



Practice

Use the list below to write the correct term for each definition on the line provided.

expository writing	preview
main idea	thesis statement
paragraph	topic
persuasive writing	topic sentence

- | | |
|---------------------------|--|
| <u>topic</u> | 1. the subject of written material; what the material is about |
| <u>paragraph</u> | 2. a group of related sentences that present and develop one main idea |
| <u>expository</u> | 3. writing that explains something or informs readers |
| <u>main idea</u> | 4. the most important idea or point in a paragraph or piece of writing |
| <u>topic sentence</u> | 5. the sentence that tells the focus or main point of a paragraph |
| <u>persuasive writing</u> | 6. writing that focuses on convincing readers of an opinion or claim, or to take a particular action |
| <u>preview</u> | 7. to look at in advance to get an idea of what is to come |
| <u>thesis statement</u> | 8. the main point of the essay; the claim or opinion the rest of the essay will discuss or support |



Practice

Use the questions below to **preview** the article “Metropolis Park: The City Has an Obligation to Make It Happen” on pages 73-74.

1. Read the title.

What is the general subject of this article? the general subject is whether the officials should sell the land or keep their promises to build a park.

On what specific part will the author focus? the author mostly focus on why the officials should elect not to sell and keep their word to the people.

How does the author feel about the subject? _____
the author feels if the officials were to sell the land, tough it will be beneficials for the city that it will do more harm than good.

2. Read the opening paragraph.

How does the author feel about the subject? _____
i believe that she is frustrated about the subject. she is more or less confused of why the city has yet to build a park,

Is the author explaining or arguing? the author although somewhat
explainig the situation at hand, she is mostly arguing for the city to keep their promise.



3. Skim through the selection.

Look for headings and subheadings and write the ones you find.
a promise reconsidered

don't betray original owners generosity

What do | _____

4. Read the closing paragraph.

What conclusions does the author draw about the subject? _____

the author finds that though selling will be economically sound for the city;

keeping their word to the people is vital to the democratic principles

of the city.





5. Has your previewing of the article changed your opinion about the topic?

Why or why not? _____

yes, it has. just hearing the number i was all for selling.

but the author has persuade me into understanding something

are way more important than money.



Metropolis Park: The City Has an Obligation to Make It Happen

A Promise Reconsidered

The city of Metropolis purchased 100 acres of land in northwest Metropolis five years ago. The original intention was to build a city park in an area where few parks exist. This lack of parks exists despite the fact that the northwest is the fastest growing area in Metropolis and has the highest concentration of families with young children.

However, even though the city spent over one million dollars on the purchase, the park has not been built. Now, city officials are considering selling the property in order to balance their budget. Property values have skyrocketed in the past three years. Officials feel they could more than triple their original



The original intention was to build a city park in an area where few parks exist.

investment in the land parcel. The city would also benefit from the property taxes new owners would pay, once the land was sold. In addition, officials would save the millions of dollars the park would cost to build.

Despite these benefits, Metropolis has an obligation to follow through with their original plans to build the park. Doing otherwise would be dishonorable.

Don't Betray Original Owner's Generosity

To begin with, selling the property for profit would be a betrayal of the original owner. Sandra Lolligrand sold the land below market value to the city with the clear intent that it would be a park. Unfortunately, Ms. Lolligrand did not make the legal documents clear enough to bind the city to this decision. If she had known city officials intended to buy her land, hold onto it, then sell

it for three times as much, surely she would have done that herself. The city should honor the civic-mindedness of Sandra



Sandra Lolligrand sold the land below market value to the city with the clear intent that it would be a park.

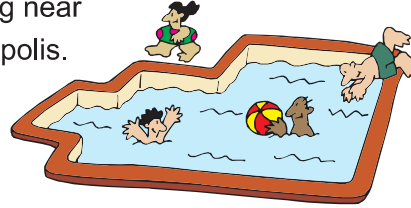
Lolligrand. Not doing so will go against every principle city officials have based Metropolis' government on since its founding.



Honor Promise to Annexed Residents

Finally, within the past five years, the city has been using the promise of the park to get people living near the city limits to agree to be annexed into Metropolis.

Annexation brings with it several benefits. One of these is a world-class, city-operated parks-and-recreation system. Not delivering on this promise would also cast city officials in a dishonorable light. Again, they would be betraying the city's founding principles.



The city promised a world-class, city-operated parks-and-recreation system to encourage people to move there.

When the city of Metropolis became a city more than 50 years ago, officials campaigned on the promise to be the voice of the people and represent them honestly. If the promise they made to newly settled residents of Metropolis is not kept, present-day officials are indeed betraying the democratic principles the city was founded on.



Practice

Use the words from the **Examples of Context Clues** chart on the previous page. Match each **meaning** with the correct **word**. Write the correct letter on each line.

Meaning

- C 1. shyness
- D 2. thrifty
- A 3. improved
- B 4. lighthearted, carefree
- F 5. self-seeking flatterer
- E 6. evil

Word

- A. ameliorated
- B. blithe
- C. diffidence
- D. frugal
- E. nefarious
- F. sycophant



Practice

Write a **short definition** for the bold word. Use the **context clues** from each sentence to help you.

1. Ella certainly appreciated Philip's praise, but she saw nothing **meritorious** in simply doing her duty.

meritorious: Deseving great praise

2. If you try to **intercede** in the fight between Roy and Caroline, you will only make matters worse and they will be angry with you.

intercede: to act in behalf of someone in trouble

3. I can usually forgive the **callow** showing off of my classmates, but not by someone older than my father.

callow: someone who is immature

4. Our teacher **abominates** cruelty of any kind and is quick to discipline students who mistreat their classmates.

abominates: to hate

5. I will miss my favorite television program because it will be going on **hiatus** after only six episodes.

hiatus: to cease being broadcast for a period of time



6. We stayed in the hurricane shelter, waiting for a **cessation** in the howling winds and pelting rain.

cessation: a temporary or complete stopping

7. Damon's **scathing** comments about dumb blondes sent Marilee running from the room in tears.

scathing: bitterly severe

8. Karin meant well, but her attempts to apologize were tactless, clumsy, and **gauche**.

gauche: not marked by ease. ex: awkward, clumsy

9. Among those pale, sallow people, Ruben's **florid** complexion stood out like a flashing sign.

florid: very flowery in style

10. I do like my steak well done. However, Dad **scorched** mine and it tasted like leather.

scorched: burn by heat



Practice

Choose the best **definition** for the **bolded word** in each sentence. Use the **prefix** and **root word** of each **bolded word** to **determine its meaning**. Circle the letter of the correct answer.

- The rent on the apartment must be **prepaid** before you are given the key.
 - paid monthly
 - paid in advance
 - paid by check
 - paid independently
- After inspection, we found that all of our contracts with our suppliers were **inaccurate**.
 - complicated
 - usually accurate
 - very accurate
 - not accurate
- Reggie received an **intramuscular** injury to his arm during the last baseball game.
 - within the muscle
 - beneath the muscle
 - across the muscle
 - outside the muscle
- The postman had a physical checkup **annually**.
 - twice a year
 - every month
 - every year
 - every two years
- The **transatlantic** cable was damaged somewhere between North America and Europe.
 - within the continents
 - across the Atlantic Ocean
 - under the continents
 - on the Atlantic Ocean



6. The **pregame** pep rally was held at 2:30 p.m. in the gym.
- a. against the game
 - b. during the game
 - c. after the game
 - d. before the game
7. The United States **exports** food to many countries.
- a. makes clear
 - b. sends out
 - c. tries out
 - d. joins together
8. The factory employees were **dismissed** because of poor work.
- a. sent to work
 - b. sent away
 - c. went for training
 - d. sent within
9. Many students wanted a paper published **bimonthly**.
- a. every two months
 - b. every two days
 - c. twice a month
 - d. every three months
10. Stan thought his best friend's furniture was **mismatched** and looked weird.
- a. perfectly matched
 - b. in need of repair
 - c. not matched
 - d. old



Practice

Each week, choose a special **prefix, suffix, or base word**. Use this list as you read your assignments. Make a **list of words with your chosen word part** (prefix, suffix, or base word). Write a **definition** for each word. Do this by using your knowledge of the meaning of the word part and any **context clues** that are provided. Check your definition with a **dictionary**.

Word Part _____		Week Ending _____	
Words	Context Clues	Definitions	
1. deduce _____	1. away from _____ _____ _____	1. _____ _____ _____	
2. disbar _____	2. apart _____ _____ _____	2. _____ _____ _____	
3. excavate _____	3. out of _____ _____ _____	3. _____ _____ _____	
4. fearlessly _____	4. manner of _____ _____ _____	4. _____ _____ _____	
5. cheeky _____	5. tend to _____ _____ _____	5. _____ _____ _____	



Precise Language: Using Specific Words to Convey Exact Images and Feelings

Like any fine craftsmen, skilled writers know exactly which tool to use for each job. Words are writers' tools. Therefore, these word craftsmen know how to use these tools effectively. Good writers know what words to use to make their readers feel sad, angry, fearful, or joyful. They also know which words will paint exact images in their readers' imaginations. Look at the following examples.

Victoria noticed the woman sitting at the next table.

The sentence is simply stated and gives only two facts.

- Victoria saw a woman.
- The woman was sitting at the table next to Victoria.



Victoria noticed...

However, we know little about the woman sitting there. Is she young, elderly, well dressed, tired? Also, what does Victoria feel as she looks at the woman? We have absolutely no clues about the significance of this incident.

Now read the same sentence, rewritten with precise *verbs*, *nouns*, *adjectives*, and *adverbs*.

Victoria gazed admiringly at the stylish young woman sitting at the next table.



Victoria gazed...

Obviously, Victoria is impressed with the woman's dress and manners. The words *gazed*, *admiringly*, and *stylish* help you know this. These words give an favorable feeling to the sentence.

Look how the meaning changes when we change the words.

Victoria glared at the loud, obnoxious woman at the next table.

Here, the words create a completely different scene. Obviously, Victoria is *not* impressed with the woman. The words *glared*, *loud*, and *obnoxious* tell us this. Here, the writer's words convey an unfavorable feeling.



Victoria glared...



Many words in our English vocabulary have two meanings. All words have *denotive* meanings. The **denotation** of a word is its literal meaning, or the exact definition you find in a dictionary. Many words also have connotative meaning. **Connotations** are meanings that readers associate with particular words. Using words that are emotion-filled gives the author control of his or her work. Some words create positive or *favorable connotations* and some create negative or *unfavorable connotations*. For example, if you say someone is *relaxing*, it sounds favorable; however, if you say the person is *loafing*, it sounds unfavorable. Using precisely the right words creates the exact images in the readers' thoughts the writer wanted to be there. Such words serve the same purpose as different colors for a painter.

As you read, pay special attention to the nouns, verbs, adjectives, and adverbs writers use. These specially chosen words give you clues to meaning.

Quick Review

- **Nouns** name a person, place, thing, or idea.
- **Pronouns** are used instead of a noun to name a person, place, thing, or idea.
- **Verbs** express physical action, mental action, or state of being or tell what the subject of the sentence is, has, does, or feels.
- **Adjectives** modify or tell something about a noun or pronoun.
- **Adverbs** modify or tell something about a verb, adjective, or another adverb.

Let's practice using specific words. This will give you some insight into how good writers use the tool of language.



Defining Words or Phrases: Literal and Figurative Language

Many of the words or phrases we read are intended to say exactly what they say. If we are reading directions on how to fix a flat tire, we

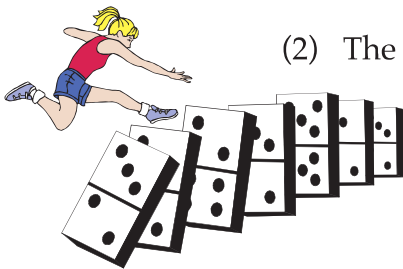
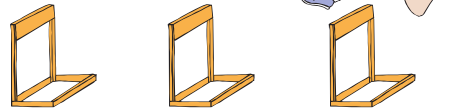


might find the following sentence in the manual: “Turn the lug nuts counterclockwise.” If we want to get the wheel off, we would do best to follow the language exactly as it reads. Similarly, if we ask someone for directions and he tells us to drive west, we would do best to drive west as it appears on a compass or map.

When language is intended to mean exactly what it says, the language is called **literal language**. We use *literal language* all the time, especially when our purpose is to convey information, explanations, or directions. You will find a literal meaning of a word if you look in the dictionary for a definition. Literal language uses words for their exact, direct meaning.

Literal language is used in every kind of reading you will do. However, in some kinds of writing literal language is mixed or combined with **figurative language**. *Figurative language* is used to help readers *see* something special or *feel* a particular way. It is often used to make a comparison between two things. For example, compare the following two descriptions of a series of hurdles on a running track:

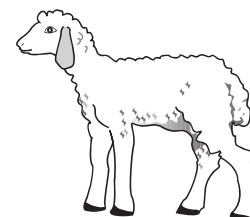
- (1) The hurdles were placed one after the other at five-yard intervals.



- (2) The hurdles looked like giant dominoes standing one after another, so that if the first one were tipped, every one thereafter would come slamming down.



In the first example, literal language describes the hurdles in a direct way. It uses no comparisons and the language means exactly what it says. In the second example, figurative language is used to *compare* hurdles to dominoes. This comparison tries to turn on the readers' senses so they can see and possibly hear something in a vivid way. Figurative language makes ideas leap off the page for readers. You will find figurative language in cartoons, poetry, tall tales, and other literature. You will also find figurative language in songs and nursery rhymes—*"My love for you is as deep as the ocean," "...like a diamond in the sky," "Mary had a little lamb, his fleece was white as snow."*



You also use figurative language daily, maybe even hourly. Someone asks you how you feel, and you answer: "I slept like a *log*." You use figurative language to make your points and experiences more vivid: "Drawing fingernails across the blackboard makes my skin *crawl!*"



Common Types of Figurative Language: Similes, Metaphors, Personification, and Onomatopoeia

There are many different types of figurative language. Three of the more common types are **similes**, **metaphors**, and **personification**.

Similes

A *simile* uses the word *like* or *as* to make a comparison between two different or unlike things.

Simile: One can never be ashamed of his own people when he knows that they have dreams *as beautiful as white snow on a tall pine*.

Simile: She went after her dreams *like a bear after honey*.



In the first example, Tom Whitecloud uses *as* to compare “dreams” to “white snow on a tall pine.” When you read a simile such as this one, let your imagination play. You might, for example, remember having seen the image of soft, white snow high above—how pure the snow looked and how it seemed weightless, almost floating. It seemed to carry your thoughts above the routine of daily life. The second example of a simile makes us feel how persistently the girl pursued her dreams.

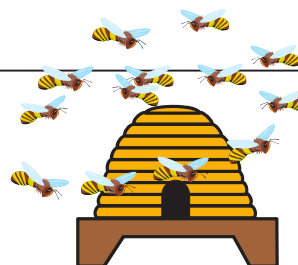


Metaphors

A *metaphor* says one thing *is* another thing or compares two different or unlike things *without* using the words *like* or *as*.

Metaphor: Downtown is a congested beehive.

Metaphor: The fog was a heavy, wet blanket preventing us from seeing a view of the beach and water.



Note that in the two examples of metaphors above, comparisons are made without the use of *as* or *like*. In the first example, the writer says downtown is *a* congested beehive, not that it is *like* a congested beehive. In the second example, the writer doesn't say the fog is *like* a heavy, wet blanket but that it is one.

Similes and metaphors are comparisons to make a point. These *figure of speech* are not to be taken as *literal language*. The writer uses the words to describe and create images so that the reader sees something special or feels a particular way. These *figures of speech* are not to be taken as *literal language*.



Personification

Personification gives human qualities to lifeless objects or ideas. Read the examples below.

Personification: The white line of the lake ends at a black forest, and above the trees *the blue winds are dancing*.

Personification: The traffic *crawled almost to a stop* when every radio station announced peace had been declared and the war had ended.

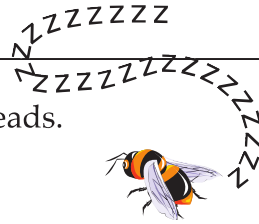
Winds cannot dance and cars cannot crawl. However, the reader understands that the writer is indicating that the winds are gently blowing, making the leaves move in a way that looks like dancing. Similarly, the cars described in the second example are barely moving. Personification allows the reader to see ideas and objects in new ways.

Onomatopoeia

Onomatopoeia appeals to readers' imaginations by using words that sound like their meanings. It is used to create effects and reinforce meaning. Some examples of *onomatopoeia* are *ooze*, *slurp*, *thud*, *splash*, and *sizzle*. Read the following examples.

Onomatopoeia: The bees *buzzed* around our heads.

Onomatopoeia: He *twanged* his guitar.





Reading Literal and Figurative Language: Noticing the Difference

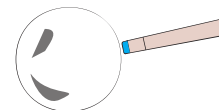
As a reader, you will often run into a mix of literal and figurative language. A writer may be using literal language to describe the way we hear music, for example. He may be writing about how music makes molecules spin in a certain way. When those molecules reach our ears, our ears translate those spinning molecules into the beautiful sounds of music. Now imagine that right in the middle of this literal description, the writer wants to make a point in a particularly vivid way. Read the two paragraphs below to see how the writer switches from literal to figurative language.

The molecule of sound coming from the orchestra bounces into another molecule and gives it spin. That molecule bounces into another and gives it spin. On and on it goes until the last molecule enters your ear. This whole process *is like a wave in the ocean*. One wave passes its energy on and creates another wave. This next wave then passes its energy on and creates a third wave. On and on it goes, each wave passing energy along, until the final one crashes onto the beach. What finally washed across your toes as you stood on the beach was not the water from a wave that started way off on the horizon. It was the energy from that far-off wave.



The molecule of sound coming from the orchestra bounces into another molecule and gives it spin.

Another way to understand how one molecule of sound bounces into another, and then another, until the final one enters your ear, is to think of a very long pool table. You are at one end of the pool table and your friend is at the other end. On this pool table are a long line of balls. Your friend rolls the first ball into the second ball. The first ball stops and the second ball keeps rolling, until it hits the third ball. The



That last ball has been powered by the energy imparted to the very first ball and then passed all the way along to the last ball.



second ball then stops and the third ball rolls into the fourth ball. On and on it goes, until the very last ball rolls to you. That last ball has been powered by the energy imparted to the very first ball and then passed all the way along to the last ball.

The writer switches from literal language to figurative language when he uses the simile of a *wave in the ocean* to draw a vivid comparison between *sound* waves and *water* waves. He also uses the comparison of a long line of pool balls to sound molecules to help you vividly see how sound works. The point to remember is that when you are reading, be prepared to stop, translate, and appreciate figurative language. Figurative language will help you see old things in new ways and see the familiar in something that is strange. Of course, the first thing you must do is to recognize figurative language when it appears. The following practices will improve your skill.



Evaluating What You Read: Separating the Valid from the Invalid

Much of what you read has been written by people who hope to convince you that one particular opinion, idea, or commercial product is better than another. Many of these writers are quite skillful with words. For this reason, you must learn to evaluate reading materials in order to determine whether the content is reliable or unreliable.

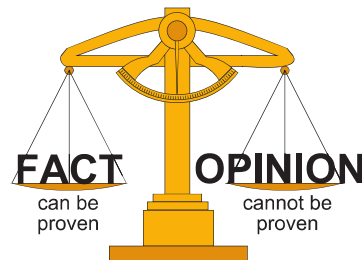
In order to evaluate a piece of writing, you must decide whether what is being said is true or not. You must rely upon the knowledge and experiences you bring to each reading assignment to help you make this determination. Often, you can easily tell if a writer has misrepresented or misinterpreted information. If, for example, you see someone misquote a well-known author, the information is not valid.

However, usually writers are more careful in reporting information. They are also usually very skillful in stating their opinions. Telling the difference between fact and opinion can be difficult.

Fact or Opinion: Scientific Evidence or Personal Belief

Everything that you read, both creative and informational material, contains facts and opinions. A *fact* is a statement that can be proven true or false. “The state of Texas raises more cattle than any other state in the nation” is a statement of fact—“The state of Texas is the most beautiful state in the nation” is not a statement of fact—it cannot be proven.

An *opinion* is a statement of what someone believes to be true but cannot prove. Very often, opinions describe someone’s emotions or reactions to an event or idea. Opinions often are based on someone’s personal experience rather than scientific evidence or a provable fact. Often, opinions are signalled by certain words such as *I feel*, *I think*, or *in my opinion*. Judgement words such as *best*, *most beautiful*, and *most talented* also signal opinions. However, authors sometimes state opinions as if they are facts, just as we do in real-life conversations. For example, how many times have you heard statements such as the following? “Melissa is snobby.” “That test was unfair.” “Strawberries are the best!”





More than likely, Melissa’s parents and best friends do not think she is snobby; students who studied hard for the test found it fair; and certainly there are people who do not enjoy eating strawberries.

The following chart will help you evaluate your reading. When you evaluate an article or piece of reading to determine whether it is valid, you are, in a way, putting it on trial. You are asking whether it should be believed. You act as the jury who will declare whether this article or essay uses facts and evidence to support its claims and opinions. Be careful: A skillful writer can make us believe something by playing on our emotions or appealing to our **biases** or preconceived beliefs and attitudes toward or against something.

Therefore, as you read, ask yourself the following questions in order to evaluate the validity or soundness of the material.

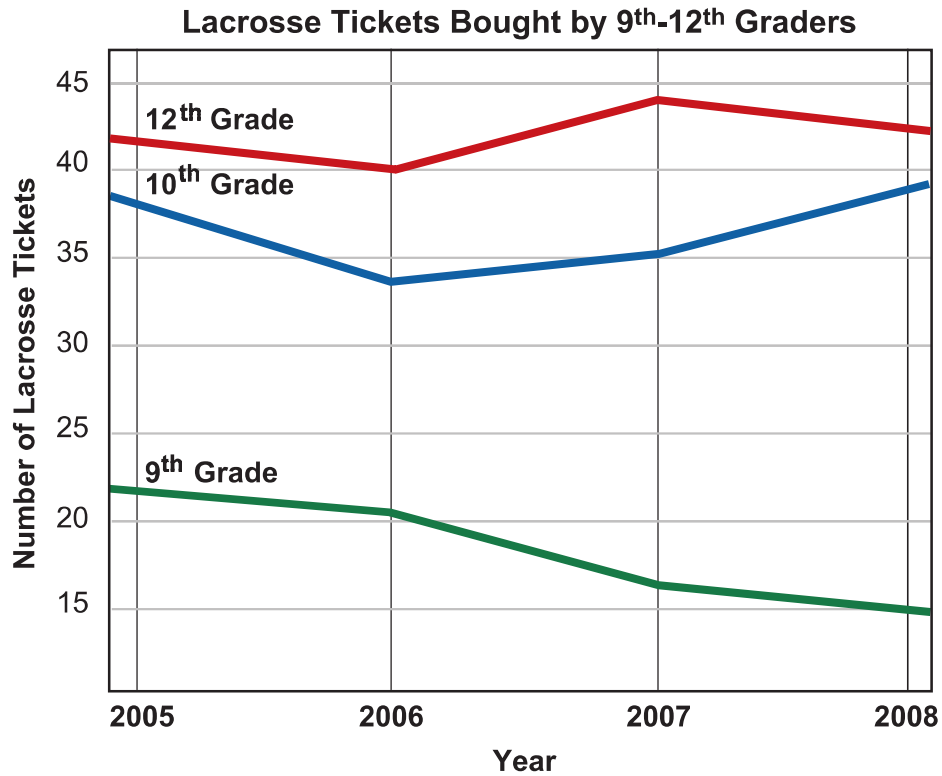
Evaluating Something You Are Reading

- 1. What is the author's purpose in writing?**
 - Is the author trying to convince you to change your mind about something?
 - Is the author angry about an injustice and hoping to have this injustice corrected?
 - Is the author attempting to sell or promote a product or idea?
- 2. Is it clear which statements are facts and which statements are opinions?**
 - How do these statements compare to what you already know?
- 3. What facts does the author use to support or justify his or her opinions?**
 - Do the facts or evidence the author uses justify his or her opinion?
- 4. What techniques does the author use to convince you of his or her point of view?**
 - Does the author appeal to your vanity?
 - Does the author assume that the reader has certain biases and prejudices?
 - Does the author emphasize or leave out important facts in an effort to influence your thinking?
- 5. How effective are the techniques the author uses?**
 - Do you feel inclined to agree with his or her argument?
 - Do you feel insulted or angry in any way because the author assumed you possessed certain biases or opinions?
 - Has the author touched on certain likes, dislikes, or fears that you have about a certain subject?



Practice

Use the **line graph** below to answer the following.

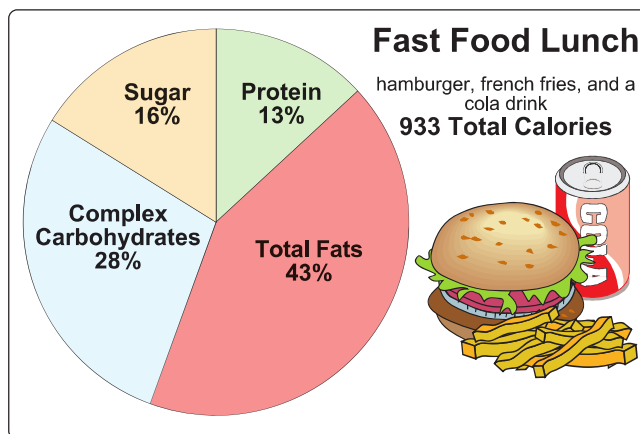


1. Which grade consistently bought the most tickets? 12th
2. How many tickets did 10th graders buy in 2007? 35
3. When did 12th graders buy the fewest tickets? 2006
4. What seems to be the trend in buying tickets by 9th graders? with each year they brought less and less
5. Which grade bought 17 tickets in 2007? 9th



Practice

Use the pie graph below to answer the following.



1. Which nutrient makes up the greatest portion of this lunch? total fats.....

2. Which one makes up the least? protein

3. What percent of the total meal is comprised of protein? 13%

4. Which is the second most abundant nutrient? complex carbohydrates

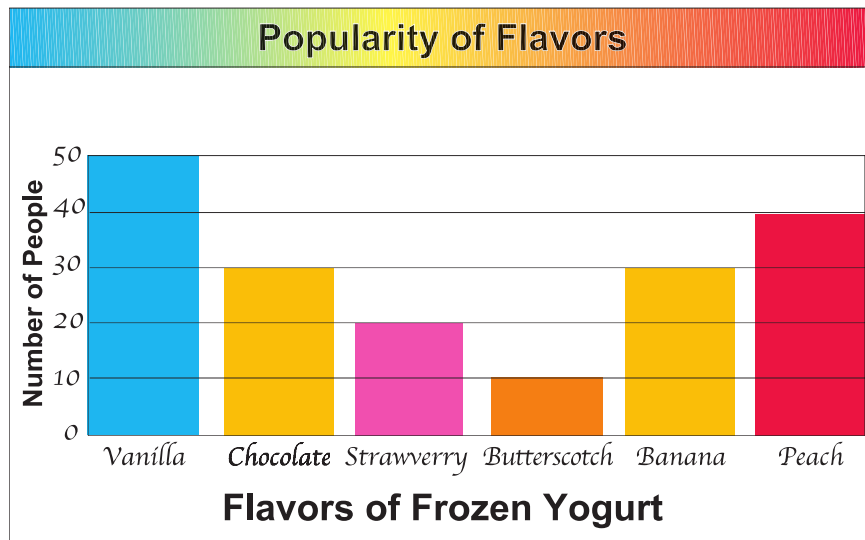
5. Which nutrient is almost as abundant as protein and complex carbohydrates combined? total fats.....

6. What general observation can you make about the typical fast food lunch from reading this pie graph? 43%



Practice

Use the **graph** below to answer the following.



1. Which flavor is most popular? vanilla
2. Which flavor is least popular? butterscotch
3. Which two flavors received the same number of votes? chocolate/banana
4. How many more people like vanilla frozen yogurt than chocolate?
20
5. Which flavor is only half as popular as peach frozen yogurt? strawberry
6. How many people like banana frozen yogurt? 30