provide a sense of belonging to students on a large college campus.
9. After the funeral, Darlene _____ her father's treasured gold pocket watch on the eldest grandson.
10. Before the governor arrived by helicopter, representatives of the community were advised on the _____ for asking questions during the town meeting.

Exercise 4-Application: Using **context clues**, insert the vocabulary word provided below in the appropriate blank. A part of speech clue is given for each vocabulary word.

acknowledge (d), precise, protocol, civilian, (s) bestow,
subculture, thrust, intensity, diversion, sneer (ed)

The commissioning of the submarine *Hampton* began with a formal gala at the National Air and Space Museum, hosted by the ship's captain, Dave Ariam. Also, in attendance was the honorary chair, author Tom Clancy, who (1.) (v) _____ that some of his previous visits to the sub had been for research he was conducting for a new book. Clancy is known for including (2)(adj.) _____ and very accurate details in his techno-thrillers.

Because the event was a formal ball, strict military (3) (n) _____ was observed, even though there were a number of (4) (n) _____ who had been invited as guests. This was a time of celebration----a time to (5) (v) _____ honors on those who had made the building of a world-class submarine possible, as well as the (6) (n) _____ of local community members and dignitaries who had provided financial support for the evening.

Most people in attendance were aware of being (7) (v.) _____ in the midst of local and national leaders in making the event a reality. Because of their hard work,

everyone felt the (8) (n.) _____ of a strong kinship, satisfaction, and pride during the celebratory fireworks that provided a brief (9) (n.) _____ from the formality of the after-dinner speeches. Although some critics (10) (v.) _____ at the expense of such an evening, others viewed it as a time to honor the ship's crew and extended family who would call the vessel home for the next few years.

Get ready to Read about Sociology of Marriage and Family.

A college course on marriage and the family is a specialized sociology course in which students learn about the courtship, marriage and family customs of a variety of cultures. Because the course is not limited to a national view, students gain a global perspective of these traditions. Before you read the selection, consider the **word parts** written below to help you.

- The prefix **con** means---with, together
- The prefix **ex** means---out
- The prefix **per** means—through
- The prefix **poly** means----many
- The prefix **re-..**means ----again
- The prefix **andro** means---male, man
- The prefix **gamy** means---marriage
- The prefix **gyn** means----woman, female
- The prefix **spect** means----look, see
- The suffix **fy** means- cause to become and indicates a verb.

MARRIAGE AND FAMILY IN GLOBAL PERSPECTIVE

(Adapted from Effective Vocabulary by D.J. Henry)

WHAT IS A FAMILY?

To better understand U.S. patterns of marriage and family, let's first look at how customs differ around the world. This will give us a context for interpreting our own experience in this vital institution.

“What is family, anyway?” asked William Sayres at the beginning of an article on this topic? By this question, he meant that although the family is so significant to humanity that it is universal—every human group in the world organizes its members in families—the world's cultures display so much variety that the term *family* is difficult to define. For example, although the Western world **regards** a family as a husband, wife, and children, other groups have family forms in which men have more than one wife (**polygyny**) or women more than one husband (**polyandry**). How about the obvious? Can we define family as the approved group into which children are born? This would overlook the Banaro of New Guinea. In this group, a young woman must give birth before she can marry—and she **cannot** marry the father of her child.

Common Cultural Themes

Despite this diversity, several common **themes** do run through the **concept** of marriage and family. All societies use marriage and family to establish patterns of mate selection, descent, inheritance, and authority. Let's look at these patterns.

Mate Selection: Each human group established **norms** to govern who marries whom. Norms of **endogamy** specify that people should marry within their group. Groups may prohibit interracial marriages, for example. In contrast, (opposite) norms of **exogamy** specify that people must marry outside their group.

Exercise 1- Context Clues: What is a Family?

Instructions: Refer to the passage and use context clues from the sentences below to determine the definition of each of the following words in **bold** print. Pick only the letter of the correct answer and write them on your answer sheet.

1. **Concept** means

- a. fantasy
- b. idea
- c. fictional interpretation
- d. denial

2. **Endogamy** means

- a. marriage within a group
- b. marriage outside a group
- c. marrying more than one spouse

d. marrying more than one husband

3. **Exogamy** means

- a. marriage within a group
- b. marriage outside a group
- c. marrying more than one spouse
- d. marrying more than one husband.

4. **Norm** means

- a. exception
- b. average standard
- c. extreme standard
- d. unusual standard

5. **Perspective** means

- a. command
- b. volunteer
- c. decline
- d. view

6. **Polyandry** means

- a. practice of more than one spouse
- b. practice of having more than one wife
- c. practice of having more than one husband
- d. practice of remaining unmarried

7. **Polygyny** means

- a. practice of having more than one spouse
- b. practice of having more than one wife
- c. practice of having more than one husband
- d. practice of remaining unmarried

8. **Regard** means

- a. consider
- b. ignore
- c. avoid
- d. excuse

9. **Specify** means

- a. condense
- b. mistake
- c. cite
- d. confuse

10. **Theme** means

- a. song
- b. key idea
- c. entertainment park
- d. arrangement

Exercise 2:

Instructions: Using **synonyms**, match the word to the synonyms or definition that follow each blank. The words are provided for you. Write your answers on your answer sheet. Write clearly.

perspective concept theme regard polygyny

1. _____ the practice of having more than one wife at a time.
2. _____ attend; consider; look at; view
3. _____ thesis; subject; thought; premise

4. _____ idea; perception; belief; notion
5. _____ viewpoint; angle, attitude; standpoint

Antonyms (opposite)

Instructions: Select the letter of the word (s) with the opposite meaning. Write your answer on your answer sheet. Continue your numbering.

6. _____ polyandry
a. marrying outside the tribe
b. having one wife
c. having one husband
d. having several husbands
7. _____ endogamy
a. having several wives
b. marrying within one's group
c. having several husbands
d. marrying outside one's group
8. _____ exogamy
a. marrying within one's group
b. marrying outside one's group
c. having many wives
d. having many husbands
9. _____ norm
a. custom
b. average
c. model
d. exception

10. specify

- a. define
- b. ignore
- c. acknowledge
- d. allow

Exercise 3:- Fill in the Blank- Use context clues to determine the word that best completes each sentence.

The words are provided for you. Write your answer on your answer sheet. Write clearly.

perspective concept regard exogamy theme specify norm
endogamy polyandry polygyny

1. Mountain hiking always provides me with a new _____ by offering an expensive view of my surroundings and making the difficult things in life seem less important.
2. Mr. Smith _____ each employee as valuable, and he finds frequent opportunities to express his appreciation.
3. The _____ of global warming is not a possibility some people want to consider.
4. One trait that many cults seem to share is discouraging _____ because they believe married couples should share the same beliefs.

5. Before we signed the contract, we insisted on reading the fine print, and we asked the salesperson to _____ the details of the warranty.
6. At an outdoor concert on the _____ of children's fairy tales, Paul proposed to his girlfriend during the grand finale, which featured music from *Cinderella*.
7. Occasionally, being unpredictable, and doing something out of the _____ will give you a break from a boring routine.
8. Sarah's father had always expected that she would honor his rules of _____ and marry a man from the Greek Orthodox Church; however, when he met her new boyfriend, Josh, a Roman Catholic, he was pleased with her choice.
9. Although the practice of marrying more than one wife simultaneously has been publicized about some cultures, we rarely hear of cultures that allow _____, in which a woman is legally married to more than one man.
10. No matter how hard they try, Lydia's girlfriends could not understand how the five wives of a man in Utah could allow the condition of _____ and share the same husband.

Exercise 4-Application:

Instructions: Using context clues, insert the vocabulary word in the appropriate blank. The words are provided to help you. Write the complete word on the blank. You will need to put your answer on your answer sheet.

endogamy specify regard concept theme norm
exogamy polyandry polygyny perspective

Before each lesson, our sociology professor requires us to write a double-entry journal. The assignment is to write 150-250 words about a (1) _____ we are going to study. Since we have an established (2) _____ for the journal entry, we draw on our own background knowledge in order to make connections with our reading. Recently, our professor posed some interesting questions. “What do you (3) _____ as a family?” and (4) _____ “what qualities you consider necessary for a true marriage.”

Later in his lecture, our professor prompted a discussion about the practice of (5) _____, in which couples in some countries are forbidden to marry someone outside the tribe or religious group. Naturally, this idea was foreign to us until he reminded the class about some dating and marriage laws in our own country before the civil rights movement of the 1960’s, the play of *Romeo and Juliet*, and the film *West Side Story* that presented the tragic romance of Tony and Maria. In all of these cases, the lesson was always that (6) _____ was the practice of star crossed lovers who eventually would meet with disaster.

At that point, our professor asked about (7) _____ the practice of taking more than one husband and (8) _____, the practice of taking more than one wife. When we all agreed the ideas were very old, he suggested that we consider

serial polygamy, which, from the (9) _____ of people in other countries occurs in the United States whenever couples divorce, remarry, divorce a second time, and then remarry yet another spouse. This new view gave us something to think about. Suddenly, what may be the (10) _____ to famous celebrities with shaky marriages in our country seemed similar to the typical practice of having several spouses in another country. The lesson was powerful one in helping us develop a global view, and it enabled us to appreciate how we are all actually more alike than different.

VOCABULARY AND AMERICAN HISTORY (adapted from Effective Vocabulary by D.J. Henry)

Get Ready to Read About American History.

In a college student's curriculum, one of the general education requirements often includes a history course. And what could be more helpful than to read and learn about American History. An American history course includes some history as well as a study of current events. As you prepare to read the following selection, consider what you already know about immigration and the history of the United States, and connect that knowledge to recent news articles you have read about immigration. Finally, consider what you already know about the following word parts.

* the prefix—*in-* means in, into, on

* the prefix ----*multi* means---many

* the root *flux*-means—flow

* the suffix **-ate** means make and usually a verb

* the suffix **-ous** means of, like, related to, being, and usually indicates an adjective.

Watch these Words:

assimilate attainment heritage indigenous influx median
multilingual regardless surpass whereas

A NEW CLASS OF PROFESSIONAL WORKERS

Unlike Hispanics who have come to America to escape poverty, the recent **influx** of Asians has been driven by a new class of professional workers looking for greater opportunity. As Ronald Takaki documents, Asians who have come to America since the 1965 Immigration Act opened the gate to them make up the most highly skilled immigrant group in American history. Indeed, Asian-Americans have often been called the super-achievers of the minority majority. This is especially true in the case of educational **attainment** -----42 percent of Asian Americans over the age of 25 hold a college degree, almost twice the national average. As a result, their **median** family income has already **surpassed** that of non-Hispanics white.

Whereas Asian Americans are the best off of America's minority group, by far the worst is the one **indigenous** minority, known today as Native Americans. Before Europeans arrived in America, 12 to 15 million Native Americans lived here. War and

disease reduced their numbers to a mere 210,000 by 1910. About 1.8 million Americans currently list themselves as being of Native American **heritage**. Statistics show that they are the least healthy, the poorest, and the least educated group in the American melting pot. Only a handful of Native Americans have found wealth; fewer still have any power. Some tribes have discovered oil or other minerals on their land and have used these resources successfully. Most Native Americans, though, remain economically and politically disadvantaged in American society. The 1990 census found that in the Dakotas, site of the largest Sioux reservations, over half of the Native Americans lived below the poverty level.

Americans live in an increasingly multicultural and **multilingual** society. Yet, **regardless** of ethnic background most Americans share a common political culture-----an overall set of values widely shared within a society. For example, there is much agreement among ethnic groups about what truly makes an American. Minority groups have **assimilated** many basic American values, such as the principle of treating all equally.

Exercise 1- Context Clues- A New Class of Professional Workers.

Instructions: Refer to the passage and use context clues from the sentence below to determine the **definition** of each of the following words in **bold** print. DO NOT CONSULT THE DICTIONARY. Write the answer on your answer sheet. Please write clearly and legibly.

1. The students in each incoming freshmen class experience a week of orientation so they can **assimilate** into the routines and traditions of the college.

_____ **Assimilate** means

- a. blend
- b. study
- c. surrounded with beautiful objects
- d. long for the past

2. The young CEO credited the successful **attainment** of his professional goals to his education in a one-room school in a West Virginia mining camp, explaining, “I had sixth grade six times which gave me a strong foundation in reading, writing, and geography.

_____ **Attainment** means

- a. laziness
- b. civilization
- c. achievement
- d. cooperation

3. “The heritage we leave to future generations will be long lines at the gas pumps if we do not find alternatives to foreign oil,” argued the senator.

_____ **Heritage** means

- a. partnership
- b. inheritance
- c. alternative
- d. argument

4. The **Dreamtime** of the **Aborigines** is one of the fascinating features of the **indigenous** people of the Australian Outback.

_____ **Indigenous** means

- a. unusual
- b. native
- c. unfamiliar
- d. abnormal

5. The **influx** of new students each fall creates an exciting atmosphere for everyone involved in the college experience.

_____ **Influx** means

- a. mass arrival
- b. mass exit
- c. boredom
- d. disappointment

6. The **median** income in America exceeds that of the average income of most families worldwide.

_____ **Median** means

- a. taxed
- b. profession
- c. famous
- d. middle

7. Some Fortune 500 companies have become so competitive that they require new employees to be **multilingual** that is, they want their employees to speak several languages in order to function in a global market.

_____ **Multilingual** means

- a. able to speak a foreign language

- b. able to speak several foreign languages
- c. able to use good grammar
- d. able to be a good public speaker.

8. Because Madison's mother insisted that the wedding reception take place outside **regardless** of the forecast, the wedding planner arranged for an enclosed air-conditioned tent with a wooden dance floor.

_____ **Regardless** means

- a. in spite of
- b. during
- c. without
- d. because of

9. The life coach explained that eliminating clutter helps her clients organize their lives, thus providing more time and energy to help them quickly **surpass** their goals.

_____ **Surpass** means

- a. prevent
- b. suggest
- c. go beyond
- d. eliminate

10. Jerry has a tendency to make excuses, skip class, and turns in poor quality work, **whereas** Andy regularly, studies beyond the assigned readings, and turns in excellent projects.

_____ **Whereas** means

- a. because
- b. on the other hand

- c. then
- d. as a result

Exercise 2-Word Parts

Synonyms

Instructions: Match the word to the synonyms or definition that follows each blank.

To help you, the words to choose from are provided for you....use them.

Write your answer on your answer sheet.

*attainment *multilingual *regardless * median * *heritage.

1. _____ birthright, legacy, inheritance, ancestry
2. _____ average, middle, midway, central
3. _____ despite, in contrast, conversely, in spite of
4. _____ characterized by the ability to speak several languages.
5. _____ reaching, achieving, acquiring, succeeding.

Antonyms:

Select the letter of the word with the opposite meaning. Write your answer on your answer sheet. Continue your numbering.

- _____ 6. surpass: a. exceed b. transcend c. rise d. drop behind.

_____ 7. **assimilate:** a. blend b. stand out c. accompany d.
go beyond

_____ 8. **indigenous:** a. native b. complete c. natural d.
foreign

_____ 9. **influx:** a. mass entrance b. mass exit c. flood d.
river

_____ 10. **whereas:** a. although b. even though c. similarly
d. despite

Exercise 3- Fill in the Blank

Using context clues, determine the word that best completes each sentence,

To help you, the words are provided for you. Write your answer on your answer sheet.

* regardless, * whereas, * surpass, * assimilate, * influx, * attainment, * indigenous, * heritage, * multilingual, * * median.

1. Jenny is athletic and outspoken, often writing letters to the editor _____ her sister Mary is a quiet beauty contest winner who always smiles and never reveals her opinions.

2. Although the basketball team lost its first seven games, the coach inspired the players to _____ the initial prediction , and they eventually won enough games to earn a spot in the play-offs.

3. A fraternity is composed of men who are able to _____ into the group because they share common traits and interests.
4. After the _____ of a promotion and a raise, the public relations executive surprised everyone by resigning from her job and signing on for two years in the Peace Corps.
5. After there was a sudden _____ of vultures, county animal control officials used air horns for several days and the annoying birds exited permanently.
6. Our Night-blooming Cereus, a tree-dwelling cactus that is _____ to the West Indies, has fascinated many visitors over the years who come to see the beautiful and fragrant white blossoms that only last one night.
7. The local Native American tribes have protested the state's plans to create a new reservoir using land that has been part of their _____ since colonial times.
8. After her college courses and study-abroad experience, Dana will be _____, comfortably speaking Italian, French,, and Spanish.
9. The _____ age of people in our community has decreased over the years from 37 to 25.
- 10." _____ of your excuse, you are still required to make up the test on the day you return to class," explained our physics professor on the first day of school.

Exercise 4-Application:

Using context clues, insert the vocabulary word in the appropriate blank. The words are provided to help you.

Answer on your answer sheet.

- * attainment, * indigenous, * heritage, * regardless, * influx, * multilingual, * assimilate, * whereas, * surpass (ed), * median, *

Native Americans, those people (1) _____ to the country, have a proud (2) _____ that deserves serious reflection. (3) _____ of few appearances in print and film. Native Americans, the oldest minority, currently have a population of two million. Many are (4) _____, preserving the language of several tribes as well as speaking English. Unfortunately, their history has been filled with discrimination and exploitation since the (5) _____ of Europeans in the 17th century. Consequently, some Native Americans remain isolated. Others, however, have left the reservation and learned to (6) _____ and blend with those outside the tribe. They have become well known in many areas. For example, the words of Black Hawks and black Elk are studied today, in addition to the literature of Scott Momaday. Likewise, an industry promoting their art and music has (7) _____ original expectations becoming very profitable. (8) _____ some Native Americans

are experiencing progress, many more continue to suffer educationally and economically. For example, the (9) _____ income of most remains below the poverty level and the (10) _____ of a better life seems out of their reach. Yet, it is not impossible if we remember the words of Lone Man (Isna-la-wica) Teton Sioux, who said, “I have seen that in any great undertaking it is not enough for a man to depend simply upon himself.” Thus, the struggle of one becomes the struggle of many.

Be READY to READ about AMERICAN GOVERNMENT. (adapted from Effective Vocabulary by D.J. Henry)

Introduction: Most college students have some background knowledge in government if the subject was a high school graduation. Consequently, college students often elect to take a course in United States government or national politics because of their background knowledge.

Below you read, review the word parts below. The meanings of some have been provided.

1. the prefix **con** - means- --with, together
2. the prefix-**im** - means---inside
3. the root **ven-** means-come
4. the root **sonare** means -to sound

5. the suffix—**ous**— means—of, like, related, to, full of and indicates an adjective.
6. the suffix **-tion** —means —act and indicates a noun.

Watch these Words:

* cadence, * constitute, * convention, * flout, * instigation, * lampoon, * quip, * ruefully, * sonorous, * stodgy.

KENNEDY'S CAMELOT

Having **lampooned** the Eisenhower administration as **stodgy** and unimaginative, President Kennedy made a show of his style and wit. He **flouted convention** by naming his younger brother, Robert attorney general. “I can’t see that it’s wrong to give him a little legal experience before he goes out to practice law,” the president **quipped**. Kennedy also prided himself on being a man of letters, winner of the Pulitzer Prize for *Profiles in Courage*. He quoted Robert Frost and Dante. He played and replayed recordings of Winston Churchill, hoping to imprint the great orator’s **sonorous cadences** of his elegant wife. Jacqueline, Kennedy surrounded himself with the finest intellects at glittering White House galas to honor Nobel Prize winners and celebrated artists.

Kennedy’s youthful senior staff boasted impressive scholarly credentials. His national security advisor, McGeorge Bundy, had been dean of the faculty at Harvard (and the first undergraduate at Yale to receive perfect scores on three college entrance examinations.) Secretary of Defense, Robert

McNamara also had taught at Harvard before becoming the first non-family member to head the Ford Motor Company. The administration **constituted**, as journalist David Halberstam observed later, somewhat **ruefully**, “the best and the brightest.”

Exercise 1- Context Clues: *KENNEDY’S CAMELOT*.

Instruction: Refer to the passage and use context clues from the sentences below to determine the definition of each of the following words in bold print.

To help you....the words are provided for you. Your answer should be written on your answer sheet.

*flout, *cadence, *constitute, * convention, * instigation, *quip, * lampoon, * ruefully, * sonorous, * stodgy.

1. To memorize the sequence of events leading up to World War 1, our study group created a “call out” by putting the events to a **cadence** and then repeating them while we jogged on the treadmill together at the gym.

_____ **Cadence** means

- a. rhythm
- b. improvement
- c. group
- d. exercise

2. In her essay, Amy wrote that four characteristics **constitute** a good leader; honesty, vision, a strong work ethic, and a willingness to whatever he or she asks of others.

_____ **Constitute** means

- a. to question
- b. discuss
- c. make up
- d. to lead

3. Our instructor ignores the **conventions** of typical lectures and instead keeps us interested by using a variety of unusual teaching methods.

_____ **Convention** means

- a. exciting example
- b. interesting gathering
- c. unusual technique
- d. traditional practice

4. Jack **flout** all warnings about climbing the cliff and nearly fell from a dangerous height.

_____ **Flout** means

- a. apologize
- b. laugh at
- c. take seriously
- d. agree

5. Although Greg had planned to major in business, he changed his mind at the **instigation** of his advisor, who kept pointing out Greg's talent for history as well as some job opportunities in the field that he had not considered.

_____ **Instigation** means

- a. consequence
- b. effect

c. motivation

d. answer

6. During the recent appearance in New York, former U.S. Poet Laureate Billy Collins read his humorous poems that **lampoons** the true thoughts of a dog about its master.

_____ **Lampoon** means

a. mock

b. praise

c. compliment

d. prove

7. In response to the student who asked if he had missed anything while he was absent, the professor **quipped**, “No, we all sat around with our hands folded waiting for your return.”

_____ **Quip** means

a. consider seriously

b. solve

c. educate

d. joke

8. After her visit with him in California, Brittany **ruefully** admitted to Jason that he was a wonderful person, but he would always just be her good friend.

_____ **Ruefully** means

a. sorrowfully

b. happily

c. energetically

d. studiously

9. Because of his excellent communication skills and **sonorous** speaking style, Declan was encouraged to pursue in broadcast journalism.

_____ **Sonorous** means

- a. having a full rich sound
- b. offensive
- c. boring
- d. having inaccurate details

10. Our geology professor looked like a **stodgy**, worn-out man; however, we were delighted to discover that he was actually an interesting, intelligent, and entertaining teacher.

- a. youthful
- b. lively
- c. exciting
- d. dull

Exercise 2- Word Sorts

Synonyms

Match the word to the synonyms or definition that follow the blank. Write your answer on your answer sheet. **DO NOT CONSULT A DICTIONARY.**

The words are provided for you....use them

*lampoon, * cadence * flout * ruefully, *sonorous

1. _____ deep, resonant, deep-toned

2. _____ sorrowfully, regretfully, apologetically,
compassionately
3. _____ defy, disregard, resist, contravene
4. _____ rhythm, beat, count, tempo
5. _____ ridicule, satirize, parody

Antonyms: (opposite) Select the **letter** of the word (s) with the appropriate meaning.

Continue your numbering on your answer sheet.

_____ 6. **constitute**

- a. form b. abolish c. represent d. surround

_____ 7. **quip**

- a. consider seriously b. effect c. motivation d. answer

_____ 8. **instigation**

- a. discouragement b. encouragement c. attention d. hard
work

_____ 9. **convention**

- a. practice b. custom c. exception d. transaction

_____ 10. **stodgy**

- a. stuffy b. tasteless c. exciting d. dull

Exercise 3- Fill in the Blank

Use **context clues** to determine the vocabulary word that best **completes** each sentence.

The words are provided to help you...use them.

Write your answer on your answer sheet.

1. In some states, Photo Red, the stoplight system with cameras installed, is used to detect the drivers who _____ the rules and drive through red lights.
2. With each new election, it seems a comedian surfaces who can _____ the current president, making fun of his mannerism, his verbal mistakes, and his policies.
3. According to some psychologist, students may find their study sessions will be more effective if they play instrumental background music with a _____ of 50 beats per minute.
4. When the college president announced his retirement, we _____ began to imagine how different the campus would be without him and immediately felt sad about the loss.
5. With the _____ of his adventurous cousin, Alan decided to purchase an old sailboat and sail solo along the coast before starting college.
6. Carlos accepted his _____ uncle's invitation to visit Las Vegas with some concerns, however, he quickly discovered that his mother's brother was actually a very fun loving and generous man.

7. The _____ voice and eloquent speech of the graduation speaker inspired the audience to give him a standing ovation.
8. Schooled in the _____ of etiquette, our friend, Spencer helped us through the formal dinner at the college president's home, so that we were all able to feel at ease.
9. George explained that grilled salmon, baked potatoes, salad, and Dutch oven cake _____ the perfect campfire dinner.
10. Whenever one of my professors is asked what subject he teaches, he _____, "I do not teach a subject, I teach people."

Exercise 4- Application

Using **context clues**, insert the vocabulary word in the appropriate blank.

The word are provided here to help you....use them.

The parts of speech is also included to help you pick the correct word....use them

Write your answer on your answer sheet. Write clearly and legibly. Follow your numbering.

* ruefully, * lampoon (ed) * quip, * flout (ed), * convention *
constitute (d) * cadence * stodgy * sonorous, * instigation

When Megan arrived on campus her freshman year, she immediately experienced some anxiety. The tall stone building that (1)(v.) _____ the main part of the old campus were impressive as well as frightening. The sound of the ROTC drill team marching to the (2)(n.) _____ of their leader echoed through the walkways.

She thought back to the visit a year ago that had imprinted the image of this place as the school she wanted to call home for five years. That weekend, she had listened to the (3)(adj.) _____ administrator, but also to the enthusiastic professor who lectured in a (4)(adj.) _____ and tone that inspired her to work hard and earn a spot in the freshmen class.

If it had not been for the (5)(n.) _____ of her grand father's confidence, Megan might not be summoned the courage to apply to a university with such impressive reputation. In fact, (6)(n.) _____ dictated that she should apply to a school that was more associated with females rather than this male-dominated institution that specialized in math and engineering. Because she believed that a science-related career was her destiny, she (7)(v.) _____ the criticism of her classmates. Even today she will (8)(v.) _____, "No one asked me to be perfect---only to strive for perfection."

Although her high school friends (9) (v.) _____ her for having such high ambitions, they quickly changed

their attitudes and (10) (adv.)_____ apologized when they discovered she had been accepted on early decision.

END

PLEASE READ CAREFULLY:

*PLEASE BE INFORMED THAT ALL MATERIALS WERE ADAPTED FROM TEXTBOOKS THAT HOUSTON COMMUNITY COLLEGE HAS USED AND /OR STILL USING AT THE PRESENT TIME.

*THANK YOU VERY MUCH FOR FINISHING ALL THE ACTIVITIES. I AM SURE IT WILL HELP YOU ON IMPROVING YOUR SKILLS BOTH IN READING AND WRITING NOT ONLY IN COLLEGE, BUT ALSO IN YOUR LIFETIME.

EFFECTIVE READING AND WRITING ARE BOTH VERY IMPORTANT SKILLS NOT ONLY IN COLLEGE, BUT ALSO IN YOUR WORK AND EVERYDAY LIFE.

GOOD LUCK, EVERYONE😊

MRS. A.M. ENDRINAL

FULL TIME FACULTY

GUIDED STUDIES-READING/ENGLISH.