High School English Enrichment

2 of 3

Wayne-Westland
COMMUNITY SCHOOLS

Name: _____   Class: _____

<u>Sweat</u>

By Zora Neale Hurston
1926

Zora Neale Hurston (1891-1960) was an African American novelist, short story writer, folklorist, anthropologist, and one of the most important figures of the Harlem Renaissance. Hurston set many of her works, including "Sweat," in Florida and used the distinctive dialect of the region in her writing. In this short story, the relationship between a woman and her husband reaches a breaking point. The following text also contains language that, depending on the context, may be deemed derogatory and offensive. As you read, take notes on how Delia's attitude toward Sykes changes over the course of the story.

[1] It was eleven o'clock of a Spring night in Florida. It was Sunday. Any other night, Delia Jones would have been in bed for two hours by this time. But she was a wash-woman, and Monday morning meant a great deal to her. So she collected the soiled clothes on Saturday when she returned the clean things. Sunday night after church, she sorted them and put the white things to soak. It saved her almost a half day's start. A great hamper in the bedroom held the clothes that she brought home. It was so much neater than a number of bundles lying around.

"Untitled" by Jennifer Burk is licensed under CC BY 2.0

She squatted in the kitchen floor beside the great pile of clothes, sorting them into small heaps according to color, and humming a song in a mournful key, but wondering through it all where Sykes, her husband, had gone with her horse and buckboard.[1]

Just then something long, round, limp and black fell upon her shoulders and slithered to the floor beside her. A great terror took hold of her. It softened her knees and dried her mouth so that it was a full minute before she could cry out or move. Then she saw that it was the big bull whip her husband liked to carry when he drove.

She lifted her eyes to the door and saw him standing there bent over with laughter at her fright. She screamed at him.

[5] "Sykes, what you throw dat whip on me like dat? You know it would skeer me — looks just like a snake, an' you knows how skeered Ah is of snakes."

"Course Ah knowed it! That's how come Ah done it." He slapped his leg with his hand and almost rolled on the ground in his mirth.[2] "If you such a big fool dat you got to have a fit over a earth worm or a string, Ah don't keer how bad Ah skeer you."

---

1. a four-wheeled wagon, usually drawn by a horse
2. **Mirth** *(noun):* happiness accompanied by laughter

"You aint got no business doing it. Gawd knows it's a sin. Some day Ah'm gointuh drop dead from some of yo' foolishness. 'Nother thing, where you been wid mah rig? Ah feeds dat pony. He aint fuh you to be drivin' wid no bull whip."

"You sho is one aggravatin' nigger woman!" he declared and stepped into the room. She resumed her work and did not answer him at once. "Ah done tole you time and again to keep them white folks' clothes outa dis house."

He picked up the whip and glared down at her. Delia went on with her work. She went out into the yard and returned with a galvanized[3] tub and set it on the washbench. She saw that Sykes had kicked all of the clothes together again, and now stood in her way truculently,[4] his whole manner hoping, *praying*, for an argument. But she walked calmly around him and commenced to re-sort the things.

[10] "Next time, Ah'm gointer kick 'em outdoors," he threatened as he struck a match along the leg of his corduroy breeches.

Delia never looked up from her work, and her thin, stooped shoulders sagged further.

"Ah aint for no fuss t'night Sykes. Ah just come from taking sacrament at the church house."

He snorted scornfully. "Yeah, you just come from de church house on a Sunday night, but heah you is gone to work on them clothes. You ain't nothing but a hypocrite. One of them amencorner Christians — sing, whoop, and shout, then come home and wash white folks' clothes on the Sabbath."

He stepped roughly upon the whitest pile of things, kicking them helter-skelter as he crossed the room. His wife gave a little scream of dismay, and quickly gathered them together again.

[15] "Sykes, you quit grindin' dirt into these clothes! How can Ah git through by Sat'day if Ah don't start on Sunday?"

"Ah don't keer if you never git through. Anyhow, Ah done promised Gawd and a couple of other men, Ah aint gointer have it in mah house. Don't gimme no lip neither, else Ah'll throw 'em out and put mah fist up side yo' head to boot."

Delia's habitual meekness seemed to slip from her shoulders like a blown scarf. She was on her feet; her poor little body, her bare knuckly hands bravely defying the strapping[5] hulk before her.

"Looka heah, Sykes, you done gone too fur. Ah been married to you fur fifteen years, and Ah been takin' in washin' for fifteen years. Sweat, sweat, sweat! Work and sweat, cry and sweat, pray and sweat!"

"What's that got to do with me?" he asked brutally.

[20] "What's it got to do with you, Sykes? Mah tub of suds is filled yo' belly with vittles more times than yo' hands is filled it. Mah sweat is done paid for this house and Ah reckon Ah kin keep on sweatin' in it."

---

3. coated with a protective layer of zinc
4. **Truculent** *(adjective):* eager to argue or fight
5. sturdy and strong

She seized the iron skillet from the stove and struck a defensive pose, which act surprised him greatly, coming from her. It cowed[6] him and he did not strike her as he usually did.

"Naw you won't," she panted, "that ole snaggle-toothed black woman you runnin' with aint comin' heah to pile up on mah sweat and blood. You aint paid for nothin' on this place, and Ah'm gointer stay right heah till Ah'm toted out foot foremost."

"Well, you better quit gittin' me riled up, else they'll be totin' you out sooner than you expect. Ah'm so tired of you Ah don't know whut to do. Gawd! how Ah hates skinny wimmen!"

A little awed by this new Delia, he sidled out of the door and slammed the back gate after him. He did not say where he had gone, but she knew too well. She knew very well that he would not return until nearly daybreak also. Her work over, she went on to bed but not to sleep at once. Things had come to a pretty pass!

[25] She lay awake, gazing upon the debris that cluttered their matrimonial[7] trail. Not an image left standing along the way. Anything like flowers had long ago been drowned in the salty stream that had been pressed from her heart. Her tears, her sweat, her blood. She had brought love to the union and he had brought a longing after the flesh. Two months after the wedding, he had given her the first brutal beating. She had the memory of his numerous trips to Orlando with all of his wages when he had returned to her penniless, even before the first year had passed. She was young and soft then, but now she thought of her knotty, muscled limbs, her harsh knuckly hands, and drew herself up into an unhappy little ball in the middle of the big feather bed. Too late now to hope for love, even if it were not Bertha it would be someone else. This case differed from the others only in that she was bolder than the others. Too late for everything except her little home. She had built it for her old days, and planted one by one the trees and flowers there. It was lovely to her, lovely.

Somehow, before sleep came, she found herself saying aloud: "Oh well, whatever goes over the Devil's back, is got to come under his belly. Sometime or ruther, Sykes, like everybody else, is gointer reap his sowing." After that she was able to build a spiritual earthworks against her husband. His shells could no longer reach her. *Amen*. She went to sleep and slept until he announced his presence in bed by kicking her feet and rudely snatching the covers away.

"Gimme some kivah heah, an' git yo' damn foots over on yo' own side! Ah oughter mash you in yo' mouf fuh drawing dat skillet on me."

Delia went clear to the rail without answering him. A triumphant indifference to all that he was or did.

* * *

The week was as full of work for Delia as all other weeks, and Saturday found her behind her little pony, collecting and delivering clothes.

[30] It was a hot, hot day near the end of July. The village men on Joe Clarke's porch even chewed cane listlessly. They did not hurl the cane-knots as usual. They let them dribble over the edge of the porch. Even conversation had collapsed under the heat.

---

6. to intimidate or unnerve
7. marriage

"Heah come Delia Jones," Jim Merchant said, as the shaggy pony came 'round the bend of the road toward them. The rusty buckboard was heaped with baskets of crisp, clean laundry.

"Yep," Joe Lindsay agreed. "Hot or col', rain or shine, jes ez reg'lar ez de weeks roll roun' Delia carries 'em an' fetches 'em on Sat'day."

"She better if she wanter eat," said Moss. "Syke Jones aint wuth de shot an' powder hit would tek tuh kill 'em. Not to *huh* he aint."

"He sho' aint," Walter Thomas chimed in. "It's too bad, too, cause she wuz a right pritty lil trick when he got huh. Ah'd uh mah'ied huh mahseff if he hadnter beat me to it."

[35] Delia nodded briefly at the men as she drove past.

"Too much knockin' will ruin *any* 'oman. He done beat huh 'nough tuh kill three women, let 'lone change they looks," said Elijah Moseley. "How Syke kin stommuck dat big black greasy Mogul he's layin' roun wid, gits me. Ah swear dat eight-rock couldn't kiss a sardine can Ah done throwed out de back do' 'way las' yeah."

"Aw, she's fat, thass how come. He's allus been crazy 'bout fat women," put in Merchant. "He'd a' been tied up wid one long time ago if he could a' found one tuh have him. Did Ah tell yuh 'bout him come sidlin' roun' *mah* wife — bringin' her a basket uh pee-cans outa his yard fuh a present? Yessir, mah wife! She tol' him tuh take 'em right straight back home, cause Delia works so hard ovah dat washtub she reckon everything on de place taste lak sweat an' soapsuds. Ah jus' wisht Ah'd a' caught 'im 'dere! Ah'd a' made his hips ketch on fiah down dat shell road."

"Ah know he done it, too. Ah sees 'im grinnin' at every 'oman dat passes," Walter Thomas said. "But even so, he useter eat some mighty big hunks uh humble pie tuh git dat lil 'oman he got. She wuz ez pritty ez a speckled pup! Dat wuz fifteen yeahs ago. He useter be so skeered uh losin' huh, she could make him do some parts of a husband's duty. Dey never wuz de same in de mind."

"There oughter be a law about him," said Lindsay. "He aint fit tuh carry guts tuh a bear."

[40] Clarke spoke for the first time. "Taint no law on earth dat kin make a man be decent if it aint in 'im. There's plenty men dat takes a wife lak dey do a joint uh sugar-cane. It's round, juicy an' sweet when dey gits it. But dey squeeze an' grind, squeeze an' grind an' wring tell dey wring every drop uh pleasure dat's in 'em out. When dey's satisfied dat dey is wrung dry, dey treats 'em jes lak dey do a cane-chew. Dey throws em away. Dey knows whut dey is doin' while dey is at it, an' hates theirselves fuh it but they keeps on hangin' after huh tell she's empty. Den dey hates huh fuh bein' a cane-chew an' in de way."

"We oughter take Syke an' dat stray 'oman uh his'n down in Lake Howell swamp an' lay on de rawhide till they cain't say Lawd a' mussy.' He allus wuz uh ovahbearin' niggah, but since dat white 'oman from up north done teached 'im how to run a automobile, he done got too biggety to live — an' we oughter kill 'im," Old Man Anderson advised.

A grunt of approval went around the porch. But the heat was melting their civic virtue, and Elijah Moseley began to bait Joe Clarke. "Come on, Joe, git a melon outa dere an' slice it up for yo' customers. We'se all sufferin' wid de heat. De bear's done got me!"

"Thass right, Joe, a watermelon is jes' whut Ah needs tuh cure de eppizudicks," Walter Thomas joined forces with Moseley. "Come on dere, Joe. We all is steady customers an' you aint set us up in a long time. Ah chooses dat long, bowlegged Floridy favorite."

"A god, an' be dough. You all gimme twenty cents and slice way," Clarke retorted. "Ah needs a col' slice m'self. Heah, everybody chip in. Ah'll lend y'll mah meat knife."

[45] The money was quickly subscribed and the huge melon brought forth. At that moment, Sykes and Bertha arrived. A determined silence fell on the porch and the melon was put away again. Merchant snapped down the blade of his jackknife and moved toward the store door.

"Come on in, Joe, an' gimme a slab uh sow belly an' uh pound uh coffee — almost fuhgot 'twas Sat'day. Got to git on home." Most of the men left also.

Just then Delia drove past on her way home, as Sykes was ordering magnificently for Bertha. It pleased him for Delia to see.

"Git whutsoever yo' heart desires, Honey. Wait a minute, Joe. Give huh two bottles uh strawberry soda-water, uh quart uh parched ground-peas, an' a block uh chewin' gum."

With all this they left the store, with Sykes reminding Bertha that this was his town and she could have it if she wanted it. The men returned soon after they left, and held their watermelon feast.

[50] "Where did Syke Jones git da 'oman from nohow?" Lindsay asked.

"Ovah Apopka. Guess dey musta been cleanin' out de town when she lef'. She don't look lak a thing but a hunk uh liver wid hair on it."

"Well, she sho' kin squall," Dave Carter contributed. "When she gits ready tuh laff, she jes' opens huh mouf an' latches it back tuh de las' notch. No ole grandpa alligator down in Lake Bell ain't got nothin' on huh."

Bertha had been in town three months now. Sykes was still paying her room rent at Della Lewis' — the only house in town that would have taken her in. Sykes took her frequently to Winter Park to "stomps." He still assured her that he was the swellest man in the state.

"Sho' you kin have dat lil' ole house soon's Ah kin git dat 'oman outa dere. Everything b'longs tuh me an' you sho' kin have it. Ah sho' 'bominates uh skinny 'oman. Lawdy, you sho' is got one portly shape on you! You kin git *anything* you wants. Dis is *mah* town an' you sho' kin have it."

[55] Delia's work-worn knees crawled over the earth in Gethsemane[8] and up the rocks of Calvary[9] many, many times during these months. She avoided the villagers and meeting places in her efforts to be blind and deaf. But Bertha nullified this to a degree, by coming to Delia's house to call Sykes out to her at the gate.

8. a garden where Jesus prayed the night before his crucifixion
9. a hill just outside of Jerusalem's walls where Jesus was crucified

Delia and Sykes fought all the time now with no peaceful interludes. They slept and ate in silence. Two or three times Delia had attempted a timid friendliness, but she was repulsed each time. It was plain that the breaches must remain agape.[10]

* * *

The sun had burned July to August. The heat streamed down like a million hot arrows, smiting[11] all things living upon the earth. Grass withered, leaves browned, snakes went blind in shedding and men and dogs went mad. Dog days!

Delia came home one day and found Sykes there before her. She wondered, but started to go on into the house without speaking, even though he was standing in the kitchen door and she must either stoop under his arm or ask him to move. He made no room for her. She noticed a soap box beside the steps, but paid no particular attention to it, knowing that he must have brought it there. As she was stooping to pass under his outstretched arm, he suddenly pushed her backward, laughingly.

"Look in de box dere Delia, Ah done brung yuh somethin'!"

[60]   She nearly fell upon the box in her stumbling, and when she saw what it held, she all but fainted outright.

"Syke! Syke, mah Gawd! You take dat rattlesnake 'way from heah! You *gottuh*. Oh, Jesus, have mussy!"

"Ah aint gut tuh do nuthin' uh de kin' — fact is Ah aint got tuh do nothin' but die. Taint no use uh you puttin' on airs makin' out lak you skeered uh dat snake — he's gointer stay right heah tell he die. He wouldn't bite me cause Ah knows how tuh handle 'im. Nohow he wouldn't risk breakin' out his fangs 'gin yo' skinny laigs."

"Naw, now Syke, don't keep dat thing 'roun' heah tuh skeer me tuh death. You knows Ah'm even feared uh earth worms. Thass de biggest snake Ah evah did see. Kill 'im Syke, please."

"Doan ast me tuh do nothin' fuh yuh. Goin' roun' trying' tuh be so damn asterperious.[12] Naw, Ah aint gonna kill it. Ah think uh damn sight mo' uh him dan you! Dat's a nice snake an' anybody doan lak 'im kin jes' hit de grit."

[65]   The village soon heard that Sykes had the snake, and came to see and ask questions.

"How de hen-fire did you ketch dat six-foot rattler, Syke?" Thomas asked.

"He's full uh frogs so he caint hardly move, thass how. Ah eased up on 'm. But Ah'm a snake charmer an' knows how tuh handle 'em. Shux, dat aint nothin'. Ah could ketch one eve'y day if Ah so wanted tuh."

"Whut he needs is a heavy hick'ry club leaned real heavy on his head. Dat's de bes 'way tuh charm a rattlesnake."

---

10.   wide open
11.   to injure by hitting or striking
12.   an old-fashioned word from African American Vernacular English, or AAVE, meaning "stuck up"

"Naw, Walt, y'll jes' don't understand dese diamon' backs lak Ah do," said Sykes in a superior tone of voice.

[70]   The village agreed with Walter, but the snake stayed on. His box remained by the kitchen door with its screen wire covering. Two or three days later it had digested its meal of frogs and literally came to life. It rattled at every movement in the kitchen or the yard. One day as Delia came down the kitchen steps she saw his chalky-white fangs curved like scimitars[13] hung in the wire meshes. This time she did not run away with averted eyes as usual. She stood for a long time in the doorway in a red fury that grew bloodier for every second that she regarded the creature that was her torment.

That night she broached[14] the subject as soon as Sykes sat down to the table.

"Syke, Ah wants you tuh take dat snake 'way fum heah. You done starved me an' Ah put up widcher, you done beat me an Ah took dat, but you done kilt all mah insides bringin' dat varmint heah."

Sykes poured out a saucer full of coffee and drank it deliberately before he answered her.

"A whole lot Ah keer 'bout how you feels inside uh out. Dat snake aint goin' no damn wheah till Ah gits ready fuh 'im tuh go. So fur as beatin' is concerned, yuh aint took near all dat you gointer take ef yuh stay 'roun' *me*."

[75]   Delia pushed back her plate and got up from the table. "Ah hates you, Sykes," she said calmly. "Ah hates you tuh de same degree dat Ah useter love yuh. Ah done took an' took till mah belly is full up tuh mah neck. Dat's de reason Ah got mah letter fum de church an' moved mah membership tuh Woodbridge — so Ah don't haf tuh take no sacrament wid yuh. Ah don't wantuh see yuh 'roun' me atall. Lay 'roun' wid dat 'oman all yuh wants tuh, but gwan 'way fum me an' mah house. Ah hates yuh lak uh suck-egg dog."

Sykes almost let the huge wad of corn bread and collard greens he was chewing fall out of his mouth in amazement. He had a hard time whipping himself up to the proper fury to try to answer Delia.

"Well, Ah'm glad you does hate me. Ah'm sho' tiahed uh you hangin' ontuh me. Ah don't want yuh. Look at yuh stringey ole neck! Yo' rawbony laigs an' arms is enough tuh cut uh man tuh death. You looks jes' lak de devvul's doll-baby tuh *me*. You cain't hate me no worse dan Ah hates you. Ah been hatin' *you* fuh years."

"Yo' ole black hide don't look lak nothin' tuh me, but uh passle uh wrinkled up rubber, wid yo' big ole yeahs flappin' on each side lak uh paih uh buzzard wings. Don't think Ah'm gointuh be run 'way fum mah house neither. Ah'm goin' tuh de white folks bout you, mah young man, de very nex' time you lay yo' han's on me. Mah cup is done run ovah." Delia said this with no signs of fear and Sykes departed from the house, threatening her, but made not the slightest move to carry out any of them.

That night he did not return at all, and the next day being Sunday, Delia was glad she did not have to quarrel before she hitched up her pony and drove the four miles to Woodbridge. She stayed to the night service — "love feast" — which was very warm and full of spirit. In the emotional winds her domestic trials[15] were borne far and wide so that she sang as she drove homeward.

---

13.   a type of sword with a curved blade
14.   to bring up for discussion
15.   a source of suffering or annoyance

[80]   *Jurden water, black an' col'*

     Chills de body, not de soul

     An' Ah wantah cross Jurden in uh calm time.

She came from the barn to the kitchen door and stopped.

"Whut's de mattah, ol' satan, you aint kickin' up yo' racket?" She addressed the snake's box. Complete silence. She went on into the house with a new hope in its birth struggles. Perhaps her threat to go to the white folks had frightened Sykes! Perhaps he was sorry! Fifteen years of misery and suppression had brought Delia to the place where she would hope anything that looked towards a way over or through her wall of inhibitions.

[85] She felt in the match safe behind the stove at once for a match. There was only one there.

"Dat niggah wouldn't fetch nothin' heah tuh save his rotten neck, but he kin run thew whut Ah brings quick enough. Now he done toted off nigh on tuh haff uh box uh matches. He done had dat 'oman heah in mah house, too."

Nobody but a woman could tell how she knew this even before she struck the match. But she did and it put her into a new fury.

Presently she brought in the tubs to put the white things to soak. This time she decided she need not bring the hamper out of the bedroom; she would go in there and do the sorting. She picked up the pot-bellied lamp and went in. The room was small and the hamper stood hard by the foot of the white iron bed. She could sit and reach through the bedposts — resting as she worked.

"Ah wantah cross Jurden in uh calm time," she was singing again. The mood of the "love feast" had returned. She threw back the lid of the basket almost gaily. Then, moved by both horror and terror, she sprang back toward the door. *There lay the snake in the basket!* He moved sluggishly at first, but even as she turned round and round, jumped up and down in an insanity of fear, he began to stir vigorously. She saw him pouring his awful beauty from the basket upon the bed, then she seized the lamp and ran as fast as she could to the kitchen. The wind from the open door blew out the light and the darkness added to her terror. She sped to the darkness of the yard, slamming the door after her before she thought to set down the lamp. She did not feel safe even on the ground, so she climbed up in the hay barn.

[90] There for an hour or more she lay sprawled upon the hay a gibbering wreck.

Finally, she grew quiet, and after that, coherent thought. With this, stalked through her a cold, bloody rage. Hours of this. A period of introspection,[16] a space of retrospection,[17] then a mixture of both. Out of this an awful calm.

"Well, Ah done de bes' Ah could. If things aint right, Gawd knows taint mah fault."

---

16.   **Introspection** *(noun):* an examination of one's own thoughts and feelings
17.   the act of reflecting on the past

She went to sleep — a twitch sleep — and woke up to a faint gray sky. There was a loud hollow sound below. She peered out. Sykes was at the wood-pile, demolishing a wire-covered box.

He hurried to the kitchen door, but hung outside there some minutes before he entered, and stood some minutes more inside before he closed it after him.

[95]   The gray in the sky was spreading. Delia descended without fear now, and crouched beneath the low bedroom window. The drawn shade shut out the dawn, shut in the night. But the thin walls held back no sound.

"Dat ol' scratch is woke up now!" She mused at the tremendous whirr inside, which every woodsman knows, is one of the sound illusions. The rattler is a ventriloquist.[18] His whirr sounds to the right, to the left, straight ahead, behind, close under foot — everywhere but where it is. Woe to him who guesses wrong unless he is prepared to hold up his end of the argument! Sometimes he strikes without rattling at all.

Inside, Sykes heard nothing until he knocked a pot lid off the stove while trying to reach the match safe in the dark. He had emptied his pockets at Bertha's.

The snake seemed to wake up under the stove and Sykes made a quick leap into the bedroom. In spite of the gin he had had, his head was clearing now.

"'Mah Gawd!" he chattered, "ef Ah could on'y strack uh light!"

[100]   The rattling ceased for a moment as he stood paralyzed. He waited. It seemed that the snake waited also.

"Oh, fuh de light! Ah thought he'd be too sick" — Sykes was muttering to himself when the whirr began again, closer, right underfoot this time. Long before this, Sykes' ability to think had been flattened down to primitive instinct and he leaped — onto the bed.

Outside Delia heard a cry that might have come from a maddened chimpanzee, a stricken gorilla. All the terror, all the horror, all the rage that man possibly could express, without a recognizable human sound.

A tremendous stir inside there, another series of animal screams, the intermittent whirr of the reptile. The shade torn violently down from the window, letting in the red dawn, a huge brown hand seizing the window stick, great dull blows upon the wooden floor punctuating the gibberish of sound long after the rattle of the snake had abruptly subsided. All this Delia could see and hear from her place beneath the window, and it made her ill. She crept over to the four-o'clocks[19] and stretched herself on the cool earth to recover. She lay there.

"Delia. Delia!" She could hear Sykes calling in a most despairing tone as one who expected no answer. The sun crept on up, and he called. Delia could not move — her legs were gone flabby. She never moved, he called, and the sun kept rising.

18.   someone able to speak in such a way that the voice appears to be coming from a source other than the speaker's mouth
19.   a bright ornamental flower

[105] "Mah Gawd!" She heard him moan, "Mah Gawd fum Heben!" She heard him stumbling about and got up from her flower-bed. The sun was growing warm. As she approached the door she heard him call out hopefully, "Delia, is dat you Ah heah?"

She saw him on his hands and knees as soon as she reached the door. He crept an inch or two toward her — all that he was able, and she saw his horribly swollen neck and his one open eye shining with hope. A surge of pity too strong to support bore her away from that eye that must, could not fail to, see the tubs. He would see the lamp. Orlando with its doctors was too far. She could scarcely reach the Chinaberry tree, where she waited in the growing heat while inside she knew the cold river was creeping up and up to extinguish that eye which must know by now that she knew.

"Sweat" from by Zora Neale Hurston (1926) is in the public domain.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO statements best express major themes of the short story?
   A. Power can be dangerous when it lands in careless hands.
   B. The pursuit of base desires can lead to one's demise.
   C. It is better to ignore negative influences than to confront them.
   D. It is easier to see others' misfortunes than to see one's own.
   E. The consequences of people's actions eventually catch up with them.
   F. Compassion has its limits and can vanish as a result of abuse.

2. PART B: Which TWO quotes from the text best support your answers to Part A?
   A. "'Oh well, whatever goes over the Devil's back, is got to come under his belly. Sometime or ruther, Sykes, like everybody else, is gointer reap his sowing.'" (Paragraph 26)
   B. "'It's too bad, too, cause she wuz a right pritty lil trick when he got huh. Ah'd uh mah'ied huh mahseff if he hadnter beat me to it.'" (Paragraph 34)
   C. "'since dat white 'oman from up north done teached 'im how to run a automobile, he done got too biggety to live — an' we oughter kill 'im'" (Paragraph 41)
   D. "Just then Delia drove past on her way home, as Sykes was ordering magnificently for Bertha. It pleased him for Delia to see." (Paragraph 47)
   E. "She avoided the villagers and meeting places in her efforts to be blind and deaf." (Paragraph 55)
   F. "'Ah hates you tuh de same degree dat Ah useter love yuh. Ah done took an' took till mah belly is full up tuh mah neck.'" (Paragraph 75)

3. PART A: How does the author's characterization of Bertha help reveal Delia's attitude toward Sykes' affairs?
   A. The author describes Bertha through the gossip of other villagers, who shield Delia from information that they know would hurt her.
   B. The author provides few details about Bertha, which emphasizes Delia's lack of curiosity about the women that Sykes pursues.
   C. By describing only Bertha's negative characteristics, the author hints at Delia's confidence in her own desirability as a wife.
   D. By portraying Bertha as a demanding and spoiled lover, the author implies that Delia feels jealousy as a result of Sykes' affairs.

4. PART B: Which TWO quotes best support the answer to Part A?

    A. "Too late now to hope for love, even if it were not Bertha it would be someone else." (Paragraph 25)

    B. "Just then Delia drove past on her way home, as Sykes was ordering magnificently for Bertha. It pleased him for Delia to see." (Paragraph 47)

    C. "'Guess dey musta been cleanin' out de town when she lef'. She don't look lak a thing but a hunk uh liver wid hair on it.'" (Paragraph 51)

    D. "Sykes was still paying her room rent at Della Lewis' — the only house in town that would have taken her in." (Paragraph 53)

    E. "But Bertha nullified this to a degree, by coming to Delia's house to call Sykes out to her at the gate." (Paragraph 55)

    F. "'Ah don't wantuh see yuh 'roun' me atall. Lay 'roun' wid dat 'oman all yuh wants tuh, but gwan 'way fum me an' mah house.'" (Paragraph 75)

5. How does the author's decision to open with the "bull whip" scene contribute to the overall meaning of the story?

_____

_____

_____

_____

_____

_____

_____

Name: _____   Class: _____

The Selective Laziness of Human Reasoning
By Tania Lombrozo for NPR
2016

Tania Lombrozo, a professor of psychology at the University of California, Berkeley, explores the psychological elements that contribute to a person's inclination to value his or her own opinions over the opinions of others. As you read, take notes on how the experiments the author references support her claim.

[1] Democrat: "Those arguments by Republicans are preposterous!"

Republican: "Those arguments by Democrats are absurd!"

Sound familiar?

There are plenty of reasons why political disputes can be divisive,[1] and a host of psychological mechanisms that contribute to a preference for one's own views.

"Untitled" by Pavlofox is licensed under CC0.

[5] For one thing, political preferences aren't just reasoned opinions; they're often markers of personal and cultural identity with strong emotional resonance.[2] For another, we tend to expose ourselves to sources that support our own views, reinforcing rather than challenging our beliefs.

An article forthcoming in the journal *Cognitive Science*[3] adds another mechanism into the mix: We're more critical of arguments offered by others than of those we produce ourselves. Authors Emmanuel Trouche, Petter Johansson, Lars Hall and Hugo Mercier describe this as the "selective laziness of reasoning." We reserve effortful scrutiny for others and often give ourselves a free pass.

To test this idea, the researchers exploited a phenomenon known as choice blindness: Under the right conditions, many people fail to recognize that a choice they made previously has been swapped with an alternative. For example, people who choose one of two photographs as more attractive will often fail to notice when the photograph they're subsequently presented isn't the one they chose, and will nonetheless go on to explain why they found the (non-chosen) option more attractive. The phenomenon has been replicated for choices in a variety of domains, including jam and tea preferences, moral judgments and political attitudes.

Trouche and colleagues adapted this technique to the case of arguments and, in so doing, created situations in which people were asked to evaluate arguments that they didn't recognize as their own. This revealed that people were willing to generate arguments that — when presented as coming from another person — they could readily recognize as flawed.

1. **Divisive** *(adjective):* tending to cause disagreement or hostility between people
2. **Resonance** *(noun):* the quality of a sound that stays loud, clear, and deep for a long time
3. Cognitive Science is a journal for the study of minds and other intelligent systems.

Here's how it worked. Across two studies, more than 400 participants recruited online were presented with word problems that required them to draw inferences from limited information. For example, they might read about a fruit and vegetable shop that carries apples as well as other products and learn that none of the apples are organic. They would then be asked what follows "for sure" from this information, and were given a variety of options to choose from: that all the fruits are organic (false), that none of the fruits are organic (unknown), that some of the fruits are not organic (true), and so on. Participants made a selection and provided an argument to justify their choice.

[10]   In a subsequent phase of the experiment, participants were presented with the same problems, along with choices and arguments purportedly[4] provided by other participants. In each case, the choice was presented as an alternative to what the participants had selected initially, and participants were invited to reconsider their own choice in light of the argument.

But within this set was a fake: a problem for which the participant's original choice had been swapped, such that the "alternative" response was the one that the participant had actually provided, and the corresponding argument was the participant's own. About half of participants failed to notice the swap: They were the victims of choice blindness. For these participants, the experimenters succeeded in creating the conditions they were after, putting people in the position of evaluating arguments they had produced as if they had been produced by someone else.

And what they found was this: that people rejected their own arguments over 50 percent of the time, failing to find them sufficiently compelling to change what they thought was their initial response. In other words, people were less critical of the very same arguments when they produced them themselves than when they were later presented as coming from another person. Evaluating these arguments also led to an overall improvement in performance: Accuracy increased from around 40 percent in the initial phase to around 60 percent after participants evaluated their own argument in disguise.

There are several ways to interpret these results. The authors of the study take them as evidence for a theory according to which human reasoning is principally geared towards effective argumentation rather than knowledge-seeking. But for present purposes, we can draw a timely, if more modest, conclusion: that when it comes to evaluating arguments across the political spectrum — especially those that challenge our own views — we would do well to bear in mind the selective laziness of reasoning.

It makes sense to evaluate other people's arguments with careful scrutiny, but we should apply the same consideration to our own.

---

4.   **Purportedly** *(adverb):* as appears or stated to be true, though not necessarily so

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the author's main claim in the text?
   A. People are naturally inclined towards their own arguments because they are too stubborn to consider another mode of thinking.
   B. People are more adamant about proving that someone else's opinion is wrong rather than proving why their opinion is right.
   C. People tend to prefer their own opinions over others because they consider their sources to be more reliable.
   D. People will argue to support incorrect information merely for the satisfaction of winning an argument.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "For one thing, political preferences aren't just reasoned opinions; they're often markers of personal and cultural identity with strong emotional resonance." (Paragraph 5)
   B. "Under the right conditions, many people fail to recognize that a choice they made previously has been swapped with an alternative." (Paragraph 7)
   C. "In other words, people were less critical of the very same arguments when they produced them themselves than when they were later presented as coming from another person." (Paragraph 12)
   D. "The authors of the study take them as evidence for a theory according to which human reasoning is principally geared towards effective argumentation rather than knowledge-seeking." (Paragraph 13)

3. How does the detail "The phenomenon has been replicated for choices in a variety of domains, including jam and tea preferences, moral judgments and political attitudes" from paragraph 7 contribute to the text?
   A. It proves that this phenomenon occurs in a variety of other reasoning contexts.
   B. It shows that this phenomenon only occurs in certain instances.
   C. It proves that this phenomenon only occurs for people's most valued opinions.
   D. It shows that a person considers all their opinions to be equally important.

4. How does the author's discussion of choice blindness contribute to the text?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

What Adolescents Miss When We Let Them Grow Up in Cyberspace
By Brent Staples
2004

Today, the Internet plays an important and frequent role in most people lives, but especially teenagers. In this informational text, Brent Staples explores how the Internet may be impacting teenagers' development. As you read, take notes on what teenagers use the Internet for and how it impacts their development.

[1] My 10th-grade heartthrob was the daughter of a fearsome steelworker who struck terror into the hearts of 15-year-old boys. He made it his business to answer the telephone — and so always knew who was calling — and grumbled in the background when the conversation went on too long. Unable to make time by phone, the boy either gave up or appeared at the front door. This meant submitting to the intense scrutiny[1] that the girl's father soon became known for.

"Untitled" by JacekAbramowicz is licensed under CC0.

He greeted me with a crushing handshake, then leaned in close in a transparent attempt to find out whether I was one of those bad boys who smoked. He retired to the den during the visit, but cruised by the living room now and then to let me know he was watching. He let up after some weeks, but only after getting across what he expected of a boy who spent time with his daughter and how upset he'd be if I disappointed him.

This was my first sustained encounter with an adult outside my family who needed to be convinced of my worth as a person. This, of course, is a crucial part of growing up. Faced with same challenge today, however, I would probably pass on meeting the girl's father — and outflank[2] him on the Internet.

Thanks to e-mail, online chat rooms, and instant messages — which permit private, real-time conversations — adolescents have at last succeeded in shielding their social lives from adult scrutiny. But this comes at a cost: teenagers nowadays are both more connected to the world at large than ever, and more cut off from the social encounters that have historically prepared young people for the move into adulthood.

[5] The Internet was billed as a revolutionary way to enrich our social lives and expand our civic connections. This seems to have worked well for elderly people and others who were isolated before they got access to the World Wide Web. But a growing body of research is showing that heavy use of the Net can actually isolate younger socially connected people who unwittingly allow time online to replace face-to-face interactions with their families and friends.

1. **Scrutiny** *(noun):* critical observation or examination
2. to maneuver around an enemy

Online shopping, checking e-mail and Web surfing — mainly solitary activities — have turned out to be more isolating than watching television, which friends and family often do in groups. Researchers have found that the time spent in direct contact with family members drops by as much as half for every hour we use the Net at home.

This should come as no surprise to the two-career couples who have seen their domestic lives taken over by e-mail and wireless tethers that keep people working around the clock. But a startling body of research from the Human-Computer Interaction Institute at Carnegie Mellon has shown that heavy Internet use can have a stunting effect outside the home as well.

Studies show that gregarious,[3] well-connected people actually lost friends, and experienced symptoms of loneliness and depression, after joining discussion groups and other activities. People who communicated with disembodied strangers online found the experience empty and emotionally frustrating but were nonetheless seduced by the novelty of the new medium. As Prof. Robert Kraut, a Carnegie Mellon researcher, told me recently, such people allowed low-quality relationships developed in virtual reality to replace higher-quality relationships in the real world.

No group has embraced this socially impoverishing trade-off more enthusiastically than adolescents, many of whom spend most of their free hours cruising the Net in sunless rooms. This hermetic[4] existence has left many of these teenagers with nonexistent social skills — a point widely noted in stories about the computer geeks who rose to prominence in the early days of Silicon Valley.[5]

[10] Adolescents are drawn to cyberspace for different reasons than adults. As the writer Michael Lewis observed in his book "Next: The Future Just Happened," children see the Net as a transformational device that lets them discard quotidian[6] identities for more glamorous ones. Mr. Lewis illustrated the point with Marcus Arnold, who, as a 15-year-old, adopted a pseudonym a few years ago and posed as a 25-year-old legal expert for an Internet information service. Marcus did not feel the least bit guilty, and wasn't deterred, when real-world lawyers discovered his secret and accused him of being a fraud. When asked whether he had actually read the law, Marcus responded that he found books "boring," leaving us to conclude that he had learned all he needed to know from his family's big-screen TV.

Marcus is a child of the Net, where everyone has a pseudonym, telling a story makes it true, and adolescents create older, cooler, more socially powerful selves any time they wish. The ability to slip easily into a new, false self is tailor-made for emotionally fragile adolescents, who can consider a bout of acne or a few excess pounds an unbearable tragedy.

But teenagers who spend much of their lives hunched over computer screens miss the socializing, the real-world experience that would allow them to leave adolescence behind and grow into adulthood. These vital experiences, like much else, are simply not available in a virtual form.

3.   **Gregarious** *(adjective):* sociable
4.   isolated
5.   an area in southern San Francisco, home to many start up and technology companies
6.   ordinary or everyday

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the author's main claim in the text?
    A. Teenagers feel less accountable for their actions online because they are able to hide behind an anonymous identity.
    B. The Internet encourages teenagers to adopt new identities, rather than develop and appreciate who they truly are.
    C. The isolation that the Internet offers teenagers prevents them from developing the social skills necessary for a healthy and successful future.
    D. Teenagers who socialize primarily online eventually become incapable of forging healthy and lasting relationships with people offline.

2. PART B: Which detail from the text best supports the answer to Part A?
    A. "teenagers nowadays are both more connected to the world at large than ever, and more cut off from the social encounters that have historically prepared young people for the move into adulthood." (Paragraph 4)
    B. "As Prof. Robert Kraut, a Carnegie Mellon researcher, told me recently, such people allowed low-quality relationships developed in virtual reality to replace higher-quality relationships in the real world." (Paragraph 8)
    C. "Marcus did not feel the least bit guilty, and wasn't deterred, when real-world lawyers discovered his secret and accused him of being a fraud." (Paragraph 10)
    D. "Marcus is a child of the Net, where everyone has a pseudonym, telling a story makes it true, and adolescents create older, cooler, more socially powerful selves any time they wish." (Paragraph 11)

3. PART A: How does the author's personal story shared in the introduction contribute to his argument?
    A. It shows why the author wishes he had access to the Internet when he was a teenager.
    B. It emphasizes why the Internet is a dangerous resource for teenagers.
    C. It shows the benefits of adults being involved in their children's lives.
    D. It provides an example of an important face-to-face social interaction the author had.

4. PART B: Which detail from the text best supports the answer to Part A?
    A. "He made it his business to answer the telephone — and so always knew who was calling — and grumbled in the background when the conversation went on too long." (Paragraph 1)
    B. "He greeted me with a crushing handshake, then leaned in close in a transparent attempt to find out whether I was one of those bad boys who smoked." (Paragraph 2)
    C. "This was my first sustained encounter with an adult outside my family who needed to be convinced of my worth as a person." (Paragraph 3)
    D. "Faced with same challenge today, however, I would probably pass on meeting the girl's father — and outflank him on the Internet." (Paragraph 3)

5. What evidence does the author provide that supports his argument that the internet negatively impacts teenagers?

_____

_____

_____

_____

_____

_____

_____

Name: _____   Class: _____

Her Code Got Humans On The Moon — And Invented Software Itself
By Robert McMillan
2015

> *Margaret Hamilton is an American computer scientist and software engineer. In this informational text, Robert McMillan discusses Hamilton's contributions to NASA's Apollo space program in the 1960s and her work in software engineering. As you read, take notes on how Hamilton helped the Apollo space program succeed.*

[1] Margaret Hamilton wasn't supposed to invent the modern concept of software and land men on the moon. It was 1960, not a time when women were encouraged to seek out high-powered technical work. Hamilton, a 24-year-old with an undergrad degree in mathematics, had gotten a job as a programmer at MIT, and the plan was for her to support her husband through his three-year stint at Harvard Law. After that, it would be her turn — she wanted a graduate degree in math.

But the Apollo space program came along. And Hamilton stayed in the lab to lead an epic feat of engineering that would help change the future of what was humanly — and digitally — possible.

As a working mother in the 1960s, Hamilton was unusual; but as a spaceship programmer, Hamilton was positively radical.[1] Hamilton would bring her daughter Lauren by the lab on weekends and evenings. While 4-year-old Lauren slept on the floor of the office overlooking the Charles River, her mother programmed away, creating routines that would ultimately be added to the Apollo's command module computer.

"Margaret Hamilton - restoration" by Draper Laboratory; restored by Adam Cuerden is in the public domain.

"People used to say to me, 'How can you leave your daughter? How can you do this?'" Hamilton remembers. But she loved the arcane[2] novelty of her job. She liked the camaraderie — the after-work drinks at the MIT faculty club; the geek jokes, like saying she was "going to branch left minus" around the hallway. Outsiders didn't have a clue. But at the lab, she says, "I was one of the guys."

---

1. **Radical** *(adjective):* very different from the usual or traditional
2. **Arcane** *(adjective):* understood by few; mysterious

[5] Then, as now, "the guys" dominated tech and engineering. Like female coders in today's diversity-challenged tech industry, Hamilton was an outlier.[3] It might surprise today's software makers that one of the founding fathers of their boys' club was, in fact, a mother — and that should give them pause as they consider why the gender inequality of the Mad Men[4] era persists to this day.

'When I first got into it, nobody knew what it was that we were doing. It was like the Wild West.' — Margaret Hamilton

As Hamilton's career got under way, the software world was on the verge of a giant leap, thanks to the Apollo program launched by John F. Kennedy in 1961. At the MIT Instrumentation Lab where Hamilton worked, she and her colleagues were inventing core ideas in computer programming as they wrote the code for the world's first portable computer. She became an expert in systems programming and won important technical arguments. "When I first got into it, nobody knew what it was that we were doing. It was like the Wild West. There was no course in it. They didn't teach it," Hamilton says.

This was a decade before Microsoft and nearly 50 years before Marc Andreessen[5] would observe that software is, in fact, "eating the world." The world didn't think much at all about software back in the early Apollo days. The original document laying out the engineering requirements of the Apollo mission didn't even mention the word software, MIT aeronautics professor David Mindell writes in his book Digital Apollo. "Software was not included in the schedule, and it was not included in the budget." Not at first, anyhow.

But as the Apollo project unfolded, the centrality of software in accomplishing the mission started to become clear. In 1965, Hamilton became responsible for the onboard flight software on the Apollo computers. It was an exciting time, and the US was depending on the work that she was doing. But sometimes the pressure kept Hamilton up at night. Once, after a late-night party, she rushed back to the computer lab to correct a piece of code she'd suddenly realized was flawed. "I was always imagining headlines in the newspapers, and they would point back to how it happened, and it would point back to me."

[10] By mid-1968, more than 400 people were working on Apollo's software, because software was how the US was going to win the race to the moon. As it turned out, of course, software was going to help the world do so much more. As Hamilton and her colleagues were programming the Apollo spacecraft, they were also hatching what would become a $400 billion industry.

For Hamilton, programming meant punching holes in stacks of punch cards, which would be processed overnight in batches on a giant Honeywell mainframe computer that simulated the Apollo lander's work. "We had to simulate everything before it flew," Hamilton remembers. Once the code was solid, it would be shipped off to a nearby Raytheon facility where a group of women, expert seamstresses known to the Apollo program as the "Little Old Ladies," threaded copper wires through magnetic rings (a wire going through a core was a 1; a wire going around the core was a 0). Forget about RAM or disk drives;[6] on Apollo, memory was literally hardwired and very nearly indestructible.

---

3. **Outlier** *(noun):* a person or thing that is different from the others of their group
4. a reference to a show about a 1960s advertising company when few women had the same opportunities as men
5. a software engineer and the co-founder of one of the first widely used Web browsers
6. types of computer memory devices

Apollo flights carried two near-identical machines: one used in the lunar module — the Eagle that landed on the moon — and the other for the command module that carried the astronauts to and from Earth. These 70-pound Apollo computers were portable computers unlike any other. Conceived by MIT engineers such as Hal Laning and Hamilton's boss, Dick Batton, it was one of the first important computers to use integrated circuits rather than transistors.[7] As Mindell tells the story, it was the first computerized onboard navigation system designed to be operated by humans but with "fly-by-wire" autopilot technology — a precursor[8] to the computerized navigation systems that are now standard on jetliners.

The system stored more than 12,000 "words" in its permanent memory — the copper "ropes" threaded by the Raytheon workers — and had 1,024 words in its temporary, erasable memory. "It was the first time that an important computer had been in a spacecraft and given a lot of responsibility for the mission," says Don Eyles, who worked on the lunar module code while at MIT's IL. "We showed that that could be done. We did it in what today seems an incredibly small amount of memory and very slow computation speed." Without it, Neil Armstrong wouldn't have made it to the moon. And without the software written by Hamilton, Eyles, and the team of MIT engineers, the computer would have been a dud.

This became clear on July 20, 1969, just minutes before Apollo 11 touched down on the Sea of Tranquility. Because of what Apollo software engineer Don Eyles has termed a "documentation error," the Apollo computer started spitting out worrying error messages during this critical phase of the mission. But here's where the technical arguments won by Hamilton and others saved the day. The error messages were popping up because the computer was being overwhelmed, tasked with doing a series of unnecessary calculations when, in fact, it was most needed to land the module on the surface of the moon. Back in Houston, engineers knew that because of Apollo's unique asynchronous[9] processing, the computer would focus on the task at hand — landing the Eagle on the Sea of Tranquility. When the software realized it didn't have enough room to do all the functions it was supposed to be doing, it went through its error detection process and focused on the highest priority job, Hamilton says.

'That would never happen'

[15] One day, Lauren was playing with the MIT command module simulator's display-and-keyboard unit, nicknamed the DSKY (dis-key). As she toyed with the keyboard, an error message popped up. Lauren had crashed the simulator by somehow launching a prelaunch program called P01 while the simulator was in midflight. There was no reason an astronaut would ever do this, but nonetheless, Hamilton wanted to add code to prevent the crash. That idea was overruled by NASA. "We had been told many times that astronauts would not make any mistakes," she says. "They were trained to be perfect." So instead, Hamilton created a program note — an add-on to the program's documentation that would be available to NASA engineers and the astronauts: "Do not select P01 during flight," it said. Hamilton wanted to add error-checking code to the Apollo system that would prevent this from messing up the systems. But that seemed excessive to her higher-ups. "Everyone said, 'That would never happen,'" Hamilton remembers.

---

7. Transistors and integrated circuits are semiconductors of electricity, but integrated circuits use a chip as opposed to many wires.
8. **Precursor** *(noun):* a person or thing that comes before another
9. when a computer operation starts only after the previous operation is completed

But it did. Right around Christmas 1968 — five days into the historic Apollo 8 flight, which brought astronauts to the moon for the first-ever manned orbit — the astronaut Jim Lovell inadvertently[10] selected P01 during flight. Hamilton was in the second-floor conference room at the Instrumentation Laboratory when the call came in from Houston. Launching the P01 program had wiped out all the navigation data Lovell had been collecting. That was a problem. Without that data, the Apollo computer wouldn't be able to figure out how to get the astronauts home. Hamilton and the MIT coders needed to come up with a fix; and it needed to be perfect. After spending nine hours poring through the 8-inch-thick program listing on the table in front of them, they had a plan. Houston would upload new navigational data. Everything was going to be OK. Thanks to Hamilton — and Lauren — the Apollo astronauts came home.

Also thanks to Hamilton and the work she led, notions of what humanity could do, and be, changed not just beyond the stratosphere[11] but also here on the ground. Software engineering, a concept Hamilton pioneered, has found its way from the moon landing to nearly every human endeavor. By the 1970s, Hamilton had moved on from NASA and the Apollo program. She went on to found and lead multiple software companies. Today her company, Hamilton Technologies, is just a few blocks away from MIT, where her career began — a hub of the code revolution that's still looking toward the stars.

---

10. **Inadvertent** *(adjective):* done unintentionally
11. a layer of Earth's atmosphere

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO statements express the central ideas of the text?
   A. Hamilton developed important software that was integral to landing astronauts on the moon and returning them safely to Earth.
   B. During Hamilton's time working with NASA, her ideas and suggestions weren't taken seriously because of her gender.
   C. The coding that Hamilton took part in on the Apollo program established software engineering, a necessary branch of computer science.
   D. NASA experienced several technical difficulties during their flight because of their failure to accept the importance of software engineering.
   E. Hamilton's work at NASA showed them how easily human error can occur and the importance of relying on technology.
   F. The coding that Hamilton developed during the Apollo program continues to be used today to guide NASA's crafts.

2. PART B: Which TWO details from the text best support the answers to Part A?
   A. "Then, as now, 'the guys' dominated tech and engineering. Like female coders in today's diversity-challenged tech industry, Hamilton was an outlier." (Paragraph 5)
   B. "'Software was not included in the schedule, and it was not included in the budget.' Not at first, anyhow." (Paragraph 8)
   C. "Once the code was solid, it would be shipped off to a nearby Raytheon facility where a group of women, expert seamstresses known to the Apollo program as the 'Little Old Ladies'" (Paragraph 11)
   D. "Without it, Neil Armstrong wouldn't have made it to the moon. And without the software written by Hamilton, Eyles, and the team of MIT engineers, the computer would have been a dud." (Paragraph 13)
   E. "Launching the P01 program had wiped out all the navigation data Lovell had been collecting. That was a problem." (Paragraph 16)
   F. "Software engineering, a concept Hamilton pioneered, has found its way from the moon landing to nearly every human endeavor." (Paragraph 17)

3. According to the text, how did NASA's understanding of software engineering develop over time?
   A. NASA came to view software as merely a backup plan if something went wrong rather than a necessary part of space travel.
   B. NASA grew to understand the importance of software engineering in the Apollo missions over time.
   C. NASA understood the necessary role that software played in the Apollo missions from the beginning.
   D. NASA learned over time that astronauts were prone to error while software never malfunctioned.

4. How does paragraph 14 contribute to the development of ideas in the text?
   A. It shows how software was able to prevent potential problems during flights.
   B. It emphasizes how landing was the most dangerous time of space travel.
   C. It stresses how basic computers were and how likely they were to experience errors.
   D. It shows how NASA didn't understand the importance of Apollo software.

5. What is the relationship between women's contributions to and the success of the Apollo program? Cite evidence from the text in your response.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Name: _____   Class: _____

Smartphones Put Your Privacy At Risk
*Devices can divulge a whole lot of data on your comings and goings*

By Maria Temming
2018

> *In this informational text, Maria Temming discusses how smartphones collect information about people and the different ways that information is being used. As you read, take notes on the different ways that smartphones collect information about users.*

[1]   Consider everything your smartphone has done for you today. Counted your steps? Transcribed notes? Navigated you somewhere new?

Smartphones make for versatile[1] pocket assistants. That's because they're equipped with a suite of sensors.[2] And some of those sensors you may never think — or even know — about. They sense light, humidity, pressure, temperature and other factors.

Smartphones have become essential companions. So those sensors probably stayed close by throughout your day. They sat in your backpack or on the dinner table or nightstand. If you're like most smartphone users, the device was probably on the whole time, even when its screen was blank.
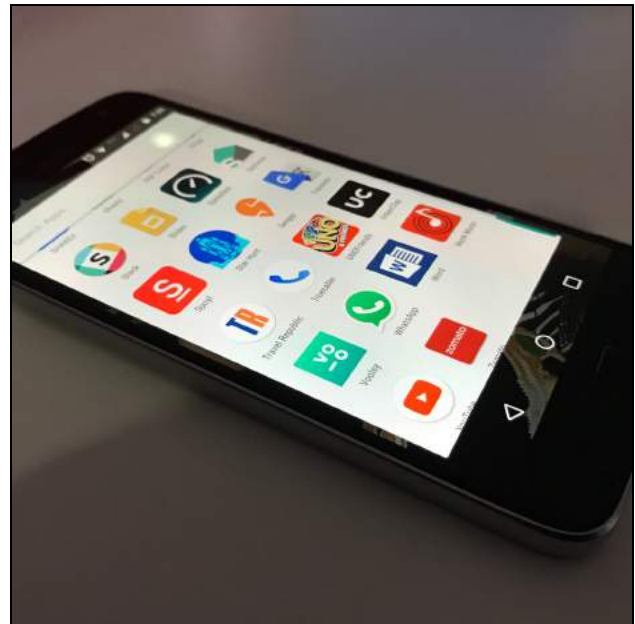
"Untitled" by Matam Jaswanth is licensed under CC0

"Sensors are finding their ways into every corner of our lives," says Maryam Mehrnezhad. She's a computer scientist at Newcastle University in England. That's a good thing when phones are using their powers to do our bidding. But the many types of personal information that phones have access to also makes them potentially powerful spies.

[5]   Online app store Google Play has already discovered apps that are abusing their access to those sensors. Google recently booted 20 apps from Android phones and its app store. Those apps could record with the microphone, monitor a phone's location, take photos and then extract the data. And they could do all of this without a user's knowledge!

---

1. **Versatile** *(adjective):* having many uses or applications
2. a set of devices that collect physical and chemical information with uniform design that can share information

Stolen photos and sound bites pose obvious privacy invasions. But even seemingly innocent sensor data might broadcast sensitive information. A smartphone's motions might reveal what a user is typing. Or it might disclose someone's location. Even *barometer* readings could be misused. These readings subtly shift with increased altitude. That could give away which floor of a building you're on, suggests Ahmed Al-Haiqi. He's a security researcher at the National Energy University in Kajang, Malaysia.

Message revealed

Motion detectors are some of the tools within smartphones that are collecting data. These include their accelerometer[3] (Ak-sell-ur-AHM-eh-tur) and the rotation-sensing gyroscope.[4] Such bits of technology could be prime tools for sharing data without your knowing it.

One reason: They're not permission-protected. That means a phone's user doesn't have to give a newly installed app permission to access those sensors. So motion detectors are fair game for any app downloaded onto a device.

In an April 2017 study, Mehrnezhad's team at Newcastle showed that touching different regions of a screen makes the phone tilt and shift just a tiny bit. You may not notice it. But your phone's motion sensors will. The data they collect may "look like nonsense" to the human eye, says Al-Haiqi. Yet clever computer programs can tease out patterns in that mess. They can then match segments of motion data to taps on various regions of the screen.

[10] For the most part, these computer programs are algorithms[5] that make up a type of *machine learning*,[6] Al-Haiqi says. Researchers first train the programs to recognize keystrokes. They do this by feeding the programs lots of motion-sensor data. Those data are then labeled with the key tap that produced a particular movement.

A pair of researchers built TouchLogger. It's an app that collects sensor data on a phone's orientation in space. It uses these data to figure out how a user had been tapping on a smartphone's number keyboard. In a 2011 test on phones made by a company in Taiwan, called HTC, TouchLogger figured out more than 70 percent of key taps correctly.

Since then, more studies have come out showing similar results. Scientists have written code to infer keystrokes on number and letter keyboards for different types of phones. In one 2016 study, Al-Haiqi's team reviewed how successful these efforts were. And they concluded that only a snoop's imagination limits the ways motion data could be translated into key taps. Those keystrokes could reveal everything from the password entered on a banking app to the contents of a text message.

A more recent application used a whole fleet of smartphone sensors to guess PINs. (A PIN is a sequence of numbers used to access a bank account.) The app analyzed a phone's movement. It also noted how, during typing, the user's finger blocked the light sensor. When tested on a pool of 50 PIN numbers, the app could discern keystrokes with 99.5 percent accuracy. The researchers reported this in December 2017 on the Cryptology ePrint Archive.

---

3. something that measures acceleration
4. a device that can measure the 3-dimensional position of something
5. a group of rules for solving a problem in a series of steps
6. a way in which computers learn from examples or experience

Other researchers have paired motion data with microphone recordings. A phone's mic can pick up the soft sound of a fingertip tapping on a screen. One group designed a malicious[7] app. It could masquerade[8] as a simple note-taking tool. When the user tapped on the app's keyboard, the app covertly recorded the keys' input. It also recorded the simultaneous microphone and gyroscope readings. That let it learn the sound and feel to correctly diagnose each keystroke.

[15] The app could even listen in the background when the user entered sensitive info on other apps. This phone app was tested on Samsung and HTC phones. It inferred the keystrokes of 100 four-digit PINs with 94 percent accuracy.

Such high success rates come mostly from tests made in controlled settings, notes Al-Haiqi. Those tests assume that users will hold their phones a certain way each time or will sit down while typing. How these info-extracting programs fare in a wider range of real-world conditions remains to be seen. But the answer to whether motion and other sensors would open the door for new privacy invasions is "an obvious yes," he says.

Tagalong

Motion sensors also can help map someone's travels, such as on a subway or bus ride. A trip produces motion data that are different from the more brief, jerkier movements of something like a phone being pulled from a pocket.

For a 2017 study, researchers designed an app to extract the data signatures of various subway routes. They used accelerometer readings from Samsung smartphones of people riding the subway in Nanjing, China.

A tracking app picked out which segments of the subway system a user was riding. It did this with an accuracy of 59 to 88 percent. How well it performed depended on how many subway stations the people rode through. (The app improved as the rides lengthened from three stations to seven stations long.) Someone who can trace a user's subway movements might figure out where the traveler lives and works. They might tell where the user shops or map out someone's entire daily schedule. It might even — if the app is tracking multiple people — figure out who the user meets at various places.

[20] Accelerometer data also can plot driving routes. And other sensors can be used to track people in more confined spaces.

One team, for instance, synced a smartphone mic and portable speaker. That let them create an on-the-fly sonar[9] system to map movements throughout a house. The team reported the work in a September 2017 study.

Selcuk Uluagac is an electrical and computer engineer. He works at Florida International University in Miami. "Fortunately, there is not anything like [these sensor spying techniques] in real life that we've seen yet," he notes. "But this doesn't mean there isn't a clear danger out there that we should be protecting ourselves against."

---

7. **Malicious** *(adjective):* intending to do harm
8. **Masquerade** *(verb):* to pretend to be something different
9. a system that detects an object by emitting sound pulses and measuring how long it takes for the echoes to return

That's because the types of algorithms that researchers have used to comb through sensor data are getting more advanced and user-friendly all the time, says Mehrnezhad at Newcastle University. It's not just people with PhDs who can design these types of privacy invasions, she says. App developers who don't understand machine-learning algorithms can easily get this kind of code online to build sensor-sniffing programs.

What's more, smartphone sensors don't just provide snooping opportunities for cybercrooks who peddle[10] info-stealing software. Legitimate apps often harvest info to compile such things as your search-engine and app-download history. The makers of these apps sell that info to advertising companies and outside parties. They could use the data to learn aspects of a user's life that this person might want to keep private.

[25] Take a health-insurance company. It may charge more to insure someone who doesn't get much exercise. So "you may not like them to know if you are a lazy person or you are an active person," Mehrnezhad says. Yet with your phone's motion sensors, "which are reporting the amount of activity you're doing every day, they could easily identify what type of user you are."

Sensor safeguards

It's getting ever easier for an untrustworthy party to figure out private details of your life from data they get from your phone's sensors. So researchers are devising ways to give people more control over what information apps can siphon[11] data from their devices.

Some safeguard apps could appear as standalone programs. Others are tools that would be built into future updates of the operating system for your phone's onboard computer.

Uluagac and his colleagues recently proposed a system called 6thSense. It monitors a phone's sensor activity. Then it alerts an owner when it detects unusual behaviors. Users train this system to recognize their phone's normal sensor behavior. This might include tasks like calling, Web browsing or driving. Then, 6thSense continually checks the phone's sensor activity against these learned behaviors.

That program is on the lookout for something odd. This might be the motion sensors reaping[12] data when a user is just sitting and texting. Then, 6thSense alerts the user. Users can check if a recently downloaded app is responsible for a suspicious activity. If so, they can delete the app from their phones.

[30] Uluagac's team recently tested a prototype[13] of 6thSense on Samsung smartphones. The owners of 50 of these phones trained with 6thSense to identify their typical sensor activity. The researchers then fed the 6thSense system examples of benign data from daily activities mixed with bits of malicious sensor operations. 6thSense correctly picked out the problematic bits more than 96 percent of the time.

---

10. sell
11. to take and use something for your own purposes
12. **Reap** *(verb):* to gather something
13. a preliminary model

Supriyo Chakraborty is a privacy and security researcher at IBM in Yorktown Heights, N.Y. His team devised DEEProtect for people who want more active control over their data. It's a system that blunts[14] the ability of apps to draw conclusions about user activity from a phone's sensor data. People could use DEEProtect to specify what their apps would be allowed to do with sensor data. For example, someone may want an app to transcribe speech but not identify the speaker.

DEEProtect intercepts whatever raw sensor data an app tries to access. It then strips those data down to only the features needed to make user-approved inferences.

Consider speech-to-text translation. For this, the phone typically needs sound frequencies and the probabilities of particular words following each other in a sentence. But sound frequencies could also help a spying app deduce a speaker's identity. So DEEProtect distorts the dataset before releasing it to the app. However, it leaves alone data on word orders. Those data have little or no bearing on a speaker's identity.

Users get to control how much DEEProtect changes the data. More distortion offers more privacy — but at a price: It degrades app functions.

[35] Giuseppe Petracca is a computer scientist and engineer at Pennsylvania State University in University Park. He and his colleagues took a different approach. They are trying to protect users from accidentally allowing sensor access to deceitful apps. Their security system is called AWare.

When they are first installed, apps have to get a user permission to access certain sensors. This might include the mic and camera. But people can be careless about granting those permissions, Uluagac says. All too often, "people blindly give permission," he says, to use the phone's camera or microphone. They may give no thought to why the apps might — or might not — need them.

AWare would instead request permission from a user before an app can access a certain sensor the first time a user provided a certain input. For instance, this might happen when you press a camera's button the first time after downloading an app. On top of that, the AWare system memorizes the state of the phone when the user grants that first permission. It remembers the exact appearance of the screen, the sensors that were requested and other information. That way, AWare can tell users if and when the app later attempts to trick them into granting unintended permissions.

The Penn State researchers imagined a crafty data-stealing app. It would ask for camera access when the user first pushes a camera button. But it would then also try to access the mic when the user later pushes that same button. The AWare system would realize the mic access wasn't part of the initial deal. It would then ask the user again if he or she would like to grant this additional permission.

Petracca and his colleagues tested AWare with people using Nexus smartphones. Those using phone equipped with AWare avoided unwanted authorizations about 93 percent of the time. That's compared with just 9 percent among people using smartphones with typical first-use or install-time permission policies.

---

14.   **Blunt** *(verb):* to make less sharp or accurate

The Price of Privacy

[40]   The security team in Google's Android division is also trying to mitigate[15] the privacy risks posed by app sensor data collection. Rene Mayrhofer is an Android security engineer in Austria at Johannes Kepler University in Linz. He and his colleagues are keeping tabs on the latest security studies coming out of university labs.

But just because someone has a successful prototype of a new smartphone-security system doesn't mean it will show up in future phone updates. Android hasn't incorporated any of these proposed sensor safeguards yet. That's because its security team is still looking for the right balance. The team wants to restrict access for nefarious[16] apps but not slow or degrade the functions of trustworthy programs, Mayrhofer explains.

"The whole [app] ecosystem is so big," he notes. "And there are so many different apps out there that have a totally legitimate purpose." Any kind of new security system that curbs an app's access to the phone's sensors, he says, could pose "a real risk of breaking" legitimate apps.

Tech companies may also be reluctant to adopt more security measures. Why? These extra protections can come at the cost of user friendliness. (AWare's additional permissions pop-ups, for instance.)

Mani Srivastava is an engineer at the University of California, Los Angeles. There's always a trade-off between security and convenience, he says. "You're never going to have this magical sensor shield [that] gives you this perfect balance of privacy and utility."

[45]   But phones are relying on ever more — and more powerful — sensors. And algorithms for analyzing their data are becoming more wise. Because of this, even smartphone makers may eventually admit that the current sensor protections aren't cutting it. "It's like cat and mouse," Al-Haiqi says. "Attacks will improve. Solutions will improve." Then more clever attacks will emerge. And security teams will engineer still more clever solutions. And on and on it goes.

The game will continue, Chakraborty agrees. "I don't think we'll get to a place where we can declare a winner and go home."

---

15. **Mitigate** *(verb):* to make less severe or serious
16. **Nefarious** *(adjective):* wicked or criminal

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which TWO statements identify the central ideas of the text?
    A. As technology continues to develop, smartphone apps will become more advanced and privacy violations will not occur.
    B. Software designers have developed tools to help protect users' personal information from improper gathering.
    C. The only way to ensure that private information is not secretly collected is to ban smartphones.
    D. Smartphone sensors put the user's private information at risk much more than they improve the user's experience.
    E. Cybercriminals have not yet developed a way to determine what people are typing on their phone keypads.
    F. Smartphones are equipped with a variety of sensors that collect more information than a person may realize or be comfortable with.

2. What is the author's overall purpose in the text?
    A. to discourage readers from using smartphones
    B. to prove that smartphone sensors are not for the user's benefit
    C. to criticize technology companies for not adopting security measures
    D. to promote awareness among readers about smartphones and apps

3. How does the discussion of people's reliance on smartphones in paragraphs 1-4 contribute to the text?
    A. It suggests that smartphones only collect information that will improve its reliability as a tool for users.
    B. It shows how people willingly give information so that their smartphone will act as a reliable tool.
    C. It shows how people's reliance on smartphones allows for data to be collected about them.
    D. It suggests that invasive apps will not affect people's reliance on their smartphones.

4. How does paragraph 25 contribute to the development of ideas in the text?
    A. It shows how information collected by sensors could be used in a way that negatively affects you.
    B. It emphasizes how it is impossible to keep your smartphone from collecting information about you.
    C. It stresses how unethical companies are and what they are willing to do to learn more about you.
    D. It proves to readers why they should disable the sensors on their smartphones when not actively using an app.

5. What is the meaning of "benign" in paragraph 30?
    A. dangerous
    B. harmless
    C. healthy
    D. private

6. According to paragraph 45, how are phone sensor attacks developing over time?
    A. They are spreading from infected phones into nearby phones.
    B. They are becoming easier for security teams to identify and stop.
    C. They are becoming more advanced in how they collect and use data.
    D. They are starting to target younger generations who use technology more.

7. How can smartphone security systems affect user experience?
    A. They make smartphones more accessible for users.
    B. They block sensors that make apps more user-friendly.
    C. They do not let users access the apps that users rely on.
    D. They risk introducing news apps that can be hacked by criminals.

8. Which statement best describes the connection between testing the abilities of smartphone sensors and protecting smartphone users' privacy?

_____

_____

_____

_____

_____

_____

Name: _____   Class: _____

# Shakespeare had fewer words, but doper rhymes, than rappers

By Hugh Craig
2014

> *William Shakespeare (1564-1616) was an English poet, playwright, and actor. He is credited with writing approximately 154 sonnets and 38 plays. In this informational text, Hugh Craig discusses Shakespeare's vocabulary and how it compares to other writers. As you read, take notes on how the size of a writer's vocabulary impacts the quality of their work.*

[1]   New York-based data scientist and designer Matt Daniels recently noted Shakespeare's much touted vast vocabulary and charted how many different words Shakespeare used in comparison to contemporary hip-hop artists. It turns out that a good handful of rappers use a greater vocabulary than Shakespeare did, for the same sized block of lyrics.

Daniels doesn't draw the conclusion that today's rappers are more creative and poetic than Shakespeare, but the implication hovers.

It's true that admirers of Shakespeare have often celebrated the sheer size of the vocabulary he used in his works. There's a paragraph in the introduction to the current Norton Shakespeare which does exactly this.
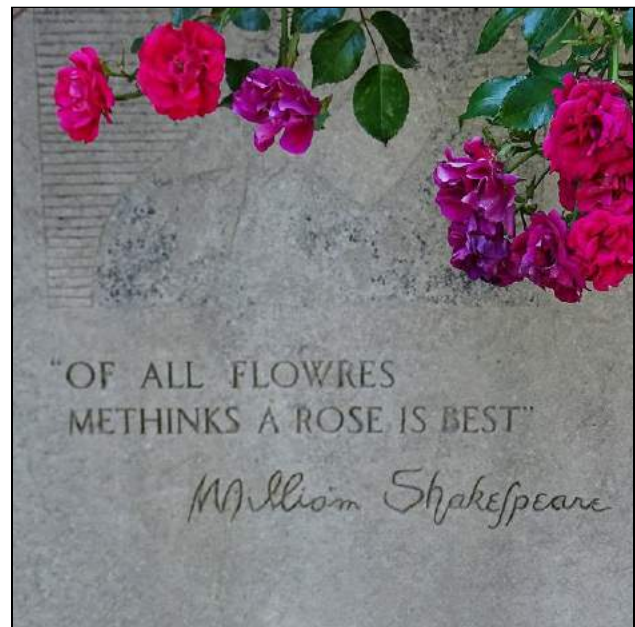
"Sign in the #Shakespeare Garden at the Portland Rose Garden #quote" by Colette Cassinelli is licensed under CC BY-NC 2.0

Looking further back, a century and a half ago the philologist[1] Max Müller contrasted the 300 words used by a rural labourer with the 3,000 of the educated person of his day and the 15,000 of Shakespeare's. It seemed natural that the pre-eminent[2] creative writer in the Western tradition should also have the largest vocabulary ever known, something suitably prodigious[3] and extraordinary.

[5]   But in an age of data claims such as these are bound to be tested, and two separate studies, one in a book on stylistics[4] (2011), and one in a Shakespeare journal (also from 2011), have now shown that, when you compare like with like, Shakespeare does not in fact have a very large vocabulary.

---

1. someone who studies the language of literary texts and written records
2. **Pre-eminent** *(adjective):* surpassing all others, distinguished in some way
3. **Prodigious** *(adjective):* impressively great in size or extent
4. the study of the distinctive styles found in particular literary genres and in the works of individual writers

If you take six plays by Shakespeare and six plays by one of his contemporaries, the number of different words used in Shakespeare's plays is no larger, and often smaller, than in the others. Shakespeare does not introduce any more new words in successive plays than his rivals do.

The myth of Shakespeare's prodigious vocabulary

There are three obvious reasons why the myth of Shakespeare's huge vocabulary had such a grip, and lasted so long: his celebrity as an author, already mentioned; the number of his plays that have survived, reflecting both his productivity and the efforts made to preserve his plays after his death; and the fact that whereas there are many good ways of estimating his vocabulary from concordances[5] and good complete editions, the same was not true for his peers.

Shakespeare was just better documented and his vocabulary was easier to measure.

But the end of the myth does not leave Shakespeare diminished. It just makes you think about whether using a vast vocabulary is such a good thing anyway.

[10]   After all, writing with incessant new and different words can be quite hard to read or listen to. This may work well when the writer wants to depict an unfamiliar world like the civilisation of a remote planet (science fiction) or an underground, secret organisation (gangster fiction) but not with a domestic comedy, or an imaginary dialogue between two people who know each other well.

Does vocabulary size really matter?

So many of Shakespeare's memorable lines are not based on fancy vocabulary:

To be or not to be...

All the world's a stage...

Some are born great...

[15]   *Shall I compare thee...*

It looks as though it is what a writer does with words, rather than how many different words they cram into a speech or a song, that matters.

In fact, it may be that what is remarkable about Shakespeare's language is not its outlandishness but how close it is to the overall standard of the language of his time, as another numbers-based analysis suggests.

So what is it that fascinates people about vocabulary size? It seems to offer a neat quantitative measure for literary quality. But this does not stand up to scrutiny.

---

5. an alphabetical list of words present in a text

The good thing about busting the Shakespeare vocabulary myth is that we can now avoid that particular dead-end in working out what makes his use of language so remarkable and explore more promising ones, such as the abundance and creativity of his metaphors, and his ear for the turns of ordinary speech.

[20] As for the rappers graphic, it is interesting to compare the word use of the different artists. Although, as one of the busters of the Shakespeare vocabulary myth Ward Elliott pointed out to me, it's not fair to put the Wu-Tang Clan on the same scale as individual rappers, as combining different writers will always make for a larger overall vocabulary.

But all in all we have lots to learn from bringing quantification to the study of the language of writers. Just as long as we don't confuse vocabulary size with literary quality.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best identifies the central idea of the text?
   A. Shakespeare didn't need an extensive vocabulary to make his written work impressive, rather he used simple words in interesting and engaging ways.
   B. Many rappers and hip hop artists take inspiration from Shakespeare because he was able to convey so much with so few words.
   C. Shakespeare wasn't the literary genius many believe him to be as many writers today prove to have a more advanced vocabulary.
   D. It's likely that many playwrights from Shakespeare's time had a better grasp on the English language, but their work was never properly preserved.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "It turns out that a good handful of rappers use a greater vocabulary than Shakespeare did, for the same sized block of lyrics." (Paragraph 1)
   B. "and the fact that whereas there are many good ways of estimating his vocabulary from concordances and good complete editions, the same was not true for his peers. Shakespeare was just better documented and his vocabulary was easier to measure." (Paragraph 7-8)
   C. "So what is it that fascinates people about vocabulary size? It seems to offer a neat quantitative measure for literary quality. But this does not stand up to scrutiny." (Paragraph 14)
   D. "The good thing about busting the Shakespeare vocabulary myth is that we can now avoid that particular dead-end in working out what makes his use of language so remarkable and explore more promising ones, such as the abundance and creativity of his metaphors" (Paragraph 15)

3. Which statement best describes how the author responds to the new insight about Shakespeare's vocabulary?
   A. He expresses disappointment that Shakespeare didn't have the impressive vocabulary he believed him to.
   B. He explores Shakespeare's use of words, rather than the size of his vocabulary, that contributes to the quality of his writing.
   C. He defends Shakespeare's small vocabulary, referencing other writers that produce quality work with a limited vocabulary.
   D. He explores why having a diverse vocabulary is necessary for writers to produce quality written work.

4. How do the Shakespeare quotes following paragraph 11 contribute to the development of ideas in the text?
   A. They provide an example of Shakespeare's limited and somewhat dull vocabulary.
   B. They emphasize how the language of Shakespeare's most popular quotes is simple.
   C. They prove that the most memorable quotes use the fewest words.
   D. They show how advanced Shakespeare's use of language was despite the simple vocabulary.

5. How does the author's discussion of different writers' vocabularies contribute to his ideas about how readers should judge the quality of a writer's work? Cite evidence from the text to support your response.

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Name: _____   Class: _____

Animal emotions stare us in the face — are our pets happy?

By Mirjam Guesgen
2017

While the facial expressions of our friends and family can give us an idea about what they're feeling, the facial expressions of our pets largely remain a mystery to us. In this informational text, Mirjam Guesgen discusses researchers' attempts to create new technology that can decipher animals' facial expressions. As you read, take notes on what researchers know about animals' facial expressions, and what else they need to learn.

[1] Scientists are starting to be able to accurately read animal facial expressions and understand what they communicate.

Facial expressions project our internal emotions to the outside world. Reading other people's faces comes naturally and automatically to most of us. Without your best friend saying a word, you know — by seeing the little wrinkles around her eyes, her rounded, raised cheeks and upturned lip corners — that she got that promotion she wanted.

"untitled" by Jonathan Daniels is licensed under CC0

What if we could just as easily read the faces of other living beings? Will there come a day when we can hold up a smart phone to our cat and know how he's feeling?

Researchers are developing coding systems that enable them to objectively read animal facial expressions rather than inferring or guessing at their meaning. A coding system precisely describes how different facial features change when an animal feels a particular emotion, such as squinting an eye or pursing lips. By looking at photographs and scoring how much each of these features or "action units" change, we can determine how strongly an emotion is felt.

Pain recognition first frontier

[5] So far, only pain coding systems (grimace scales) for non-primate animals have been scientifically developed. Despite their different anatomy; mice, rats, rabbits, horses and sheep (including lambs) all pull a similar pain-face. They tighten their eyes, bulge or flatten their cheeks, change the position of their ears and tense their mouths.

The push to develop grimace scales has largely come from our desire and ethical duty to assess and improve the welfare of animals used in labs or for food products.

Ideally, we want a way to accurately and reliably know how an animal is feeling by simply looking at them, rather than by drawing blood for tests or monitoring heart rates. By knowing their emotional states, we can help to reduce pain, boredom or fear and, ideally, foster curiosity or joy.

Animals, particularly social ones, may have evolved facial expressions for the same reason we did — to communicate with one another or, in the case of dogs, with us.

Particularly for prey animals, subtle cues that other members of their group (but not predators) can pick up on are useful for safety, for example. A pain behaviour cue may trigger help or comfort from other group members, or serve as a warning to stay away from the source of pain.

[10] If we can decipher grimacing, we should also, theoretically, be able to understand facial expressions for other emotions such as joy or sadness. We would also likely want to comprehend facial expressions for the animals closest to our hearts: our pets.

Smart phone app for animal emotions

One day, pet owners, farmhands or veterinarians could hold up a smart phone to a dog, sheep or cat and have an app tell them the specific emotion the animal is showing.

However, getting to an automated emotion-identification system requires many steps. The first is to define emotions in a testable, non-species-specific way.

The second is to gather descriptive baseline data[1] about emotional expression in a controlled, experimental environment. One way to do this might be to put animals in situations that will elicit[2] a particular emotion and see how their physiology, brain patterns, behaviour and faces change. Any changes would need to occur reliably enough that we could call them a facial expression.

We already have some hints to go on: Depressed horses close their eyes, even when not resting. Fearful cows lay their ears flat on their heads and open their eyes wide. Joyful rats have pinker ears that point more forward and outward.

[15] Once we have gathered this data, we would then need to turn that scientific information into an automated, technological system. The system would have to be able to extract the key facial action units from an image and calculate how those features differ from a neutral baseline expression.

The system would also need to be able to deal with individual differences in facial features as well as subtle differences in how individuals express emotion. The process of feature extraction and calculation also becomes difficult or fails when a face is poorly lit, on an angle or partially covered.

While we are making progress in automated human facial expression identification, we are still a long way off when it comes to animals. A more realistic short-term goal would be to better understand which emotions non-human animals express and how. The answers could be staring us right in the face.

---

1. data used as a basis for comparison or as a control in a study
2. **Elicit** *(verb):* to evoke or draw out a certain response

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
   A. Through researchers' study of animals' facial expressions, they have determined that most animals are just as emotionally complex as humans.
   B. Researchers are in the process of developing technology that deciphers animals' expressions, but still have much to learn.
   C. Developing technology to decipher animals' facial expressions shouldn't be too challenging, as animals and humans share many facial expressions.
   D. While technology is already being developed to decipher animals' facial expressions, many people wonder how this will impact humans' views on animals.

2. PART B: Which detail form the text best supports the answer to Part A?
   A. "Without your best friend saying a word, you know — by seeing the little wrinkles around her eyes, her rounded, raised cheeks and upturned lip corners — that she got that promotion she wanted." (Paragraph 2)
   B. "Despite their different anatomy; mice, rats, rabbits, horses and sheep (including lambs) all pull a similar pain-face. They tighten their eyes, bulge or flatten their cheeks, change the position of their ears and tense their mouths." (Paragraph 5)
   C. "A pain behaviour cue may trigger help or comfort from other group members, or serve as a warning to stay away from the source of pain." (Paragraph 9)
   D. "However, getting to an automated emotion-identification system requires many steps. The first is to define emotions in a testable, non-species-specific way." (Paragraph 12)

3. Which statement describes the author's purpose in the text?
   A. to discuss the development of technology that could decipher animals' emotions, and how that technology would work
   B. to show why developing technology that can decipher animals' facial expression isn't a worthwhile project for researchers
   C. to discuss some of the problems that developing the technology that deciphers animals' facial expressions might cause
   D. to stress how close researchers are to developing an app that can decipher animals' expressions automatically

4. Which statement describes the relationship between humans' ability to identify animals' grimaces and deciphering other facial expressions?
   A. The author believes that humans' ability to recognize pain in animals should lead to the ability to recognize other facial expressions.
   B. The author discusses how animals' ability to show pain through facial expression proves that they are capable of a wide range of expressions.
   C. That author discusses how humans are only interested in identifying pained facial expressions in animals to improve the ethical treatment of them.
   D. The author explains how a grimace can be used as a base-line emotion for animals, as all humans and animals have similar expressions of pain.

5. How does the author describe humans' ability to decipher animals' facial expressions and how that might affect humans' relationships with animals?

_____

_____

_____

_____

_____

_____

_____

Shirley Chisholm's Presidential Announcement Speech Transcript

By Shirley Chisholm
1972

Shirley Chisholm (1924-2005) was an American politician, educator, and author. She was the first black woman elected to the United States Congress in 1968 and the first woman and black person to run for the Democratic Party's presidential nomination in 1972. As you read, take notes on why Chisholm thinks she would be a good choice for the Democratic nomination.

[1] **Announcer**: On January 25th, 1972, representative Shirley Chisholm of New York City announced her candidacy for the Democratic presidential nomination in 1972. In 1968, representative Chisholm became the first African American woman elected to the US Congress. Up next, we bring you the 14 minute announcement courtesy of the New York City municipal archives.

"Shirley Chisholm" by Thomas J. O'Halloran, U.S. News & World Reports is in the public domain.

Chisholm: I stand before you today as a candidate for the Democratic nomination for the presidency of the United States of America. I am not the candidate of black America, although I am black and proud. I am not the candidate of the women's movement of this country, although I am a woman and I'm equally proud of that. I am not the candidate of any political policies or fatcats[1] or special interests. I stand here now, without endorsements from many big name politicians or celebrities or any other kind of prop, I do not intend to offer you the tired clichés that have too long been an accepted part of our political life. I am the candidate of the people of America. Fellow Americans, we have looked in vain to the Nixon administration for the courage, the spirit, the character, and the words to lift us, to bring out the best in us, to rekindle in each of us the faith of the American dream. Yet all that we have received in return is just another smooth exercise in political manipulation, deceit and deception, callousness and indifference to our individual problems, and the disgusting playing of divisive politics, pitting the young against the old, labor against management, North against South, blacks against whites. The abiding concern of this administration has been one of political expediency[2] rather than the needs of man's nature. The president has broken his promises to us, and has therefore lost his claim to our trust and confidence in him. I cannot believe — [applause] I cannot believe that this administration would ever have been elected four years ago if we had known then what we know today. What we are entering — we are entering a new era, in which we must, as Americans, demand stature and size from our national leadership — leadership which is fresh, leadership which is open, and leadership which is receptive to the problems of all Americans. I have faith in the American people. I believe that we are smart enough to correct our mistakes. I believe that we are intelligent enough to recognize the talent, energy, and dedication that all Americans, including women and minorities, have to offer. I know from my travels to the cities and the small towns of America that we have vast potential which can and must be put to constructive use in getting this great nation together. I know that millions of Americans from all walks of life agree with me, that leadership does not mean putting the air to the ground,[3] to follow public opinion, but to have the vision of what is necessary, and the courage to make it possible. Americans all over are demanding a new sensibility, a new philosophy of government from Washington. Instead of sending spies to snoop on participants at Earth Day, I would welcome the efforts of concerned citizens of all ages to stop the abuse of our environment. Instead of watching a football game on television while young people beg for the attention of their president concerning our actions abroad, I would encourage them to speak out, organize for peaceful change, and vote in November. Instead of blocking efforts to control the huge amounts of money given political candidates by the rich and the powerful, I would provide certain limits on such amounts, and encourage all the people of this nation to contribute small sums to the candidates of their choice. Instead of calculating the political costs, this or that policy, and [inaudible] in favor of this or that group, depending on whether that group voted for me in 1968, I would remind all Americans at this hour of the words of Abraham Lincoln, "a house divided cannot stand." We Americans are all fellow countrymen. One day confronting the judgment of history in our country, we are all God's children, and the will of each of us is as precious as the will of the most powerful general or corporate millionaire. And my presence before you now symbolizes a new era in American political history. I've always earnestly believed the great potential of America. Our constitutional democracy will soon celebrate its 200th anniversary, effective testimony to the longevity[4] of our cherished Constitution and its unique Bill of Rights which continuously give to the world an inspirational message of freedom and liberty. [inaudible] I do not believe that in 1972 the great majority of Americans will continue to harbor such narrow and petty prejudices. I am convinced that the American people are in a mood to discard the politics and political personalities of the past. I believe that they will show in 1972, and thereafter, that they intend to make independent judgments on the merits of a particular candidate, based on that candidate's intelligence, character, physical ability, competence, integrity, and honesty. It is, I feel, the duty of responsible leaders in this country to encourage and maximize, not to dismiss and minimize, such judgement [...] Our will can create a new America in 1972, one where there's freedom

from violence and war at home and abroad. Where there's freedom from poverty and discrimination. Where there exists at least a feeling that we are making progress and ensuring for everyone medical care and employment and decent housing. Where we more decisively clean up our streets, our water, and our air. We work together, black and white, to rebuild our neighborhoods and to make our city twice as attractive and efficient and, fundamentally, where we live in the confidence that every man and every woman in America has at long last the opportunity to become all that he was created of being such as his ability. In conclusion, all of you who share this vision, from New York to California, from Wisconsin to Florida, our brothers and sisters on the road to national unity and a new America. [applause] Those of you who were locked outside of the convention hall in 1968, those of you who can now vote for the first time, those of you who agree with me that the institutions of this country belong to all of the people who inhabit it, those of you who have been neglected, left out, ignored, forgotten, or shunned aside for whatever reason, give me your help at this hour. Join me in an effort to reshape our society and regain control of our destiny as we go down the Chisholm trail of 1972. [applause]

Reporter: You represent a trend for more women and specifically black women to get involved with politics and go after elected office in this country.

Chisholm: Yes I specifically recommend, do I recommend a trend for more women and specifically black women to enter in to politics…

[5]   **Reporter**: Elected office.

Chisholm: Elected office. Yes I definitely am feeling and recognizing that as a result of over 20 years in political life, only emerging 8 years ago publicly, there is a great need for more women in the political arena. I happen to believe that there's certain aspects of legislation that probably would be given much more attention if we had more women's voices in the halls of the legislatures on the city, state, and national level. And I will — legislation that pertains to daycare centers, education, social services, mental services — the kind of legislation that has to do with the conservation and preservation of the most important resources that any nation has, and that is its human resources.

Reporter: Congresswoman, did you feel your candidacy will hurt the presidential candidacy of Mayor Lindsey?

Chisholm: Well, Mayor Lindsey will be getting votes from the same area that I anticipate getting votes, and I dare say that my candidacy might not only hurt Mayor Lindsey, it might hurt a few others who have the same political [inaudible] [...] close to $44,000 from the American people. I want to say in terms of my projection of $300,000 which was made earlier, that the benefits that are being planned and will be conducted in February, March, and April, will net me, I'm quite sure, way above that amount. So I am going to be optimistic now that I've made my announcement today, to be able to get some sizeable contributions, may I say, that just this past week, I received two contributions from individuals in America, two contributions of $5,000 each, and that is very encouraging. [...] I just want to say this, and it's very important for all Americans to recognize: the United States Constitution stipulates[5] that anyone that is 35 years of age or over and is a natural born citizen can run for the presidency. All of who meet that criteria, the people will make that decision.

---

1. a term referring to a wealthy political donor
2. **Expediency** *(noun):* the quality of being convenient and practical despite possibly being immoral
3. "Putting air to the ground" is a phrase that refers to involving a weapon launched from an aircraft.
4. long life
5. **Stipulate** *(verb):* to demand or specify something, typically as part of an agreement

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of Shirley Chisholm's speech?
    A. Chisholm believed that women and women of color had previously been excluded from politics, not because of their lack of support, but because of the lack of funding they received.
    B. Chisholm ran for the Democratic nomination to give specifically women, and women of color, a voice in American politics.
    C. Chisholm believed that the white male Democratic nominations for the presidency weren't representing the needs of all Americans.
    D. Chisholm ran for the Democratic nomination because she believed she could change American politics for the better and bring a divided nation together.

2. PART B: Which detail from the text best supports the answer to Part A?
    A. "The abiding concern of this administration has been one of political expediency rather than the needs of man's nature. The president has broken his promises to us, and has therefore lost his claim to our trust and confidence in him." (Paragraph 2)
    B. "I know that millions of Americans from all walks of life agree with me, that leadership does not mean putting the air to the ground, to follow public opinion, but to have the vision of what is necessary, and the courage to make it possible." (Paragraph 2)
    C. "I happen to believe that there's certain aspects of legislation that probably would be given much more attention if we had more women's voices in the halls of the legislatures on the city, state, and national level." (Paragraph 6)
    D. "the United States Constitution stipulates that anyone that is 35 years of age or over and is a natural born citizen can run for the presidency. All of who meet that criteria, the people will make that decision." (Paragraph 8)

3. What is Shirley Chisholm's overall purpose in her speech?
    A. to discredit the other candidates running for the Democratic nomination
    B. to persuade people that she is the right choice for the Democratic nomination
    C. to convince people that she has overwhelming support for the Democratic nomination
    D. to pressure people to vote for her for the Democratic nomination

4. How does paragraph 6 contribute to Chisholm's discussion of politics?
    A. It emphasizes how the nation could benefit from more women in politics.
    B. It explains why women struggle to reach positions of power in politics.
    C. It shows why women, specifically black women, should support Chisholm's campaign.
    D. It highlights the obstacles that black women face in politics.

5. What is the relationship between unity in America and the success of the nation? Cite evidence from the text in your response.

_____

_____

_____

_____

_____

_____

_____

Name: _____   Class: _____

# Is college worth it? Is this even the right question?

By Josipa Roksa and Richard Arum
2015

> *There's one common question many people ask when considering college: is it worth it? Josipa Roksa and Richard Arum explore whether this is the right question to ask and how college prepares graduates for life after school. As you read, take notes on why the authors claim college graduates are struggling after they leave school.*

[1]   Is a college degree worth it? Yes, on average, college graduates fare much better in the job market than high school graduates.

This question, however, ignores a more important set of issues: Are graduates getting value for their money? And are colleges preparing students responsibly for smooth transitions into adulthood?

There is no doubt, those with college degrees earn substantially higher wages. And even though the recent recession was difficult for everyone, the Current Population Survey indicates that in 2011, twice as many young adults without college degrees were unemployed as young college graduates.
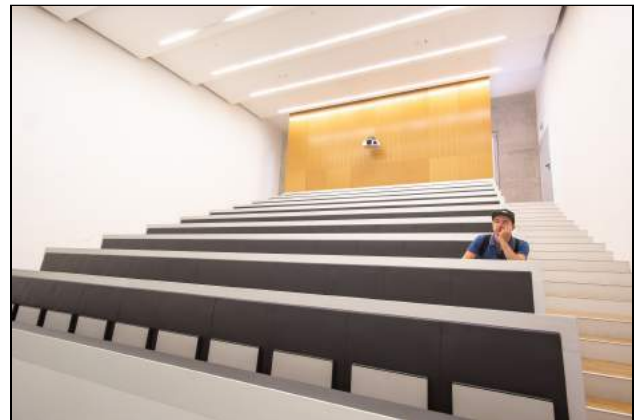
"Lonely Student in Lecture Hall" by Matthieu Joannon is licensed under CC0

But our research, published in a recent book, Aspiring Adults Adrift, shows that colleges are too often failing to impart students with critical thinking, problem solving and written communication skills that are important to their success in the labor market.

Financial challenges after a college degree

[5]   We followed close to 1,000 graduates from the class of 2009 across the United States as they transitioned from a range of four-year institutions into their lives after college. Two years after completing college, only approximately half of the college graduates not pursuing full-time graduate studies were employed full-time and earning over US $30,000.

Others struggled to various degrees: seven percent were unemployed and 16% worked part-time. Another 30% worked full-time in jobs paying less than $30,000 a year, half of them earning less than $20,000 a year.

Considering that most of these graduates had taken out loans to finance their college education and that 30% of those with college debt borrowed $30,000 or more, these job market outcomes can pose a formidable[1] financial challenge. Perhaps not surprisingly, approximately three quarters of graduates were receiving financial assistance from parents and a quarter were living with their families two years after completing college.

Critical thinking skills are crucial

Significantly, the graduates we surveyed in Aspiring Adults Adrift who left college with high levels of critical thinking, problem solving and written communication skills were less likely unemployed and less likely to have a job which required only high school education or less.

More specifically, graduates who performed well on the Collegiate Learning Assessment (CLA), a test of critical thinking, complex reasoning, and writing skills, at the end of their senior year, were less likely unemployed two years later than those who performed less well.

[10] Similarly, graduates who performed well on the CLA as seniors were less likely in an unskilled occupation (positions where the majority of incumbents[2] had not completed even a year of college) two years after college.

And if they had a job, graduates who performed well on the CLA were half as likely to lose that job, compared to those who performed less well.

But many students make it through four years of college without substantially improving the skills CLA measures.

If the CLA were re-scaled to a one-hundred-point scale, approximately one-third of students would not improve more than one point over four years of college.

This is not only low in absolute terms but also in comparison to historic performance. The average growth observed in our study is half of what was observed when growth on similar measures was assessed in earlier decades.

[15] Limited development of general collegiate skills — critical thinking, complex reasoning, and writing — may not be surprising given that students invest little time in their academic pursuits.

Low dedication to academic pursuits

Seniors in Aspiring Adults Adrift, as well as sophomores in our earlier study, Academically Adrift (which followed over 2,300 undergraduates through the first two years of college), spent very little time studying alone — on average little more than an hour per day — and faced limited reading and writing demands.

---

1. **Formidable** *(adjective):* inspiring fear of something because it's difficult
2. someone who holds a position or post

American college students' dedication to academic pursuits has shown a considerable drop since the 1960s when being a full-time college student meant spending 15 hours in class and 25 hours studying. By the early 2000s, students still spent 15 hours in class but devoted on average only 12 hours to studying.

Indeed, college students in the US spend less time on academic pursuits — attending class and studying — than all but one European country examined in a recent project.

In addition to failing to facilitate the development of general collegiate skills for many students, colleges often do not, according to our research, provide adequate institutional support towards apprenticeships, internships, mentoring opportunities and job placement services.

[20] Among graduates in Aspiring Adults Adrift, those who used college resources or internships to find jobs were less likely working in unskilled occupations. But fewer than half of the graduates located jobs through these means.

Many others relied on formal means (such as employment agencies or publicly available job advertisements) or their friends and families. These were more likely to lead graduates to unskilled jobs.

But college is not only about preparing students for the job market. Notably, it is also about preparing them for participation in a democratic society.

Fewer than 40% of graduates read newspapers regularly

The number of clubs and student organizations on any four-year campus is astounding, encouraging a high level of participation in a range of local and global issues.

However, two years after college completion, fewer than 40% of graduates read newspapers online or in print daily. A third reported reading newspapers very rarely (monthly or never). And almost 40% of graduates reported engaging in discussions about politics and public affairs only monthly or never.

[25] Democracy depends on an informed and thoughtful citizenry. Finding that college graduates have not internalized the value of keeping up with the news and discussing politics and public affairs, does not bode well for our democratic system.

While college graduates fare better in the labor market than high school graduates, many leave college without having substantially improved their critical thinking, complex reasoning, and writing skills, associated with more desirable employment outcomes. Nor have they internalized practices conducive to participation in a democratic society.

These concerns become heightened when considered in comparison to other nations.

European countries are producing graduates at significantly lower cost who, when assessed with standardized measures, have similar or higher performance in analytical skills compared to US graduates.

We are not faring particularly well in preparing students for economic and social participation in an increasingly globalized world.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the central idea of the text?
   A. Many college graduates lack valuable skills, job placement, and democratic engagement when they emerge from school.
   B. A college education is worth the cost; graduates generally make more money and are less likely to be unemployed than high school graduates.
   C. Colleges have become more concerned with making money from the tuition that students pay than with helping students learn the skills that employers value.
   D. A college education is less important than developing the skills that employers look for in workers: good written and verbal communication and problems solving skills.

2. PART B: Which detail from the text best supports the answer to Part A?
   A. "And even though the recent recession was difficult for everyone, the Current Population Survey indicates that in 2011, twice as many young adults without college degrees were unemployed as young college graduates." (Paragraph 3)
   B. "The average growth observed in our study is half of what was observed when growth on similar measures was assessed in earlier decades." (Paragraph 14)
   C. "In addition to failing to facilitate the development of general collegiate skills for many students, colleges often do not, according to our research, provide adequate institutional support towards apprenticeships, internships, mentoring opportunities and job placement services." (Paragraph 19)
   D. "The number of clubs and student organizations on any four-year campus is astounding, encouraging a high level of participation in a range of local and global issues." (Paragraph 23)

3. Which of the following describes the authors' main purpose in the text?
   A. to prove that a college education isn't worth the cost, as many graduates don't find full-time work or make a decent wage
   B. to show how college graduates might not be developing the skills or receiving the resources to reach their full potential after school
   C. to compare how much money college graduates make with how much high school graduates make
   D. to show students how they can make the most of their time in college by developing certain skills and talking to faculty

4. What connection does the author draw between high CLA scores and success after college?
   A. College graduates who send their CLA scores to employers are more likely to get an interview, as they suggest high intelligence.
   B. College graduates with high CLA scores are naturally more intelligent than students with low scores, making them more desirable to employers.
   C. College graduates who improve their CLA scores during school show their drive and willingness to better themselves, which leads to greater success in adult life.
   D. College graduates with high CLA scores are more likely to be employed and in skilled positions, as they have the skills that are valued in the job market.

5. How do the authors describe the experiences of college graduates in the job market when compared to those of high school graduates?

_____

_____

_____

_____

_____

_____

_____

GRAMMAR

Choose whichever grammar skills you'd like to review.
There is no need to go in order!

Grammar Terms: Parts of Speech

Articles... the, a, an

Tips: The, A, An... nothing else, **EVER!!**

Copy these sentences into your English Notebook and circle all of the articles.

1. The Vikings will defeat the Cowboys.

2. An interception will be thrown by a Romo.

Nouns...
The things that fill our lives

The key word is "things."
Nouns *exist*.

Nouns

Copy these sentences into your English Notebook and circle all of the nouns.

1. Ryan fumbled the football again.

2. Jay threw another interception during the game.

3. The fans all cried in their bratwurst and cheese.

Verbs...
It's what we do!

The key to remembering verbs is that they are all things we can physically *do*.
(ACTION VERBS)

Linking verbs are words that show a state of being.

Am
Was
Be
Is
Are
Were

Verbs

Copy these sentences into your English Notebook and circle all of the verbs.

1. The Packer fan cried while driving home.

2. Vikings fans cheer for their team.

3. Vikings fans strongly dislike the team from Green Bay.

ELA Section p 145

Adverbs...

They describe how we do what we do

Most of the time, adverbs end in the suffix "ly."
"Very" is *always* an adverb.

Tigger jumps wildly.

"Wildly" describes how Tigger jumps.

Adverbs

Copy these sentences into your English Notebook and then circle the adverbs.

1. Ozzie grabbed his throat forcefully after his team choked.

2. The White Sox agonizingly blew their chance to win the pennant.

Adjectives...

Describing the things in the world

Adjectives describe the way things look, smell, sound, feel, or taste.

Lord Farquaad is an angry prince!

Fozzie Bear is a fuzzy bear.

Adjectives

Copy these sentences into your English Notebook and circle all of the adjectives.

1. The fast running back was named Adrian.

2. The crazy fan was clearly from Boston.

3. The friendly, warm-hearted fan said, "Go, Red Devils!"

Pronouns...

Taking the place of nouns

Pronouns take the place of *nouns*... nothing else.

Justin becomes "he."

Hannah becomes "she."

This class becomes "we."

Rosie becomes "it."

The class in 303 becomes "them."

Pronouns

Copy these sentences into your Grammar Notebook and circle all of the pronouns.

1. It came from Crazyville.

2. They were frightened by the smell it gave them.

3. We hit it with a hair piece.

ELA Section p 146

Prepositions...
Anything in relation to a Death Star
Prepositions are *always* followed, eventually, by a noun (prepositional phrase).
Think of yourself in relation to the Death Star.

Prepositions
Write the following sentences in your Grammar Notebook and circle all of the prepositions.

1. Somewhere over the rainbow, skies are blue.

2. Over the river and through the woods to Grandmother's house we go.

Interjections...
Yippee!!!!!!!!!!
They usually don't fit into any other category, and they *always show emotion*.

Often used with an exclamation point to show great emotion. Punctuated separately from the rest of the sentence.
"Woohoo! I got a doughnut!"

Interjections
Copy these sentences into your Grammar Notebook and then circle the interjections.

1. Dang, I lost my salamander again.

2. Flippityflop! I stubbed my big toe.

3. Wow, look at the size of those maggots on that meat!

Eight Parts of Speech Review

Identify the part of speech of each underlined word. Then write the explanation for why the word is that part of speech.

1. _____ Gina ran to the <u>open</u> window.
Explanation:
_____

2. _____ <u>After</u> the storm, Gina helped her grandfather saw the branches into firewood.
Explanation:
_____

3. _____ <u>Both</u> of them knew that oak trees take years and years to grow into big trees.
Explanation:
_____

4. _____ <u>That</u> was a great tree, almost like a dear friend.
Explanation:
_____

5. _____ Dad sang the song <u>and</u> made up the words.
Explanation:
_____

6. _____ Until Uncle Jeff bought the farm, <u>he</u> lived in the city.
Explanation:
_____

7. _____ Gina rushed <u>into</u> the house and gave a shout to her grandfather.
Explanation:
_____

Identify the part of speech of each underlined word.

1. _____ The trash barrel is <u>nearly</u> empty.

2. _____ <u>My</u> cousins from Nevada visit frequently.

3. _____ Suddenly, all the bright lights <u>dimmed</u>.

4. _____ We never found the lost <u>necklace</u>.

5. _____ They finished their meeting quite <u>quickly</u>.

6. _____ Geraldo <u>and</u> Demi were thoroughly happy with the results.

7. _____ Did you play well <u>in</u> yesterday's game?

8. _____ Turn the <u>lever</u> slowly so you don't break it.

9. _____ Fish are rarely caught in <u>this</u> river.

10. _____ These lines are slightly <u>uneven</u>.

11. _____ Quite soon, we <u>will</u> have the election results.

12. _____The sheep <u>grazed</u> in a gently rolling meadow.

13. _____ You can put the stack <u>of</u> boxes here.

14. _____ Did you ever meet a <u>famous</u> person?

15. _____ The food at that Chinese restaurant is <u>really</u> great.

16. _____ We went for a long hike <u>around</u> Lake Sunapee.

17. _____ <u>Everyon</u>e on the bus was anxious to get to the next station on time.

18. _____ The woods were <u>dark</u>.

19. _____ Please fill out the application <u>with</u> your full name and address.

20. _____ He couldn't find <u>either</u> of his shoes.

21. _____ No, there aren't many stars out tonight.

Parts of Speech - Adjectives

Adjectives, another part of speech, give us a great deal of terminology. I will share it with you, but all that is really important is that adjectives modify or affect the meaning of ***nouns*** and ***pronouns*** and tell us *which, whose, what kind,* and *how many* about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule. How and why they are different will be explained in later lessons. They still tell us *which, whose, what kind,* and *how many*.

There are seven (7) words in the English language that are always adjectives. They are the ***articles*** *a, an,* and *the* and the ***possessives*** *my, our, your,* and *their*. (The possessives are from the possessive pronoun list but are always used with nouns as adjectives.) Being only seven in number, one should memorize them so they are immediately recognized as adjectives.

Examples:

The neighbor girl likes ***chocolate*** ice cream.

Mr. Johanson is ***tall***, ***dark***, and ***handsome***.

Some authorities like to distinguish between what they call *true adjectives* and *determiners*, but both still just tell *which, whose, what kind,* and *how many*. Those words are the key to adjectives and should be memorized to make adjectives easy.

Instructions: Pick out the ***adjectives*** in the following sentences.

1. The heavy, red dress of Queen Elizabeth weighed over fifty pounds.

2. My sister chose two shirts for my graduation present.

3. That small Mexican restaurant in the next block serves fresh meals.

4. The little black dog barked at the well-dressed stranger.

5. An old wood fence had caught several discarded candy wrappers.

LANGUAGE HANDBOOK **1** **THE PARTS OF SPEECH**

WORKSHEET 3 **Identifying Adjectives**

EXERCISE A Underline each of the adjectives in the following sentences. Do not include adjectives in book and story titles. Do not include the articles *a, an,* and *the.*

> EXAMPLE **1.** Washington Irving was one of the <u>first</u> <u>American</u> writers who won an <u>international</u> reputation.

1. Even as a young man, he had a whimsical spirit.

2. In his humorous book *The Sketch Book,* he says he "made many tours of discovery into foreign parts and unknown regions" of his native city.

3. *A History of New York,* his first book, was popular and successful.

4. His quaint tales of life in the rural valleys near the Hudson River are delightful even today.

5. Most students have heard of "Rip Van Winkle" and "The Legend of Sleepy Hollow."

6. These stories contain supernatural events.

7. Irving spent many pleasant years in England and Spain.

8. In Spain he wrote about Moorish legends.

9. When he returned to this country, he built a comfortable house that he called "Sunnyside," near Tarrytown, New York.

10. He spent the rest of his long life there, devoting himself to literary matters.

EXERCISE B In the following paragraph, underline each adjective and draw an arrow to the word it modifies. Do not include the articles *a, an,* and *the.*

> EXAMPLE [1] Our <u>writing</u> teacher gave our class a <u>special</u> assignment.

[1] We are supposed to research haiku, which is a unique form of Japanese poetry. [2] A haiku is a short poem that expresses strong emotion or a vivid image in a few words. [3] After we have read English translations of several Japanese poems, our teacher wants us to pick our favorite poet and write a brief report. [4] Our reports must be accurate, and we will have to spend two hours in the library. [5] We don't mind, because all of us think the library is a great place for studying. [6] I am eager to start working on my subject, the famous poet Taniguchi Buson. [7] I think his poetry is wonderful. [8] The librarian can give me excellent tips on which poetry books I should research. [9] My teacher says her favorite Japanese poet is Kobayashi Issa. [10] My best friend Felicia agrees that these poets are masters.

ELA Section p 151

Parts of Speech - Adverbs

Adverbs are words that modify (1) verbs, (2) adjectives, and (3) other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how, when, where,* and *why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify.

Examples:

He kicked the ball *solidly*. (how)

He kicked the ball *immediately*. (when)

He kicked the ball *forward*. (where)

He kicked the ball *too* hard. (how much)

Instructions: Find the *adverbs* in the following sentences and what they tell us.

1. Paul answered the question quickly.

2. The answer was given too softly.

3. I soon understood what he said yesterday.

4. Becky and Pam wanted to know then and there.

5. Why do we misunderstand others so often?

Adverbs that tell us *how, when,* and *where* can shift position in the sentence.

Examples:

I am *often* out of town.

Often I am out of town.

I am out of town *often*.

Instructions: List the *adverbs* in these sentences.

6. Jeff does his work wisely.

7. Seldom do we see everyone at the same time.

8. Ann often visits from Canada.

9. Now let's check this again.

10. I see what you mean now.

LANGUAGE HANDBOOK **1** **THE PARTS OF SPEECH**

WORKSHEET 6 **Identifying and Using Adverbs**

EXERCISE A   Underline the adverbs in each of the following sentences. Draw two lines under the word each adverb modifies.

EXAMPLE **1.** We <u>went</u> <u>back</u> to our books.

1. The temperature of the water at the fish hatchery seldom varies.

2. The water never freezes.

3. It comes from unusually large springs.

4. It is very clear water.

5. Vapor sometimes rises from warm water.

6. Yesterday I read an article on the literature of India.

7. Ancient Indian writers first produced hymns called Vedas in about 1500 B.C.

8. Indian literature then entered its classical period.

9. Writers of this period commonly wrote Sanskrit.

10. Writers still use the classical version of Sanskrit.

EXERCISE B   Write a suitable adverb on the line provided within each sentence, and underline the word it modifies. On the line provided at the beginning of the sentence, write the question the adverb answers: *how? when? where?* or *to what extent?*

EXAMPLE ___how___   **1.** Nikki and Emilio ___carefully___ <u>made</u> plans for their puppet show.

_____   1. They had _____ wanted to give a puppet show.

_____   2. The two _____ built a puppet theater and made papier-mâché puppets.

_____   3. Both _____ painted faces on the puppets.

_____   4. Nikki and Emilio _____ based their show on a Latin American folk tale about La Llorona.

_____   5. _____ had they heard of a figure so tragic as the weeping woman.

_____   6. _____ the day of the show arrived.

_____   7. They arranged their theater _____ on the lawn.

_____   8. The show went _____.

_____   9. The audience applauded _____.

_____   10. The two performers decided that they would create an even better show _____.

ELA Section p 153

Active vs Passive Voice

Active voice means that a sentence has a subject that acts upon its verb. **Passive voice** means that a subject is a recipient of a verb's action. You may have learned that the passive voice is weak and incorrect, but it isn't that simple. When used correctly and in moderation, the passive voice is fine.

Active voice

When the subject of a sentence performs the verb's action, we say that the sentence is in the *active voice*. Sentences in the active voice have a strong, direct, and clear tone. Here are some short and straightforward examples of active voice.

Active voice examples

Monkeys adore bananas.
The cashier counted the money.
The dog chased the squirrel.

All three sentences have a basic active voice construction: subject, verb, and object. The subject *monkey* performs the action described by *adore*. The subject *the cashier* performs the action described by *counted*. The subject *the dog* performs the action described by *chased*. The subjects are doing, doing, doing—they *take action* in their sentences. The active voice reminds us of the popular Nike slogan, "Just Do It."

Passive voice

A sentence is in the passive voice, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of *to be* plus the verb's past participle. Doing this usually generates a preposition as well. That sounds much more complicated than it is—passive voice is actually quite easy to detect. For these examples of passive voice, we will transform the three active sentences above to illustrate the difference.

Passive voice examples

Bananas are adored by monkeys.
The money was counted by the cashier.
The squirrel was chased by the dog.

Let's take a closer look at the first pair of sentences, "Monkeys adore bananas" and "Bananas are adored by monkeys." The active sentence consists of *monkeys* (subject) + *adore* (verb) + *bananas* (object). The passive sentence consists of *bananas* (object) + *are adored* (a form of *to be* plus the past participle *adored*) + *by* (preposition) + *monkeys* (subject). Making the sentence passive flipped the structure and necessitated the preposition *by*. In fact, all three of the transformed sentences above required the addition of *by*.

When to use active and passive voice

Using the active voice conveys a strong, clear tone and the passive voice is subtler and weaker. Here's some good advice: don't use the passive voice just because you think it sounds a bit fancier than the active voice.

That said, there are times the passive voice is useful and called for. Take "The squirrel was chased by the dog," for example. That sentence construction would be helpful if the squirrel were the focus of your writing and not the dog.

A good rule of thumb is to try to put the majority of your sentences in the active voice, unless you truly can't write your sentence in any other way.

15.7 Voice of Verbs

Key Information

An action verb is in the **active voice** when the subject of the sentence performs the action.

The student **sharpened** her pencil.

An action verb is in the **passive voice** when its action is performed on the subject.

The pencil **was sharpened** by the student.

In general, you should choose the active voice over the passive, because it is more expressive and less wordy. However, if you cannot or do not want to identify the performer, use the passive voice.

The stolen goods **were returned**. [You may not know or wish to identify who returned them.]

■ A. Identifying the Active and Passive Voices

Above each verb in the following sentences, write whether it is *active* or *passive*.

1. The vaccine for polio was developed by Dr. Jonas Salk.
2. American researchers are continuing to explore alternative energy sources.
3. The defense attorney will file her motion for dismissal early this morning.
4. The Academy Award nominees are announced early each spring.
5. The student council's plan was praised by a majority of faculty members.

■ B. Changing the Voice of Verbs

Rewrite each of the following sentences by changing the active voice to passive or the passive voice to active.

1. The candidates for class president were introduced by the principal.

   The principal introduced the candidates for class president.

2. An immature act of vandalism damaged the football field before the big game.

   The football field was damaged by an immature act of vandalism before the big game.

3. The band performed three encores.

   Three encores were performed by the band.

4. My family has been invited to a dinner by our neighbors the Mendozas.

   Our neighbors the Mendozas have invited my family to a dinner.

5. My friend's bike tire was punctured by a sharp rock yesterday.

   Yesterday a sharp rock punctured my friend's bike tire.

LANGUAGE HANDBOOK 3 USING VERBS

WORKSHEET 6 | Identifying and Using Active and Passive Voice

EXERCISE A On the line provided, identify the verb in each of the following sentences as *AV* for active voice or *PV* for passive voice.

> EXAMPLE _____PV_____ 1. The arctic tundra is characterized by long winters, little snow, and low temperatures.

_____ 1. Warm summer temperatures thaw the tundra's surface soil but not the subsoil, or permafrost.

_____ 2. Therefore, water drainage is hindered by flat and partially frozen ground.

_____ 3. Ponds and bogs, sources of moisture for plants, are formed by standing water.

_____ 4. Typical arctic vegetation includes low plants, such as cotton grass, sedge, and lichens.

_____ 5. Soil disturbances such as "flowing soil" are caused by thaws and movement of soil.

_____ 6. Irregular landforms, such as hummocks, frost boils, and earth stripes, are produced by poorly drained areas.

_____ 7. On the soft surface, deep gullies are caused by vehicle tracks.

_____ 8. The disruption of vegetation by vehicles melts permafrost.

_____ 9. Most arctic vegetation, however, can survive these soil disturbances.

_____ 10. Arctic wildlife is found on the tundra as well.

EXERCISE B In the following sentences, first determine whether the sentence is in the active or the passive voice. Then, on the lines provided, rewrite each sentence in the other voice.

> EXAMPLES 1. The tennis ball was served by Sharmaine. *Sharmaine served the tennis ball.*
>
> 2. My parents praised me for my good attitude. *My good attitude was praised by my parents.*

1. Dad cooked a lasagna dinner for the family last night. _____

_____

_____

Continued ☞

LANGUAGE HANDBOOK **3** **WORKSHEET 6** *(continued)*

2. The folk-dancing class was attended by several members of our foreign cultures club.

   _____

   _____

3. Sarah invited some friends to go to the movies with her on Saturday. _____

   _____

   _____

4. Famous works of art in the Louvre Museum in Paris are seen by many people. _____

   _____

   _____

5. Our pecan tree was pruned by a professional tree trimmer. _____

   _____

   _____

6. Glen gave a slide show and lecture on native plants of the Southwest. _____

   _____

   _____

7. Lincoln's Gettysburg Address was read by the students. _____

   _____

   _____

8. The Hardens invited me to their annual Labor Day picnic. _____

   _____

   _____

9. Our dog was given his rabies vaccination by Dr. Lambert. _____

   _____

   _____

10. Our computer was fixed by a technician. _____

   _____

   _____

Subject/Verb Agreement

Subject and Verb Agreement

> The subject of a sentence must agree in number with the verb. A singular subject must be followed by a singular verb. A singular regular verb usually ends in s.
>
> Tim enjoys rock concerts.
> Tim is the singular subject and enjoys is the singular verb.
>
> A plural subject refers to two or more people or things. It must be followed by a plural verb. A plural regular verb does not end in s.
>
> Tim and Jerry play in their own band.
> Tim and Jerry is the plural subject and play is the plural verb.
>
> Irregular verbs, such as to be, have different forms for singular and plural.

Underline the correct verb that agrees with the subject in each sentence.

1. Barbara (own, owns) a wonderful collection of vases.

2. He (watch, watches) television for too many hours every day.

3. The company (build, builds) condominiums and single family houses.

4. My aunt and uncle (live, lives) in a retirement community.

5. The pool (fills, fill) with leaves every autumn.

6. Marcus and Joni (is, are) fine musicians.

Underline the subject. Then, write a verb that will agree in number with the subject.

7. Jacob _____ his time studying for the driving test.

8. Kelly and Jean _____ co-workers.

9. The new desk _____ being delivered tomorrow afternoon.

10. Every time she sees a spider, she _____ .

11. The words of the day _____ "stupendous" and "proliferate."

ELA Section p 158

Directions: Choose the one best answer to each item. Circle the number of the correct answer.

Items 12 through 17 refer to the following paragraph.

(1) Bruce and his wife, Gina, has a passion for shopping. (2) Every day, when the paper arrive, they both look at the ads to see which stores has the best sales. (3) They judge good sales by how many people at the mall exits with shopping bags. (4) Gina has always said that Bruce was born under the sign of "Sale." (5) Even Bruce admits that it is he, not Gina, who are the better shopper of the two. (6) Some couples enjoys camping, some traveling, and others share a love of shopping!

12. Sentence 1: Bruce and his wife, Gina, has a passion for shopping.

What change should be made to this sentence?

(1) Change *shopping* to *shop*.
(2) Change *has* to *have*.
(3) Change *shopping* to *shoppers*.
(4) Change *passion* to *passions*.
(5) Nothing should be changed.

13. Sentence 2: Every day, when the paper arrive, they both look at the ads to see which stores has the best sales.

How many subject-verb agreement errors are in this sentence?

(1) one
(2) two
(3) three
(4) four
(5) five

14. Sentence 3: They judge good sales by how many people at the mall exits with shopping bags.

What change should be made to this sentence?

(1) Change *judge* to *judges*.
(2) Change *exits* to *exit*.
(3) Change *many* to *much*.
(4) Change *mall* to *malls*.
(5) Nothing should be changed.

15. Sentence 4: Gina has always said that Bruce was born under the sign of "S

What change should be made to this sentence?

(1) Change *said* to *saying*.
(2) Change *was* to *were*.
(3) Change *was* to *is*.
(4) Change *said* to *says*.
(5) Nothing should be changed.

16. Sentence 5: Even Bruce admits that it is he, not Gina, who are the better shopper of the two.

Why should the underlined verb be changed to *is* in this sentence?

(1) because it is a linking verb
(2) because it is an action verb
(3) because a singular verb is needed
(4) because a plural verb is needed
(5) It should not be changed to *is*.

17. Sentence 6: Some couples enjoys camping, some traveling, and others share a love of shopping!

What change should be made to this sentence?

(1) Change *couples* to *couple*.
(2) Change *enjoys* to *enjoy*.
(3) Change *love* to *loving*.
(4) Change *traveling* to *travel*.
(5) Nothing should be changed.

16.2 Agreement with Linking Verb

Key Information

Do not be confused by a predicate nominative that differs in number from the subject. Only the subject affects the number of the linking verb.

The biggest expense **was** the new math books. [The singular linking verb *was* agrees with the singular subject *expense*, not the plural predicate nominative *books*.]

The monster trucks **were** the main attraction. [The plural linking verb *were* agrees with the plural subject *trucks*, not the singular predicate nominative *attraction*.]

■ A. Making Linking Verbs Agree with Their Subjects

Underline the subject in each of the following sentences. Then underline the form of the verb in parentheses that agrees with that subject.

1. The two king cobras (was/were) a highlight for me at the zoo.

2. The book club's monthly feature (is/are) three stories by Zora Neale Hurston.

3. Keesha's three favorite music groups (is/are) the subject of the cable special.

4. The candidate's downfall (was/were) his ignorance and his bad temper.

5. The declining test scores (have/has) been a cause for alarm for educators.

6. Halogen headlights (was/were) last week's sale special at the auto store.

7. As usual, my mail (is/are) mostly promotional items and sweepstakes forms.

8. New test tubes (is/are) usually the chemistry department's biggest expense.

9. For some people a symphony's movements (is/are) a source of joy.

10. The power outage's cause (was/were) the two crossed high-tension wires.

■ B. Writing Sentences with Linking Verbs

Write five original sentences that each include a linking verb. Be sure that each linking verb agrees with its subject. *Sentences will vary.*

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

Key Information

A **collective noun** names a group. Consider a collective noun singular when it refers to a group as a whole, and plural when it refers to each member of a group individually.

Certain **nouns that end in -s** look plural but take singular verbs (*measles, news*), but certain other nouns that end in -s take plural verbs (*pliers, scissors*).

A **noun of amount** is singular when it refers to a total considered as one unit, and plural when it refers to a number of individual units.

A **title** is always singular, even if a noun within the title is plural.

A **compound subject** that is joined by *and* or *both...and* is plural unless its parts belong to one unit or refer to the same person or thing.

When a compound subject is joined by *or* or *nor* (or by *either...or* or *neither...nor*), the verb always agrees with the subject nearer the verb.

When *many a*, *every*, or *each* precedes a compound subject, the subject is considered singular.

■ A. Making Verbs Agree with Special Subjects and Compound Subjects

Underline the subject in each of the following sentences. Then underline the form of the verb in parentheses that agrees with that subject.

1. I still think six hours (is/are) a long time to play video games every day.

2. The office staff (make/makes) a large donation to charity every year.

3. *Twelve Angry Men* (remain/remains) popular among movie fans to this day.

4. When even a few quarters (is/are) jingling in my pocket, I feel good.

5. Two hundred dollars (is/are) in that two-inch pile.

6. Neither the fans nor the air conditioner (was/were) working.

7. Many a chair, table, and sofa (was/were) destroyed in the warehouse fire.

8. The videocassette recorder and the camcorder (has/have) become popular items.

■ B. Using Verbs That Agree with Special Subjects and Compound Subjects

Each of the following sentences contains an error in subject and verb agreement. Rewrite each sentence correctly in the space provided.

1. Scalloped potatoes goes well with both ham and meat loaf.

potatoes go well

2. The staff is arriving one at a time.

The staff are

3. Politics are always more widely publicized during major election years.

Politics is

4. Peaches-and-cream describe a clear, healthy-looking complexion.

Peaches-and-cream describes

ELA Section p 161

13.1, 3 Main Clauses; Simple and Compound Sentences

Key Information

A **simple sentence** may contain a compound subject, compound predicate, or both, but it must have only one main clause. Remember that a main clause has a subject and a predicate and can stand alone as a sentence.

> Kim dances.
>
> Kim and Terry dance. [compound subject]
>
> Kim dances and sings. [compound predicate]
>
> Kim and Terry dance and sing. [compound subject and compound predicate]

A **compound sentence** contains two or more main clauses.

> Kim dances, and Terry sings.

The main clauses are usually joined by a comma and a coordinating conjunction such as *and, but, or, nor, yet,* or *for.*

> Kim also dances professionally, but Terry sings only as an amateur.

The main clauses may also be joined by a semicolon.

> Kim also dances professionally; Terry sings only as an amateur.

▪ A. Identifying Simple and Compound Sentences

Write whether each of the following sentences is *simple* or *compound*. In the sentences that are compound, bracket the main clauses.

__simple__ **1.** Under cover of darkness, the scout crossed the enemy's line.

__compound__ **2.** Tomatoes are usually easy to grow, but broccoli is more difficult.

__compound__ **3.** Naomi shrieked, but Paulette only laughed.

__compound__ **4.** The pencil sharpener was broken; the teacher permitted the use of pens.

__compound__ **5.** You should read the entire chapter, but I can summarize it for you.

__simple__ **6.** The dog and the cat got along quite well and even shared each other's food.

▪ B. Writing Simple and Compound Sentences

Use each of the following pairs of verbs to form first a simple sentence and then a compound sentence. You may change the tenses of the verbs if you wish. *Sentences will vary.*

1. saw, heard _____

_____

2. lived, moved _____

_____

3. leaped, bolted _____

_____

4. fly, land _____

_____

WORKSHEET 1 | **Identifying Simple and Compound Sentences**

EXERCISE A On the line provided for each of the following sentences, write *S* if the sentence is a simple sentence and *C* if it is a compound sentence. Add a comma before the conjunction *and*, *but*, or *or* when necessary.

EXAMPLE ____*C*____ 1. Many people visit the Grand Canyon**,** but not everyone goes down into the canyon.

_____ 1. We visited the Grand Canyon last summer.

_____ 2. We were divided into small groups and each group was taken on a mule tour.

_____ 3. I had been to the Grand Canyon before but this time I wanted to see every part of it.

_____ 4. We saw sights twice as impressive as Niagara Falls.

_____ 5. Some visitors stay on the north rim and observe the changing colors of the canyon.

_____ 6. After the Grand Canyon, we went to the Navajo lands in northern New Mexico to see the beautiful scenery there.

_____ 7. The famous Ship Rock in New Mexico was visible for miles.

_____ 8. Finally, we went mountain biking in Moab, Utah.

_____ 9. Did we spend the night in Blanding or did we stay in Monticello?

_____ 10. I can't remember now; perhaps you do.

EXERCISE B On the line provided for each of the following sentences, write a suitable conjunction to combine each pair of simple sentences into a compound sentence. Insert a comma in front of the conjunction *and*, *but*, *for*, *nor*, *or*, *so*, or *yet*.

EXAMPLE 1. Jared will study to become a lawyer ___**,** *or*___ he will go to medical school.

1. The movie *Ben-Hur* is very long _____ I never lost interest in the story.

2. The director sent another helper an hour later _____ there was too much work for us to finish.

3. I have played several musical instruments _____ I like the trombone best.

4. You will have to hurry _____ you will be late for school.

5. Marissa and Janet did not want to wait in line for the roller coaster _____ they decided to ride the merry-go-round.

ELA Section p 163

| WORKSHEET 5 | Combining Choppy Sentences by Using *And, But,* or *Or* |

EXERCISE A On the lines provided, combine each group of sentences into one sentence that has a compound subject, a compound verb, or both a compound subject and a compound verb. Be sure each verb agrees in number with its subject.

EXAMPLE **1.** Marcy wants to go camping during summer vacation. Her friend Naomi wants to go camping during summer vacation. *Marcy and her friend Naomi want to go camping during summer vacation.*

1. They will hike in Rocky Mountain National Park.

They will pitch their tents in Hidden Valley. _____

_____

2. Last year Marcy walked up Trail Ridge to the alpine meadows.

She went fishing in the Fall River. _____

_____

3. Naomi is interested in watching for bighorn sheep.

Marcy is interested in watching for bighorn sheep. _____

_____

4. Sheep usually graze on the high slopes.

Sheep wander down near Sheep Lake. _____

_____

5. Marcy has plenty of equipment for camping.

Naomi has plenty of equipment for camping. _____

_____

6. The pair will eat freeze-dried food.

They will enjoy fish caught in the brooks and lakes. _____

_____

Continued ☞

ELA Section p 164

7. Marcy may clean the fish and cook them.

Naomi may clean the fish and cook them. _____

_____

8. Naomi's father will drive out for the weekend.

He will take them hiking above the timberline. _____

_____

_____

9. Camping is among the girls' favorite pastimes.

Hiking is among the girls' favorite pastimes. _____

_____

10. Marcy is looking forward to the trip.

Naomi is looking forward to the trip.

Both are excited about camping in the mountains. _____

_____

_____

EXERCISE B   Most of the following groups of sentences consist of two or more closely related sentences. On the lines provided, combine these sentences into a single compound sentence using the conjunctions *and, but,* or *or.* If a group of sentences consists of unrelated sentences, do not combine these sentences, but write *U* for unrelated.

> EXAMPLE **1.** Benjamin Franklin was an author and a statesman. Many people remember him best as an inventor. *Benjamin Franklin was an author and a statesman, but many people remember him best as an inventor.*

1. Benjamin Franklin was an apprentice printer for his brother James.

He did not like working for him. _____

_____

_____

2. Franklin read many books after work.

In his writing he tried to copy the authors' styles. _____

_____

Continued ☞

3. Franklin and his brother printed the newspaper.

   Franklin also had to sell the paper on the street. _____

   _____

4. The paper sold well.

   The paper attacked the Massachusetts Assembly. _____

   _____

5. Franklin could stay in Boston to work for his brother.

   He could run away to seek his fortune. _____

   _____

6. He first went to New York City.

   There was no work for printers in that city. _____

   _____

7. He took a ferry to Perth Amboy, New Jersey.

   A storm drove the ferry onto the rocks. _____

   _____

8. He walked most of the way to Philadelphia.

   This city was bigger than New York or Boston. _____

   _____

9. Franklin finally started his own print shop.

   It became successful very quickly. _____

   _____

10. Benjamin Franklin started *Poor Richard's Almanac.*

    This publication made him famous. _____

Sentence Fragments

13.9   Sentence Fragments

Key Information

A **sentence fragment** is an incomplete sentence punctuated as though it were a complete sentence.

A sentence fragment can often be corrected by joining it to a main clause. Sometimes it may be necessary to add missing words to make a complete sentence.

Following are samples of the three basic errors that cause sentence fragments, each followed by one possible correction.

NO SUBJECT:	Hal drove that car last week. **Says it was fast.**
CORRECTED:	Hal drove that car last week, and he says it was fast.
NO COMPLETE VERB:	Its annoying bark going on for hours.
CORRECTED:	Its annoying bark has been going on for hours.
NO MAIN CLAUSE:	My mother was mad. **Because we were two hours late.**
CORRECTED:	My mother was mad because we were two hours late.

■ A. Identifying Sentence Fragments

Write whether each of the following items contains a *fragment* or two complete *sentences*.

_____fragment_____ **1.** He has become too interested in his personal statistics. Like so many other professional athletes these days.

_____fragment_____ **2.** The dance will be held in the gym. Which is going to be decorated.

_____sentences_____ **3.** The computer class that was going to be offered every Monday has been canceled. There apparently is a scheduling conflict.

_____fragment_____ **4.** After staking out the old warehouse for two weeks. The detective arrested the smugglers.

■ B. Correcting Sentence Fragments

Choose any two of the items above that you identified as containing fragments and rewrite each so that the fragment is corrected.   Answers will vary.

_____

_____

_____

_____

_____

_____

WORKSHEET 1 Identifying Sentences and Sentence Fragments

EXERCISE Write *S* before each group of words that is a sentence. Capitalize the first letter and add end punctuation. Write *F* before each group of words that is a fragment.

EXAMPLES _____S_____ 1. ƒ̲ishing is Kevin's favorite hobby.

           _____F_____ 2. especially in salt water

_____ 1. because so many different kinds of fish

_____ 2. Kevin has several rods and reels

_____ 3. the bluefish start running in the late summer

_____ 4. traveling in schools and feeding greedily

_____ 5. they require big hooks and a strong fishing rod

_____ 6. striped bass also good to eat

_____ 7. they breed in freshwater rivers

_____ 8. return to the ocean during adulthood

_____ 9. also big tuna off Block Island

_____ 10. don't party boats take many people to the fishing grounds

_____ 11. flounder can be found in coves

_____ 12. pull your hook up a couple of inches from the bottom

_____ 13. excellent to pan-fry for supper

_____ 14. are all fish good to eat

_____ 15. menhaden are caught for fertilizer

_____ 16. a sea trout caught off the end of the pier

_____ 17. out in the rowboat at dawn

_____ 18. sandworms make very good bait

_____ 19. a funny-looking fish is the sea robin

_____ 20. it swells up to twice its size when caught

_____ 21. is it designed to frighten its enemies

_____ 22. a good scaling knife and a board to put the fish on

_____ 23. one time Kevin caught an eel

_____ 24. threw it back into the water

_____ 25. nothing better than good, fresh fish

WORKSHEET 2 **Correcting Sentence Fragments**

EXERCISE Each of the numbered items below consists of two groups of words. If both groups are sentences, write *S* on the line provided. If one is a sentence fragment, write *F* and combine the fragment with the sentence. Cross out each incorrect capital letter, and write the lowercase letter above it. Cross out the incorrect periods, and add commas where they are needed.

EXAMPLES   __F__   1. The Cherokee are an American Indian people./Ẁho once lived in what is now the southeastern United States.

     __S__   2. The land that is now Georgia was originally inhabited by the Cherokee. They were a southern branch of the Iroquois.

_____   1. The Cherokee constructed their towns in fortified places in the mountains. So that they could live in peace, isolated from aggressive neighbors.

_____   2. When the settlers moved into their lands. The Cherokee tried to adapt to the new culture.

_____   3. Under the leadership of Chief Sequoyah, they drew up a constitution for their nation. Following the example of the settlers.

_____   4. Many of the new settlers did not want to live side by side with the Cherokee. Whom they considered a conquered nation.

_____   5. In 1802, the federal government, promising land in the Great Plains, agreed. To move the Cherokee from Georgia.

_____   6. The Cherokee tried to obtain justice. And brought suit against Georgia in a case called *Cherokee Nation v. Georgia*, 1831.

_____   7. Finally, the Supreme Court was forced to take the case. It upheld the rights of the Cherokee.

_____   8. It seemed like a victory, but President Andrew Jackson refused. To intervene when Georgia denied the Cherokee their rights.

_____   9. The Cherokee were forced to leave their ancestral home. In favor of lands promised them in the Great Plains.

_____   10. Many suffered and died during the journey to the new territory. The forced march of the Cherokee came to be known as the Trail of Tears.

13.10   Run-on Sentences

Key information

A **run-on sentence** consists of two or more complete sentences presented as though they were one sentence.

There are three basic types of run-on sentences.

COMMA SPLICE:	I called Mark with the news, he called Sara.		
CORRECTED:	I called Mark with the news. Then he called Sara.		
CORRECTED:	I called Mark with the news, and then he called Sara.		

NO PUNCTUATION:	I gave the first speech I was nervous.
CORRECTED:	I gave the first speech. I was nervous.
CORRECTED:	I gave the first speech; I was nervous.
CORRECTED:	I gave the first speech, and I was nervous.
NO COMMA BEFORE THE CONJUNCTION:	My sister drives to school each day but I still take the bus.
CORRECTED:	My sister drives to school each day, but I still take the bus.

■ A. Identifying Run-on Sentences

Write whether each of the following sentences is a *run-on* or a *correct* sentence.

run-on **1.** Many jazz critics consider Duke Ellington's big band the most talented group of all time, some think Count Basie's band was more exciting.

correct sentence **2.** The bands' differences could be seen in their leaders, for Ellington was sophisticated and sometimes very showy while Basie was less pretentious and more direct.

run-on **3.** Despite these differences an amazing event occurred in 1961 when the two entire bands played together in a New York recording studio it was the first and last time the bands ever combined their talents.

correct sentence **4.** The members of both all-star bands crammed into the studio, and the Count and the Duke sat across from each other at twin grand pianos.

run-on **5.** The recording that resulted from this collaboration is truly a classic, it was as if the two great basketball players Larry Bird and Michael Jordan teamed up only once to play on the same team.

■ B. Correcting Run-on Sentences

Choose any two of the sentences above that you identified as run-ons, and write correct versions of them. _Answers will vary._

_____

_____

_____

_____

_____

_____

WORKSHEET 1 Correcting Run-on Sentences

EXERCISE   Correct each of the following run-on sentences by capitalizing and punctuating it as two separate sentences. Cross out each incorrect comma or lowercase letter, and write the correct period or capital letter above it. If an item is already a complete sentence, write *C* on the line provided.

EXAMPLES _____ 1. Each year thousands of Americans visit Canada/$\overset{.S}{\text{some}}$ have summer homes near Canada's beautiful lakes and rivers.

___*C*___ 2. Because it is such a vast country, Canada offers a wide range of tourist attractions.

_____ 1. The St. Lawrence Seaway opened the Great Lakes to large ocean vessels, a cruise up the seaway makes a pleasant vacation.

_____ 2. Travelers may also take boat trips from Seattle to Victoria, British Columbia, then they can go on to Vancouver from Victoria.

_____ 3. By shopping in Victoria and Vancouver, tourists can find their favorite British products.

_____ 4. Fine bone china cups and saucers are available, collecting these is a hobby for many people.

_____ 5. A popular resort area is the town of Banff, Alberta, and Lake Louise, a region of great beauty.

_____ 6. A trip through the Canadian Rockies is memorable, many of the rugged mountains are covered with snow all summer.

_____ 7. Churchill, near Hudson Bay, is the gateway to the far North and the base of many arctic expeditions.

_____ 8. The Calgary Stampede is a popular attraction, it features bareback riding and other events.

_____ 9. The Canadian side of Niagara Falls is beautiful, you can go right up to the Horseshoe Falls.

_____ 10. A trip to Ottawa, Ontario, should include a visit to the stately buildings of Canada's Parliament, they are built in the Gothic style.

WORKSHEET 2 | Correcting and Revising Run-on Sentences

EXERCISE A Correct the run-on sentences in the following paragraphs by inserting periods and capital letters where needed. Cross out each incorrect comma or lowercase letter, and write the correct period or capital letter above it. Be careful not to create any sentence fragments.

> **EXAMPLE** Our local TV weatherman is very knowledgeable. He has a degree in meteorology.

Today, when modern meteorologists forecast the weather, they can count on the help of an impressive battery of scientific devices. Weather satellites, for example, relay photographs of cloud formations from all over the world these pictures show where storms are beginning over oceans and deserts the paths of typhoons and hurricanes are tracked in the same way. Weather information from all sources is fed into powerful computers, thus the weather can be evaluated with amazing speed.

Our ancestors had no complicated weather instruments they had to rely on their eyes and ears and a few old proverbs and maxims. Their methods were hardly scientific, however, some were founded on fact. Today, for example, no one still believes the old superstition about the groundhog, but we celebrate Groundhog Day just the same. If the groundhog sees its shadow on the second day of February, there will be six more weeks of winter, watch for yourself and see! The behavior of insects, on the other hand, is still a good indicator of temperature because insects are coldblooded. Grasshoppers cannot fly when the temperature drops below 55 degrees Fahrenheit if you hear a cricket chirping, count the number of chirps in fourteen seconds and add forty, then you will have the temperature in degrees Fahrenheit.

Today, weather forecasting is more accurate, if less picturesque, than it was in the old days, however, the forecasters are not always right, perhaps because there are so many factors to consider.

EXERCISE B On the lines provided, revise each group of words that is a run-on sentence. Run-on sentences may be revised by making them into separate sentences or by joining them with a comma and *and, but,* or *or.* If the group of words is already correct, write *C.*

> EXAMPLE 1. My uncle teaches at the University of Miami it is in Coral Gables, Florida. *My uncle teaches at the University of Miami. It is in Coral Gables, Florida.*

1. He invited me to visit him we went many places around Miami. _____

2. We could go to the animal park we could go to the aquarium we did not have time to go to both. _____

3. We went to the animal park I saw a Komodo dragon. _____

4. We also saw tree kangaroos they are very cute. _____

5. The animals all have large areas to live in and are not in cages. _____

6. The animals are not in cages they cannot get out. _____

7. The elephants live in big areas they are able to live normal lives. _____

8. Different exhibits deal with the continents of Asia, Africa, and Europe the Asian exhibit includes rare white Bengal tigers. _____

9. The African plains exhibit has giraffes, zebras, and ostriches living together as they do in the wild a gorilla family also lives among them. _____

10. The animal park is the best one I ever visited I hope to go back again soon. _____

ELA Section p 173

Prefixes

Prefixes

Ms. Cox
Mrs. Mazaris
Ms. Szukielowicz

Prefixes You Need to Know

1. Un/ In
2. Dis
3. Pre
4. Anti
5. Thermo
6. Co
7. Post
8. Tele
9. Micro
10. Mono
11. Non
12. Geo
13. Tri
14. Re
15. Bio
16. Phon
17. Auto
18. Bi
19. Multi
20. Quad

UN/ IN

- Definition: a prefix meaning "not," opposite of :
- Example: Unable

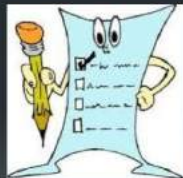## DIS

- To do the opposite of or absence; opposite of.
- Example: Disrespect

PRE

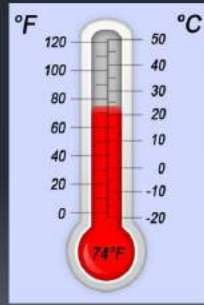- Definition: A prefix meaning earlier than; before; in advance.
- Example: Pretest

ANTI

- Definition: one that is opposed to.
- Example: Antigravity

ELA Section p 174

THERMO

- Definition: Heat

- Example: Thermometer

CO

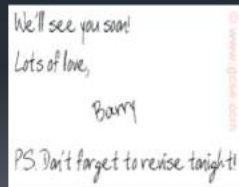- Definition: Together; joint; jointly; mutually

- Example: Coworker

POST

- Definition: After; later.

- Example: Postscript

We'll see you soon!
Lots of love,
Barry
PS. Don't forget to revise tonight!

TELE

- Definition: Far; distance

- Example: Telephone

MICRO

- Definition: A prefix meaning very small

- Example: Microscope

MONO

- Definition: Single, Alone

- Example: Monorail

NON

- Definition: Not

- Example: Nonsmoker

GEO

- Definition: Earth

- Example: Geography

TRI

- Definition: Three

- Example: Triangle
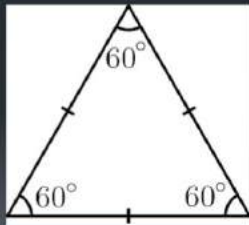
Re

- Definition: Again

- Example: Replay

BIO

- Definition: Life

- Example: Biohazard

PHON

- Definition: Sound, voice, speech

- Example: Phonograph

AUTO

- Definition: Self
- Example: autoimmune

BI

- Definition: Two
- Example: Bifocals

MULTI

- Definition: Many, or multiple
- Example: Multimedia

QUAD

- Definition: Four
- Example: Quadrangle

WORKSHEET 1 | **Using Word Parts**

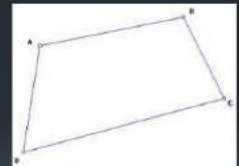**EXERCISE** Divide each of the following words into parts (prefixes, roots, and suffixes), and write a definition based on the meanings of the parts. Check your definition in a dictionary.

EXAMPLE 1. transport *trans | port:____carry across*_____

1. mislead _____

2. import _____

3. diffuse _____

4. retry _____

5. attraction _____

6. dislike _____

7. postscript _____

8. fearful _____

9. porter _____

10. spectator _____

11. distrust _____

12. misplace _____

13. diction _____

14. export _____

15. temperament _____

16. restate _____

17. healthful _____

18. disqualify _____

19. replace _____

20. portable _____

21. transcribe _____

22. respect _____

23. cheerful _____

24. translator _____

25. formation _____

WORKSHEET 3 | **Adding Prefixes and Suffixes**

EXERCISE A   On the line provided, rewrite each of the following words with the given prefix or suffix. You may have to add, drop, or change some of the letters.

EXAMPLE 1. total + ly = _____ *totally* _____

1. outrage + ous = _____
2. sleepy + ly = _____
3. stray + ed = _____
4. mis + state = _____
5. day + ly = _____
6. normal + ly = _____
7. box + ing = _____
8. dry + ing = _____
9. il + logical = _____
10. tune + less = _____

11. rot + en = _____
12. argue + ment = _____
13. knit + ing = _____
14. over + rule = _____
15. dive + ing = _____
16. busy + ly = _____
17. frank + ness = _____
18. buy + ing = _____
19. tardy + ness = _____
20. bare + ly = _____

EXERCISE B   Some of the following sentences contain spelling errors involving the use of prefixes or suffixes. For each sentence, draw a line through any misspelled words and write the misspelled word correctly on the line provided. If a sentence contains no misspelled words, write *C*.

EXAMPLE _____ *happily* _____ 1. The kindergarten children ~~happyly~~ bounded out of the classroom.

_____ 1. Congress may overide the veto because the public favors the bill.

_____ 2. The sculpture was quite noticable on the museum lawn.

_____ 3. "The idea for the story occurred to me in the shower," Dr. Weiss said.

_____ 4. For the ninth year, our band is leadding the Saint Patrick's Day parade.

_____ 5. The night the accident happenned, it had been raining heavily.

_____ 6. The baby raccoons that come to the porch are adorable.

_____ 7. The geology museum is giveing an amber bead to every new member.

_____ 8. Carl and Les hurryed to the swimming pool, but it was already closed.

_____ 9. Eveness of temper is a good character trait, don't you think?

_____ 10. The lead dancer in the production had a catlike grace.

ELA Section p 179

18.7 Misplaced and Dangling Modifiers

Key Information

A **misplaced modifier** either modifies the wrong word in a sentence or seems to modify more than one word in a sentence. By placing the modifier as close as possible to the word it modifies, you can correct this situation.

Darlene saw a cat with three kittens **driving her car.** [MISPLACED: The participial phrase *driving her car* suggests the kittens or the cat is driving.]

Driving her car, Darlene saw a cat with three kittens. [clear]

Logically, a **dangling modifier** seems to modify no word in a sentence. By simply supplying a word that the dangling modifier can sensibly modify, you can correct the problem.

While taking a shower, the phone rang. [DANGLING: With no logical word for the participial phrase to modify, the sentence suggests the phone was taking a shower.]

While taking a shower, I heard the phone ring. [clear]

A. Correcting Misplaced and Dangling Modifiers

Rewrite the following sentences, correcting the misplaced or dangling modifier in each.

1. Aunt Bernice draped the lovely shawl on her shoulders that she had bought in Italy.

   Aunt Bernice draped on her shoulders the lovely shawl that she had bought in Italy.

2. I finished my breakfast as the bus arrived and brushed my teeth.

   I finished my breakfast and brushed my teeth as the bus arrived.

3. While mowing the grass, the thunderstorm approached.

   While mowing the grass, I saw the thunderstorm approach.

4. There's an article about the harmful effects of slugs on garden plants in today's newspaper.

   There's an article in today's newspaper about the harmful effects of slugs on garden plants.

B. Getting the Modified Facts

You are an auto insurance agent. Part of your job is to review written accident reports. Decipher the reports below and write what you think really happened to these motorists.

1. Jaywalking, I realized the pedestrian would not get out of the way in time.

   I realized the jaywalking pedestrian would. . . .

2. Holding my foot on the brake, it went up over the curb and into the fire hydrant.

   As I was holding my foot on the brake, the car went up

| WORSHEET 2 | Using Modifiers Correctly |

EXERCISE A   In each of the following sentences, underline the correct italicized modifier in parentheses.

EXAMPLE 1. Of the two choices on the menu, I would say that the curry is (*better*, *best*).

1. Of all the farmer's problems, drought is the (*worse*, *worst*).

2. The homesteader thought it was (*best*, *better*) to settle in the river valley than on the hill.

3. Of all the Colonial heroes, Paul Revere is one of the (*more famous*, *most famous*).

4. The hawk swooped down (*more*, *most*) furiously than before.

5. Who is (*more curious*, *most curious*), you or Alice?

6. The snow fell (*less*, *least*) quickly after the cold front passed.

7. Compassion is one of the (*more important*, *most important*) values in many faiths.

8. The monsoons bring the (*heaviest*, *heavier*) rains of the year in India.

9. Conrad's fever was (*worst*, *worse*) in the evening than in the morning.

10. If you perform (*better*, *best*) than you have, you may advance to the finals.

EXERCISE B   For each of the following sentences, write the correct italicized modifier in parentheses on the line provided.

EXAMPLE _____More_____ 1. (*More*, *Most*) geologists than ever are studying the earth's surface.

_____ 1. The (*largest*, *larger*) crater on the moon is about 700 miles wide.

_____ 2. Even (*deepest*, *deeper*) craters may have scarred the earth long ago.

_____ 3. Iron meteorites are (*stronger*, *strongest*) than rock meteorites.

_____ 4. Earth's surface is (*more new*, *newer*) than the rest of the planet.

_____ 5. The continents would fit together (*most snugly*, *more snugly*) than you might think.

_____ 6. What is the (*most gigantic*, *more gigantic*) sheet of ice you can imagine?

_____ 7. Of all a geologist's task, I think the search for new energy sources is the (*more interesting*, *most interesting*).

_____ 8. Is it (*good*, *better*) that petroleum geologists continue searching for oil?

_____ 9. Which of the two theories of continental drift is (*better*, *best*)?

_____ 10. The (*highbest*, *higher*) mountain peaks can look like islands when seen from a distance.

ELA Section p 181

WORKSHEET 5 | Correcting Dangling and Misplaced Modifiers

EXERCISE On the lines provided, rewrite each of the following sentences so that the dangling or misplaced modifier is corrected.

> EXAMPLE 1. Asked to recommend a funny story, one of O. Henry's came to mind. *Asked to recommend a funny story, I thought of one by O. Henry.*

1. Wanting to get rich quickly, a plan to kidnap a boy occurred to some men. _____

_____

2. Kicking and fighting, trouble was all the boy caused. _____

_____

3. Whining hungrily, dinner was quickly served to the child. _____

_____

4. Having finally dozed off, screams awoke one kidnapper at daybreak. _____

_____

5. Terrified and humiliated, the boy's attack had surprised the other man. _____

_____

6. Fearing the parents wouldn't pay, the plan looked less wise to the kidnappers. _____

_____

7. Pestering and threatening everyone, who wouldn't want a vacation from the boy? _____

_____

8. Going on his way to collect the ransom, it isn't clear what the kidnapper will find. _____

_____

9. Using exaggeration and irony, you expect O. Henry's story to get funnier. _____

_____

10. Not wanting to spoil the surprise, the conclusion should be kept secret. _____

ELA Section p 182

Continued ☞

11. Being familiar with O. Henry, an ending with a twist is to be expected. _____

12. Using irony to create humor, O. Henry's stories are filled with contrast. _____

13. Filled with colorful characters, O. Henry describes his and others' experiences in his stories. _____

14. Describing victims of fate, his characters have tragic and lonely lives. _____

15. Writing many stories in prison, the underworld life was a source of material. _____

16. In spite of a short and tragic life, O. Henry's stories were often humorous. _____

17. Marked by a little sadness mixed with humor, you may appreciate O. Henry's style. __

18. Interested in humorous writers, their biographies fascinate me. _____

19. Wanting to find a collection of his work, the library is a good place to start. _____

20. After checking the table of contents, several titles may look familiar. _____

Colon & Semicolon

21.4 The Colon

Key Information

Use a **colon** to introduce a list, especially after words such as *these, the following,* or *as follows.*

> I need to buy **these** items for my cake: sugar, milk, and butter

If a list immediately follows a verb or preposition, omit the colon.

For her hike Aimee **wore** shorts, a T-shirt, socks, and hiking boots.

Use a colon to introduce words that illustrate, explain, or restate the preceding material. A complete sentence following a colon is generally not capitalized.

> Jamaal could not go to the dance: he had tennis practice and then had to work.

■ A. Identifying Colon Errors

In the following sentences add colons where they are needed and circle colons that should be omitted. Write *correct* after the one correct sentence.

1. My brother refuses to buy a car in any of the following colors red, gold, or blue.

2. That carpet needs to be replaced it is stained in many places and worn out in the heavy traffic areas near the front door, the rocking chair, and in the kitchen.

3. The percussionist plays many types of rhythm instruments, including bongos, snare drums, and the tambourine.

4. Her reasons for resigning were as follows she was working too many hours, receiving too little pay, and seeing little room for advancement.

5. Last winter's rise in the cost of citrus products such as: orange juice and lemons can be attributed to one main cause a freak cold spell in Florida destroyed millions of pounds of fruit.

■ B. Using Colons Correctly

Combine each of the following pairs of sentences with a colon. You may eliminate repeated words.

> Example: Lee could read three languages. Lee could read English, Spanish, and French.
> Lee could read three languages: English, Spanish, and French.

1. We arrived later than expected. There was ice on the roads._____

2. Most people think two American poets stand out among the rest in the nineteenth century. Most people think Whitman and Dickinson stand out.

3. Secondary colors include the following. Secondary colors include green, orange, and purple._____

4. I feel refreshed. I slept for nine hours last night.

Key Information

Use a **semicolon** to separate items in a series when the items contain commas.

> The road trip will take the team to Syracuse, New York; Scranton, Pennsylvania; and Fort Lee, New Jersey.

Use a semicolon to separate two main clauses joined without a conjunction or joined by a coordinating conjunction when the clauses contain several commas.

> The medical student had studied many topics, including anatomy, psychology, and internal medicine; but she finally chose to work in pediatrics, her favorite field.

■ Using Semicolons Correctly

Insert and circle the missing semicolons in the following sentences.

1. My neighbor Ted washes his car every Saturday my cousin Morris, every other week and my pal Bud, the laziest of all, every three months.

2. The new movie was directed by Francis Ford Coppola, the director of *Apocalypse Now* but the major film critics, upset by its unrealistic ending, gave it poor reviews.

3. Some people, for reasons they feel are quite valid, refuse to give money to beggars but other people, for reasons they feel are also valid, never fail to give.

4. For dessert we could choose from German chocolate cake, a rich decadent delight a lemon tart, made from my grandmother's recipe and fresh strawberries, picked just that afternoon.

5. Hector was responsible for hanging banners that announced the upcoming talent show being held to raise money for the school's activity fund, and Maria was given the job of recruiting five judges, all of whom had to be faculty members.

6. From the top of the fire tower, Jake could see acres of trees, mostly pines a few houses and cabins, the river and the county's two main highways, routes 62 and 75.

7. Several people in the auditorium, perhaps because they hadn't expected the play to last so long, started to yawn during the final act and one man, sitting a few rows in front of me, fell asleep.

8. My favorite teams are the St. Louis Cardinals, because they play nearby the Bulls, because I like Chicago, and the Dolphins, because they have the best-looking team colors.

9. A large truck, going about twenty miles per hour, moved slowly up the steep grade, and the motorists behind it, because the road curved so much, could not see far enough ahead to risk passing.

10. Yolanda, who plays the saxophone, is in jazz band but Theo, who plays the clarinet, is in marching band.

WORKSHEET 7 Using Semicolons and Colons

EXERCISE A   Add semicolons where necessary in the following sentences.

> EXAMPLE 1. Prairie dogs are not dogs; they are rodents and are members of the squirrel family.

1. There are five kinds of prairie dogs the black-tailed is the most numerous.

2. Black-tailed prairie dogs live in the plains of Mexico, Texas, New Mexico, Oklahoma, and other states white-tailed prairie dogs live in areas of Arizona, New Mexico, Utah, Colorado, and Wyoming.

3. In prairie dog country you can often see prairie dog towns every mound of dirt indicates the entrance to a prairie dog tunnel.

4. The mounds are used as lookout points that is, the prairie dogs stand on the mounds to watch for predators.

5. If a prairie dog spots a predator, it gives a high-pitched bark that warns all the prairie dogs to go underground as a result, most prairie dogs escape the danger.

6. The mounds also serve as water barriers otherwise, the burrows would flood during heavy rains.

7. In open country prairie dog tunnels may stretch for miles the tunnels can house hundreds of family groups called coteries.

8. Along the tunnels, each coterie has its own underground rooms and each room has a particular purpose, such as for sleeping, nursing babies, or storing food.

9. Baby prairie dogs stay with their parents for one year the following spring, the young leave to start families of their own.

10. Prairie dogs do not hibernate instead, they spend the winters underground living off the seeds and grasses they have stored.

EXERCISE B   Add colons where necessary in the following sentences.

> EXAMPLE 1. Here are two books you might enjoy: *The Hobbit,* by J. R. R. Tolkien, and *I, Robot,* by Isaac Asimov.

1. The class begins promptly at 8 30 tomorrow morning.

2. I only want to know one thing Where did you put the casserole dish?

3. Read these poems for class tomorrow "Paul Revere's Ride" and "Barbara Frietchie."

4. Both poems are in the section titled "The American Hero Myth and Reality."

5. The verse from the Bible that I want you to consider is Second Corinthians 3 6.

Dashes

21.7　The Dash

> **Key Information**
>
> Use **dashes** to indicate abrupt breaks or changes in thought within sentences.
>
> Who—**of all the people in this room**—would have done such a thing?
>
> At the height of the eclipse—**wasn't that a fantastic moment?**—there was an eerie silence.

■ A. Punctuating Sentences with Dashes

Insert and circle missing dashes in each of the following sentences.

1. That man in the corner how odd, I haven't seen him for years looks like my uncle.

2. The Washingtons they must be delighted won a trip to the Grand Canyon.

3. Most of the houses on our street I think they were all designed by the same person look alike.

4. Winter is finally over and summer I thought it would never come is almost here.

■ B. Interrupting Sentences Correctly

Rewrite each of the following sentences. Use dashes to insert the parenthesized comments at an appropriate place in each sentence.

1. The big concert is two weeks from Wednesday. *(let me know if you get tickets)*

   ...concert—let me know if you get tickets—is

2. The leading candidate will appear in a debate this week. *(and I certainly don't see him losing now)*

   The leading candidate—and I certainly don't see him losing now—will appear...

3. The vehicle ran the red light and crashed into a truck. *(the driver wasn't paying attention)*

   ...light—the driver wasn't paying attention—and...

4. The woman over there is talking very loudly. *(I wonder if she knows people are staring)*

   The woman over there—I wonder if she knows people are staring—is talking very loudly.

■ C. Writing Sentences with Dashes

Use each of the following phrases within dashes in a sentence.　Sentences will vary.

1. *(it was a stunning upset)* _____

   _____

2. *(I was amazed)* _____

   _____

WORKSHEET 4 **Using Parentheses and Dashes**

EXERCISE Add parentheses or dashes where needed in each of the following sentences. Some sentences may be punctuated with either dashes or parentheses.

EXAMPLES 1. The Declaration of Independence (1776) is a powerful document.

2. Here comes—wait, I'll let her introduce herself!

1. Tell me I doubt that you can what city is the capital of Wyoming.

2. Gouda pronounced gou´də is a kind of cheese.

3. The correct answer appears to be no, figure it out for yourself.

4. Sludge the word itself sounds horrid filled our basement during the flood.

5. Movie producer Samuel Goldwyn 1882–1974 was born in Poland.

6. Brenda can't that is, won't help me.

7. The box contains a pound 16 ounces of detergent.

8. Cajun music how I love it! is loud and lively.

9. Gila monsters they give me the shivers aren't really monsters.

10. They are classified as lizards the biological family Helodermatidae.

11. My desk calendar it was a gift contains animal cartoons.

12. "Next we will read please stop talking from the book," Mr. Naylor said.

13. My grandfather's first truck a Chevrolet is worth a lot now.

14. The right solution to your problem I repeat will come to you.

15. The winning number is but first, a commercial break.

16. The marching band can you believe it? actually won first place.

17. Derek I think you've met him enjoys racing automobiles.

18. My dream I don't care if you do laugh is to be a professional clown.

19. San Marino population 24,000 is a small independent country.

20. The restored house it has always been a favorite of mine is now a museum.

21. This picture is of a three-toed sloth species *Bradypus*.

22. Sloths believe it or not feed while hanging down from branches.

23. Khalil Gibran 1883–1931 was a writer and artist from Lebanon.

24. Have patience easier said than done and you'll succeed.

25. One of our cats the gray one often hid under the couch.

21.12–13 Hyphens and Abbreviations

Key Information

Although **hyphens** are not usually used to join a prefix to a word, note the following exceptions:

- to join a prefix to a proper noun or a proper adjective: *pre-World War II*

- after the prefix *re-* when the resulting word looks like but is different in meaning and pronunciation from another word: *re-mark the test* but *remark on the scores.*

- in compound adjectives that precede nouns: *up-to-the-minute news*

Hyphens are not used in the following cases:

- in compound adjectives that follow nouns: *The news was up to the minute.*

- in expressions made up of an adverb ending in *-ly* and an adjective: *the beatifully prepared dinner.*

Abbreviations can save time and space.

Capitalize abbreviations of proper nouns and titles.

  Clancy **M.** McDonald, **M.D.**

Abbreviate names of many organizations and of states in addresses.

EPA	NATO	FDA
FL	NY	WV

■ Using Hyphens and Abbreviations

Decide where hyphens and abbreviations are needed in the following sentences and write the hyphenated word or phrase or the abbreviation in the blank. Write *correct* if a sentence is correct.

1. Doctor Smith's illness, self diagnosed as influenza, got worse. _Dr. Smith's; self-diagnosed_

2. I will have to resort all these files. _re-sort_

3. The ZIP code abbreviations for Ohio and California are Ohio and California. _ZIP code; OH; CA_

4. The visibly dejected skater buried her head in her hands. _correct_

5. The vice consul addressed the British Parliament. _vice-consul_

6. Hal's sister remarried yesterday at 9:00 ante meridiem. _A.M._

7. The boxer was penalized for hitting below the belt. _correct_

8. Life in pre Depression America was carefree and extravagant. _pre-Depression_

9. The pro Basque supporters rallied in the streets of Madrid. _pro-Basque_

10. State of the art technology filled Steve's office at the Young Men's Christian Association. _State-of-the-art; YMCA_

11. The thirty yard run made the fans watching the football game cheer. _thirty-yard_

12. My seventy year old aunt, who lives in Washington, District of Columbia, still seems young. _seventy-year-old; D.C._

13. Use 1 pound of butter and 1 gram of salt. _1 lb.; 1g_

14. Most of the novels of Ann Beattie are well written. _correct_

15. A self deprecating person is not necessarily humble. _self-deprecating_

WORKSHEET 3 Using Hyphens

EXERCISE A On the line provided, show where each of the following words can be divided at the end of a line. If a word cannot be divided, simply write the word on the line.

EXAMPLES 1. fiber _____fi=ber_____

2. topsy-turvy _____topsy=turvy_____

1. chopsticks _____

2. darling _____

3. Germany _____

4. position _____

5. sphinx _____

6. brother-in-law _____

7. kite _____

8. technical _____

9. Persian _____

10. cement _____

EXERCISE B On the line provided, add hyphens where they are needed in each of the following word groups. If a word group is already correct, write *C*.

EXAMPLE 1. in sixty one days _____in sixty=one days_____

1. for thirty three years _____

2. vote of two thirds _____

3. every fifty five minutes _____

4. only one half liter _____

5. one fourth full _____

6. for seventy-eight years _____

7. received one fourth _____

8. the age of nineteen _____

9. two thirds cup _____

10. with forty one dollars _____

ELA Section p 190

Apostrophes

21.11 The Apostrophe

Key Information

Use an apostrophe and -s to form possessives in the following types of situations involving nouns and pronouns.

Singular indefinite pronouns: *someone's plate*

Singular nouns, even ones that end in -s: *the duchess's wedding*

Plural nouns that do not end in -s: *the children's sandbox*

Compound nouns: *my brother-in-law's dog*

Joint ownership: *Ricky and Maria's cat*

Individual ownership, two or more people: *van Gogh's and Monet's paintings.*

Use an apostrophe alone to form the possessive of plural nouns ending in -s.

    the teams' mascot

    two hours' delay

Use an apostrophe in place of letters omitted in contractions.

    I am—I'm   they are—they're

    cannot—can't

A. Using Apostrophes to Show Possession

Insert apostrophes where they are needed in the following phrases.

1. a trips length trip's

2. his mothers ambitions mother's

3. Chriss response Chris's

4. many residents signatures residents'

5. no ones fault no one's

6. a pair of mens pants men's

7. Wagners "Wedding March" Wagner's

8. the two brothers jobs brothers'

9. Mr. Carsons job Carson's

10. a womans autobiography woman's

11. everybodys problem everybody's

12. the mices cunning mice's

13. the princes sister prince's

14. the Dodges new home Dodges'

15. someones gloves someone's

16. one books conclusion book's

17. several stores sales stores'

18. Tammy Johnsons contribution Johnson's

19. the girls locker room girls'

20. an umpires decision umpire's

B. Using Apostrophes in Contractions

The following song titles each contain two words that should be combined and written as contractions. Write the contraction in the space provided.

1. "I Have Got You Under My Skin" ____I've____

2. "A Hard Rain Is Gonna Fall" ____Rain's____

3. "For What It Is Worth" ____It's____

4. "She Is Funny That Way" ____She's____

5. "There Is a Small Hotel" ____There's____

ELA Section p 191

WORKSHEET 1 **Using Apostrophes to Show Possession**

EXERCISE A In the first blank, write the singular possessive form of each word. In the second blank, write the plural possessive form of the same word. Make sure the placement of your apostrophe is clear.

	Singular		**Plural**	
EXAMPLE 1. teacher	_teacher's_	desk	_teachers'_	desks

Singular · **Plural**

	Singular		Plural	
1. dog	_____	tail	_____	tails
2. son	_____	smile	_____	smiles
3. cat	_____	eye	_____	eyes
4. sister	_____	task	_____	tasks
5. detective	_____	question	_____	questions
6. house	_____	chimney	_____	chimneys
7. doctor	_____	car	_____	cars
8. neighbor	_____	yard	_____	yards
9. baby	_____	bottle	_____	bottles
10. mouse	_____	squeak	_____	squeaks

EXERCISE B Add apostrophes where they are needed in the following sentences. Some sentences may have more than one apostrophe.

EXAMPLE 1. The deer's coat was speckled with sunlight.

1. Rachels and Pauls papers are on Miss Conways desk, but ours aren't.

2. One of the boys had lost his fathers jacket.

3. What shall we do with the geeses feathers?

4. In the Middle Ages a gooses feathers were used to make arrows.

5. A pelicans beak is more than a foot long, and a pouch hangs from the lower part of the beak.

6. Our grandparents old schoolbooks look dull compared with todays.

7. Please tell me the companys address.

8. What have they predicted for tomorrows weather?

9. He is so quick that he does about eight hours work in three hours.

10. Our towns oldest house is out on the river road.

ELA Section p 192

WORKSHEET 2 Using Apostrophes for Contractions, Plurals, and Possessives

EXERCISE A On the line provided, write out the two words for which each of the following contractions stands.

EXAMPLE 1. I'm _____ I am _____

1. you're _____   6. isn't _____
2. she'd _____   7. we're _____
3. didn't _____   8. hasn't _____
4. wasn't _____   9. he'll _____
5. don't _____   10. you'll _____

EXERCISE B On the line provided, write the contraction for each of the following groups of words or dates.

EXAMPLE 1. she is _____ she's _____

1. are not _____   6. he would _____
2. it is _____   7. let us _____
3. she will _____   8. where is _____
4. there is _____   9. 1970 _____
5. they are _____   10. we would _____

EXERCISE C Underline the correct italicized word in parentheses.

EXAMPLE 1. Al, here is (*you're*, *your*) pencil.

1. Does that tree shed (*it's*, *its*) leaves?

2. Both men think (*they're*, *their*) going to win that golf match.

3. They have started (*they're*, *their*) game.

4. (*Who's*, *Whose*) voice do I hear?

5. Are you the one (*who's*, *whose*) singing?

6. (*It's*, *Its*) time to go home.

7. (*You're*, *Your*) the only one who can beat me in basketball free throws.

8. May I borrow (*you're*, *your*) sweater?

9. (*It's*, *Its*) becoming quite chilly.

10. The explorers have lost (*they're*, *their*) way.

Continued ☞

EXERCISE D For each of the following sentences, insert apostrophes where they are needed.

> EXAMPLE 1. The word *Mississippi* has four *s*'s and two *p*'s in it.

1. There are two *c*s and two *r*s in the word *occurring*.
2. Wherever we have lived, there have always been two *6*s in our address.
3. Some authors prefer to use *&*s instead of *and*s in their titles.
4. Try not to use too many *well*s in your speech.
5. Two *o*s give Geronimo's name an interesting sound.
6. Ellen's Social Security number contains four *7*s.
7. How many *@*s are in an e-mail address?
8. "Your *e*s look too much like your *i*s, Randall," said Ms. Yang.
9. Four *the*s in your title are too many, in my opinion.
10. Counting by *9*s is difficult even for some adults.

EXERCISE E Add apostrophes where they are needed in the following sentences. Some sentences may have more than one apostrophe.

> EXAMPLE 1. Getting the pond, the waterfall, and the back yard ready for the garden tour will require at least a week's work

1. My oldest brothers pet mice are as big as yours.
2. There are two pairs of mens overalls hanging behind the barn door.
3. Marie didn't give the problem a moments thought.
4. The mayors friends formed a citizens committee to reelect her.
5. Have you seen todays newspapers anywhere?
6. Ralphs bicycle is in better condition than theirs are.
7. Someone left the dogs leash on the front porch.
8. The childrens toys were scattered behind the sofa.
9. Our citys tallest buildings have all been built recently.
10. The twins mother has won an award for her story.

ELA Section p 194