

CHAPTER 29: Reading Strategies and Selections

Answer Key

READING 1

VOCABULARY AND COMPREHENSION

1. What is the meaning of *muster* in paragraph 6?

- a. To summon up or create
- b. To gather
- c. A yellow sauce

2. What three reasons does Tan give for her embarrassment when Robert comes for dinner? Use your own words.

Answers will vary.

Her relatives are noisy. Her relatives lack American eating manners (they lick their chopsticks, etc.). The Chinese food is strange for her guests. She thought they had a shabby Chinese Christmas.

3. What lesson was the author's mother trying to teach her?

The mother was trying to teach the author to be proud of her heritage and to accept who she is.

4. On the surface, Tan's purpose is to entertain, but what is her deeper purpose?

The author's deeper purpose is to persuade readers that they should feel proud of who they are.

5 & 6. *answers will vary*

GRAMMAR LINK

7. *Answers will vary*

fall–fell

throw–threw

find–found

bring–brought

see–saw

know–knew

READING 2

VOCABULARY AND COMPREHENSION

Answers will vary.

1. In paragraph 10, Angelou says, "I had had help in the child's conception, but no one could deny that I had had an immaculate pregnancy." Why does she call her pregnancy *immaculate*?

The author refers to her pregnancy as immaculate because she feels that she did not have any help during her pregnancy and dealt with everything alone.

2. How does Angelou's family react to the pregnancy?

They take the news well, as if it were an ordinary occurrence.

3. In paragraph 11, the author says that she was afraid to touch her own baby. Why did she feel this way?
She was afraid of hurting the baby.

4. Were her fears well-founded? Why or why not?
No. She recounts an incident in which the baby was sleeping beside her, and her instincts helped her protect him.

5. What does the reading suggest about becoming a parent?
The author seems to make the point that parenting will come naturally.

GRAMMAR LINK

6. The author uses quotations in her narration. How do the quotations enhance the story?
Quotations give a better idea of how the characters lived, spoke, and reacted.

7. Angelou uses the following vivid verbs. Look at the verbs in the paragraphs. Then write two or three synonyms next to each verb. *Answers will vary.*
whirled (paragraph 9) dashed, rushed, visited
handled (paragraph 11) held, cradled, managed
dreaded (paragraph 11) feared, stressed about, worried about
begged (paragraph 13) pleaded, whined, demanded

VOCABULARY AND COMPREHENSION

1. Using context clues, define bemoan as it is used in paragraph 3.
complain

2. Underline the thesis statement of the essay. Remember that it may not be in the first paragraph of the text.

3 *For the past nine years, since I was fifteen years old, I have attended countless fashion shows. I was initially an up-and-coming modeling agent sneaking into the shows through back doors. I eventually became established, and I was officially invited to sit among the fashion elite. "Ben, you're so lucky," my friends bemoan, "going to fashion shows and meeting the models. It must all be so glamorous." They plead to be invited just to one show. Just to meet one model. Just to be glamorous, too. That sad truth is that I have always found fashion modeling to be a tragic and demeaning experience.*

3. How does the writer support his point that modeling is demeaning?
He gives many anecdotes. Designers publicly criticize and fire models who gain weight.

4. How does life in the modeling industry affect the models?
They become obsessed about weight and appearance, they lose their self-confidence, they lose their passion and interest for anything outside of modeling and body weight, and they may develop eating disorders.

5. What is the main problem that Ben Barry identifies in the fashion industry?
The modeling industry promotes an extremely thin body image that is not realistic.

6. What solution does Barry suggest to help solve the problem?
He suggests that fashion shows hire models of all ages, sizes, and colors.

GRAMMAR LINK

7. In the first sentence of paragraph 3, the author writes *have attended*, using the present perfect form of the verb. Why does he use the present perfect instead of the simple past (*attended*)?

The repeated action has been going on for the past nine years.

8a. In paragraph 3, the writer uses sentence fragments, which are incomplete sentences. Correct the fragments.

They plead to be invited just to one show, just to meet one model, and just to be glamorous, too.

8b. Why does he use sentence fragments in paragraph 3?

He uses fragments to emphasize the reasons why people want to attend fashion shows.

9. In the second sentence in paragraph 4, why does the word *models'* have an apostrophe after the final *s* rather than before the final *s*?

When the noun is plural, the apostrophe must be placed after the s.

READING 4

For Marriage

Kirsteen Macleod

1 British medical student Kirsteen Macleod is a member of the Cambridge debating team. She wrote this argument essay as part of a debating competition in which she had to defend the institution of marriage.

Marriage is arguably losing its appeal, claim many social scientists and tabloid journalists. With one out of every three marriages ending in divorce, the institution of marriage as a religious and legal bond may be considered outdated in today's society. Cohabitation is no longer unacceptable; indeed, it is commonplace among the youth of today, and illegitimacy no longer carries a social stigma. However, the marital bond helps maintain a stable family environment.

2 Just because some marriages may fail, it does not mean that we should give up on an ideal. Marriage statistics show that one out of three marriages is a remarriage; therefore, such statistics actually suggest that people continue to have faith in marriage as an institution. We are frequently disillusioned by the criminal justice system when it fails, but we support the principles it upholds in society. The same can be said for marriage.

3 Furthermore, marriage is still important because it presents a rational view of what a loving and committed relationship is. Passionate love is **transient**, so it is important to have a foundation that holds couples together. True love includes friendship, support, trust, and commitment, and it is more lasting than feelings of passionate love.

4 Legally, marriage represents a solid and protected base for both parties, whereas cohabitation does not. Marital laws provide financial protection for a surviving spouse after the death of the partner. In addition, if a couple does decide to separate, each partner gets a fair share of the marital property and access to the children. Most importantly, spouses may decide to work harder at the relationship because they are bound together by a legal as well as an emotional contract.

5 Marriage as an institution still retains its validity. It provides families with stability, especially regarding the children's welfare. Spouses are more protected financially when they are legally married than when they simply live together. Because marriage is a socially recognized symbol of love and commitment, we should continue to support it.

READING 5

Against Marriage

Winston Murray

College student Winston Murray attacks the institution of marriage in the next argument essay.

1 My friends Donna and Doug want a fairy-tale wedding. They believe that marriage will provide them with a lifelong partner. They hope to live happily ever after in their dream home with their two children and their dog. However, it is not necessary to get married to have a committed, long-term relationship.

2 A marriage certificate does not guarantee that a relationship will be happy and long lasting. One out of three marriages ends up in divorce, and married partners often take each other for granted and feel trapped. Cohabiting partners, on the other hand, choose to be together. Indeed, many cohabiting couples have stronger and longer-lasting relationships than married couples. If one partner does not hold up his or her end of the relationship, the other partner can simply leave. Thus, cohabiting partners often treat each other better than married partners do. Ultimately, if people want to be together, they do not need a piece of paper to unite them. If they want to split up, the formal bond of matrimony simply creates a longer and more painful separation process.

3 Couples do not need marriage to provide children with a stable home environment. Actors Goldie Hawn and Kurt Russell have had a common-law relationship for over twenty years. Together, they have raised Goldie's two children, Kate and Oliver, and they have had one child together. They claim that they are as devoted to each other and to their children as any married couple would be.

4 Moreover, there are laws that protect couples who live together. If a separated couple has children, for example, both partners are legally responsible for the financial support of the children. Also, many jurisdictions have laws protecting the property rights of common-law spouses. In fact, fifteen states recognize common-law relationships and accord them the same rights and obligations as legal marriages.

5 Finally, weddings are expensive and extravagant affairs that indebt families for years to come. Parents of the bride and groom often take out second mortgages to give their children the ideal wedding. After paying for the wedding dress, they must pay for the reception hall, flowers, music, catering, and limousines to have a one-night party. Common-law couples are under no obligation to have an expensive ceremony. They can, if they choose, celebrate their partnership, but they do not have societal pressure to put on an elaborate affair.

6 Marriage is an old-fashioned institution that no longer needs to be protected or supported. It is extremely expensive to have a wedding, and it is also costly to get a divorce. Common-law relationships are now socially acceptable and popular. Therefore, if you plan to have a long-term relationship, consider having a common-law partnership.

VOCABULARY AND COMPREHENSION

1. What introduction style does Macleod use in Reading 4?

- a. Anecdote c. Historical
b. General d. Contrasting position

2. What introduction style does Murray use in Reading 5?

- a. Anecdote c. Historical
b. General d. Contrasting position

3. Underline the thesis statement in each essay.

4. Write two different terms that mean the same thing as “living together without marriage.”

cohabitare, to live common-law

5. In Reading 4, paragraph 1, the author says that “illegitimacy no longer carries a social stigma.” What does the author mean? Rewrite the sentence using your own words.

She means that being born to unmarried parents is now socially acceptable.

6. Make two columns, and list the main arguments in each essay.

“For Marriage”

Many people remarry,
suggesting that most people
believe in the marital
institution.
Marriage promotes the model

“Against Marriage”

Being married does not
guarantee a happy, long-term
relationship.
Common-law couples can
provide stability for their

of a committed relationship.
Marriage provides legal rights
and obligations while
cohabitation does not.

children.
Laws protect people who live
together.
Marriage ceremonies are too
expensive.

7. In your opinion, which essay argues more convincingly? Why?
Answers will vary.

8. At one point, both authors use the same point to justify one of their arguments. Which point is it? How does each author interpret the information?
Both authors use the legal argument. Both argue that laws protect the couple. However, in Reading 4, the author argues that married couples are better protected than unmarried couples. In Reading 5, the author argues that laws protect common-law couples in many states.

GRAMMAR LINK

9. Underline at least five transitional words or expressions in Reading 5. Look for words that appear at the beginning of sentences. For example, in paragraph 1, However is a transitional expression.

a. How are the transitional expressions punctuated?

They are followed by a comma.

b. What purpose do transitional expressions serve?

They link ideas and make them flow smoothly.

READING 6

The Appalling Truth

Dorothy Nixon

Dorothy Nixon, a freelance writer, has written for Salon.com, Chatelaine, and Today's Parent magazine. In the next reading, she discusses the issue of television addiction. As you read this illustration essay, notice how the writer also uses elements of narration, description, and comparison and contrast.

1 Technology changes us. With the invention of the clock, we have lost the ability to live in the present. The telephone has made us slaves, in the Pavlovian sense, to a ringing bell. With the advent of television, we all moved indoors, leaving the streets empty and clear for the criminal element, and we left our minds open and susceptible to the mash served up on the screens.

2 As a mother and very serious media watcher, I am as troubled as anyone about the violent and sexist content on television. But were television wall-to-wall PBS type programming, without commercials, I would be just as concerned. I just don't like what it is doing to my family. It has become some kind of oracle—never mind McLuhan's "electronic fireplace"—it commands all of our attention, and we don't listen to each other: husband to wife, parents to

kids, or kids to parents. It is with this in mind that I suggest to my husband that we ban the tube from the house, on an experimental basis, for, say, about a year.

3 “No way!” he says.

4 “Why not?” I ask.

5 “Because it would be hypocritical,” he deftly answers. “We both work in the TV industry.”

6 “You work in TV. I don’t,” I counter.

7 “Well, you like to criticize TV for the local paper. How can you criticize something you don’t watch?”

8 “Good point. I just don’t like what that thing is doing to our family,” I continue. “It’s noisy. It jangles the nerves. It’s like a drug. It’s addictive. With satellite TV, we watch anything, even those stupid reality shows and retro shows like *Mr. Ed*. That show is about a talking horse, for heaven’s sake. It was my favorite show when I was 8! We used to read thoughtful books like *1984*; now we watch *24*. Besides, the stupid contraption keeps us from doing what human beings are really supposed to be doing.”

9 “What’s that? Foraging for nuts and berries?” My husband, the TV junkie, sees nothing wrong with the boob tube: “I grew up on TV, and I’m no psycho.”

10 If my husband had his way, there would be a TV in every room. And they would all be tuned into *24*, twenty-four hours a day. And, I must admit, there are times when I have felt that the only interests we have in common are the *Sopranos* or *CSI*. In the early months of my first pregnancy, we would cuddle together on the couch like two spoons, and I would fall asleep, head cradled in his lap, eyes on the tube. Togetherness.

11 But now we are like two channel-zapping zombies. “You know, they say that spending time together in front of the television does nothing to enhance a relationship,” I tell my now bleary-eyed husband, trying to make him feel guilty. It’s a war of attrition, and it is working, sort of.

12 “OK. Two weeks,” my husband relents. “We’ll try no TV for two weeks. That’s all. But you tell the kids.” We have two boys, Andrew and Mark, seven and four. They kick up a huge fuss when I tell them that our tiny bungalow has been unilaterally declared a TV free zone. Now it is their turn to try to make me feel guilty. They hang their pathetic little heads in genuine mourning as they watch their dad reluctantly disconnect the enormous tangle of wires enabling the miracle of modern home theater in our suburban castle. And am I feeling guilty? No way! I stand tall and victorious in our living room, the protector of my children.

13 That evening, we read our children books, sing them songs, and tuck them in for the night. I go to bed with that Margaret Drabble I have been using as a giant paperweight for the past year, and my husband snuggles up with Stephen King.

14 Two days pass. The kids have finally stopped complaining about their terrible loss. In fact, they do not appear to care at all, anymore. They have found other more interesting things to do. I, on the other hand, am suffering

from a mean case of withdrawal.

15 “It’s *The Office* night, and it’s the only show I like. Do you think maybe you can bring the TV up for just this show?” I ask my husband, who happens to be down in his workroom drilling a hole into a six foot piece of plywood for no apparent reason. “We’ll keep the sound really low” (because kids can hear hypocrisy even in their sleep).

16 “Why don’t you read, Ms. Literature Freak? You haven’t exactly been burning up the library shelves,” my husband sneers, rather condescendingly, as he stops to wipe some sawdust from his nosehairs.

17 “Well, that’s because I only read the best, and my brain’s too fried at the end of the day to read the best,” I answer, convincing even myself. (That has been my pat excuse for my intellectual lethargy since becoming a mother.)

18 My husband rolls his eyes and puts down the drill. There is no further argument from him. He happily carries the TV upstairs and reconnects the wires in no time. We sit back and laugh at the antics of Michael, Dwight, Jim, and Pam. The problem is, we do the same for *Lost* a few days later. And for *The Wire*, each night my husband clambering up the basement stairs with a twenty-inch Sony stuck to his face, and then stumbling down again thirtysomething minutes later, trailing his wires behind him.

19 Then there is the true test. Indeed, it is a real dilemma for us. A brand new episode of *Desperate Housewives* is airing, and the kids are still awake. What can we do? There is clearly no sleazy hypocritical way around this.

20 “I can always get a tape and watch it at work,” my husband, the news editor, smiles, taunting me once again. “You, on the other hand, will have to do without.”

21 It is a real dilemma. The hottest show on TV features four fortyish suburban women at various stages of freak out. Have I died and gone to heaven? My friends tell me the show is better than marriage therapy because their husbands love to watch it too.

22 So here are Stepford wife Bree, timid Susan, wacked out Lynette, and sexy Gabrielle who are forcing me to face a very real truth. It is not my kids. I am the real TV addict in my family.

VOCABULARY AND COMPREHENSION

1. Television “has become some kind of oracle” (paragraph 2). What does Nixon mean?

According to the author, in modern times, people turn to television for information and advice, so television has replaced the oracle.

2. Compare the author’s attitude toward television with that of her children.

The author worries that there is too much violence on television. She thinks that television programs are sexist and that television has become too important in her family’s life. However, the author is addicted to television. The author’s children are unhappy that

they cannot watch television. However, they are not addicted and get along fine without it.

3. What does Nixon learn about herself?

She learns that she is the TV addict, not her husband and children.

4. What is the significance of the title?

The author is “appalled” by the results of her experiment.

5. The author gives many examples to illustrate how hypocritical she is. List some of those examples.

Examples: Within two days of no TV, the author wants to watch The Office. She asks her husband to bring the television upstairs after the children are asleep. She does the same thing for other programs. She finds excuses for not reading.

GRAMMAR LINK

Answers will vary.

6. Choose five present tense verbs from the essay. Choose verbs that have irregular past forms. Then write the past and past participle of each verb.

Example: have–had

7. Underline all of the television show titles in the essay. Write a rule explaining how to write the titles of television shows.

Capitalize the letters of the main words, and put the title in italics (or underline it).

READING 7

VOCABULARY AND COMPREHENSION

1. What is the meaning of zealous in paragraph 7? Guess the meaning using context clues.

passionate and enthusiastic

2. What is Freed’s main point?

Cell phones are replacing cigarettes as an annoyance.

3. List five examples the author uses to support his main point.

Cell phone use is an oral habit. Cell phones pollute with noise instead of smoke. There is an anti-cell-phone lobby just like an anti-cigarette lobby. Also, many public places have no-cell-phone signs just like no-smoking signs. Cell phones are addictive.

4. What is the author's tone (his attitude toward the subject)?

- a. Serious c. Lighthearted
b. Cynical **d. Detached**

5. What can you infer, or guess, about the author?

Answers will vary.

GRAMMAR LINK

6. In paragraph 4, the author writes "Whaddya." What does this word mean?

Why does the author include an invented word in his text?

It means, "What do you." The author wants to demonstrate how people sound when they say these words.

7. Why does the author use dialogue in paragraphs 4 and 5?

He wants to add a vivid supporting point. Also, he wants to create a humorous tone.

READING 8

VOCABULARY AND COMPREHENSION

1. In paragraph 6, the author says, "As I came off the field at halftime, I knew that I might be benched." What does he mean by *benched*?

A player must sit on the bench at the sideline and is not allowed to participate in the game.

2. In paragraph 6, why does the author quote Winston Churchill?

The author was performing poorly during the game, and Churchill's words inspired him during a time of defeat. These words told him never to give in to defeat.

3. Explain how the coach's attitude toward Kemp changes during the Seattle Seahawks game.

Before the game, the coach is very supportive of Kemp. But when Kemp plays badly, the coach rejects him and does not talk to him for a month.

4. Why does Kemp reject the value system of his coach?

Kemp rejects the value system of the coach because it does not value the individual. Kemp believes that a good or bad performance does not equal a good or bad person.

5. Kemp tells a story about a specific event in his life. Retell the story in two or three sentences.

Possible answer: Jeff Kemp plays a bad football game and is rejected by his coach. From this experience, he learns that people should be valued for their character and not for their performance.

GRAMMAR LINK

6. Look at the quotation in paragraph 3. Why is there a colon before the quotation? Explain the punctuation rule.

When a quotation is introduced by a sentence, put a colon after the sentence and before the quotation.

7. Underline an example of a simple sentence, a compound sentence, and a complex sentence. Why does the author use different types of sentences? *answers will vary*
He does this to give the essay sentence variety.

READING 9

VOCABULARY AND COMPREHENSION

1. In paragraph 10, what is the meaning of erodes?

- a. improves b. adds to c. slowly destroys

2. In your own words, state the writer's main point.

You can tell a lot about people's personalities by their humor style.

3. What is the difference between put-down humor and hate-me humor?

Using the former, people poke fun at someone else, while using the latter, they poke fun at themselves.

4. Which type of humor is the most positive? Support your answer with evidence from the text.

Laughing at life humor allows the person to look at the more positive side of life. According to the writer, this type of humor is good for the health.

5. How has contemporary society's attitude toward humor changed from ancient times?

Today, people believe that those with a sense of humor are happy, whereas the ancient Greeks believed that humor was a form of aggression.

6. The author uses different types of support to develop her ideas. For each type of support listed, find an example from the text.

expert opinion: Psychologist Rod Martin

example: Ellen DeGeneres, J.F.K., John Belushi, Chris Farley, Dave Barry

GRAMMAR LINK

7. There is a sentence in paragraph 2 that uses a semi-colon. Explain why the writer uses a semi-colon in this sentence.

The semicolon shows that she joins two related ideas.

8. Why does the writer use reflexive pronouns in paragraphs 4 (themselves) and 10 (oneself)?

The reflexive pronouns show that the action is being done to the person or people doing it.

VOCABULARY AND COMPREHENSION

1. Find a word in paragraph 4 that means pressured.

compelled

2. What do you know about the author?

The author is a young Muslim-Canadian university student.

3. Why does Mustafa choose to wear the hijab?

She believes that her body is private and does not want to be judged by her appearance; wearing the hijab also shows her devotion to Islam.

4. According to Mustafa, what does the hijab symbolize to non-Muslim North Americans?

They think that the hijab represents submissive women or Islamic militancy.

5. How does Mustafa define hijab? Give both the literal and symbolic meanings.

The hijab is a scarf that covers the head, neck, and throat. It symbolizes a woman's control over her own body.

GRAMMAR LINK

6. In paragraph 4, the first sentence uses the passive voice. Rewrite the sentence using the active voice.

Media images teach young girls that their worth is proportional to their attractiveness.

7. In the last sentence of paragraph 5, highlight the verbs that follow no one. Why does each verb end in s?

The verbs end in s because no one, an indefinite pronoun, is third-person singular.

READING 11

What It Feels Like to Walk on the Moon

Buzz Aldrin

On July 20, 1969, Apollo 11 landed on the moon. Astronauts Neil Armstrong, Michael Collins, and Edwin E. Aldrin, Jr. (also known as Buzz Aldrin) spent two and a half hours walking on the moon's surface. In the next essay, Aldrin describes that experience. As you read, notice how the author mainly uses description but also elements of process writing.

1 The surface of the moon is like fine talcum powder. It is very loose at the top. At a deeper level, a half inch or so, it becomes much more compact, almost as if it were cemented together. It seems that way because there are no air molecules between the molecules of dust.

2 When I put my foot down in the powder, the boot print preserved itself exquisitely. When I would take a step, a little semicircle of dust would spray out before me. It was odd because the dust did not behave at all the way it

behaves here on Earth. On Earth, dust is sometimes puffy or sandy. On the moon, the powdery dust travels through no air at all, so the dust is kicked up, and then it all falls at the same time in a perfect semicircle.

3 I am trying the best I can to put it into words, but being on the moon is just different—different from anything I have ever seen. To use the word alien would mislead people. Surreal is probably as good a word as I have. When I looked out the window of the lunar lander as we touched down, the sun was out, the sky was velvety black, the engine was shut down, and everything was silent. That was surreal.

4 When I was on the moon, there was very little audio around, only the sounds of my suit—the hum of pumps circulating fluid. But I didn't hear any amplified breathing inside my mask; that is a Hollywood contrivance. The name of the game on the moon was staying cool and not exerting too much so that I would never be out of breath.

5 If you remember the television images we sent back, you know that I was attempting to demonstrate different walking motions, going back and forth in front of the camera. I tried what you might call a kangaroo hop, and then I demonstrated how I needed a few steps to change direction because of the inertia that was up there. I found that the best way to move around at a fairly good clip was not by using a jogging motion—one foot, then the other—but rather by moving more the way a horse gallops: one-two, one-two, two steps in rapid succession, followed by a lope, followed by two more rapid steps.

6 And then there is the picture where I was standing next to the flag. I was leaning forward a good bit because of the center of gravity of the backpack that I was wearing. On the moon, it was sometimes hard to tell when I might be on the verge of losing my balance. As I leaned a little bit to one side or the other, I came in danger of falling. But it was easy to right myself by pushing down on the surface with my feet. The lunar surface is so easy, so natural, and so readily adapted to by any human being. The low gravity makes it very convenient to get around. It is really a very nice environment.

7 While we were on the moon, there was no time to savor the moment. It seemed as though what we were doing was so significant that to pause for a moment and reflect metaphysically was really contrary to our mission. We were not trained to smell the roses. We were not hired to utter philosophical truisms on the spur of the moment. We had a job to do.

8 I do remember that one realization wafted through my mind when I was up there. I noted that here were two guys farther away from anything than two guys had ever been before. That is what I thought about. And yet, at the same time, I was very conscious that everything was being closely scrutinized a quarter of a million miles away.

9 Everything and anything we did would be recorded, remembered, and studied for ages. It felt a little like being the young kid in the third or fourth grade who is all of a sudden asked to go up on stage in front of the whole school and recite the Gettysburg Address. And as he tries to remember the words, he has got gun-barrel vision. He does not see what is going on around him; he is focused on that particular task, conscious only of his performance. It

was like that but even more so. The eyes of the world were on us, and if we made a mistake, we would regret it for quite a while.

10 I guess, if I look back on things, there was one little moment of levity, a bit of unusual extemporaneousness. When the countdown came to lift off from the moon, when it got to twenty seconds, Houston said, “Tranquility Base, you’re cleared for liftoff.” And I said in response, “Roger, we’re number one on the runway.” Now comedy is the absurd put into a natural position. There was no runway up there. And there certainly wasn’t anyone else waiting in line to lift off. I was conscious of that, being first.

VOCABULARY AND COMPREHENSION

1. Find a word in paragraph 7 that means “to say.”

utter

2. In the introduction, Aldrin uses an analogy, or comparison of two things, to make the reader understand the situation. What is this analogy, and how effective is it?

The author compares the surface of the moon to talcum powder. This comparison is effective because he compares the unfamiliar with the familiar.

3. In paragraph 3, Aldrin describes the moonscape as *surreal*. What does he mean? You might try dividing *surreal* into the prefix and the main word.

Aldrin means that the moonscape was bizarre, or “unreal,” and had an unfamiliar quality to it.

4. What is the main point of paragraphs 5 and 6? *answers will vary*

The unique atmosphere affects the way humans walk and stand on the moon. The center of gravity is lower.

5. What does Aldrin mean when he writes in paragraph 7 that astronauts “were not trained to smell the roses”?

The author states that the astronauts did not have time just to enjoy the feeling of being on the moon. They had too many things to do.

6. What did Aldrin hear when he was on the moon?

He heard the hum of pumps circulating fluids inside his space suit.

7. Underline five descriptive phrases that best describe what it feels like to walk on the moon. *answers will vary*

GRAMMAR LINK

8. In the first sentence of paragraph 9, underline four main verbs and circle two helping verbs. Then explain which verbs in the sentence are active and which are passive.

The first verb is active, and the other three are passive

9. Why does the author use a semicolon in the second sentence of paragraph 4?
There are two complete yet related ideas, so a semicolon is necessary.

READING 12

VOCABULARY AND COMPREHENSION

1. In paragraph 5, what is the meaning of *scarcity*?

- a. shortage b. insufficient c. large amount

2. What is Martel's main argument?

Zoos are to animals what houses are to people. All of the animals' needs can be fulfilled in a zoo.

3. Martel compares a house and an animal's enclosure. What are the similarities?

Zoo enclosures, like houses, bring together the necessities in an enclosed space. There is an area for resting, for eating and drinking, for bathing, and for grooming.

4 and 5. *answers will vary*

GRAMMAR LINK

6. The next-to-last sentence in paragraph 2, beginning with "A biologically sound," has many commas. What rule could you write about the use of commas with a series of items?

Separate a series of items with commas. Place a comma before the final "or."

7. The first sentence in paragraph 6 contains the word *carefully*. Why do you have to spell *carefully* with two *l*'s?

When you add the suffix -ly to a word that ends in "l," keep the "l" of the root word.

READING 13

VOCABULARY AND COMPREHENSION

1. This text is written using what type of narrator?

- a. first-person b. third-person

2. Summarize the story answering *who*, *what*, *where*, *when*, *why*, and *how* questions.

Dave Barry and some friends spent the day fishing in the ocean off the Florida coast, hoping to relax and bond, when a member of the group caught a barracuda that was then eaten by a shark.

3. How many men were on the boat? six

How many boys were on the boat? four

4. Barry uses imagery to describe the events of the day. Give examples from the text of the following types of imagery.

sight: The hammerhead, its fin breaking the surface, zigzagged closer to Larry's barracuda, then surged forward.

sound: guys lunge out of the water, heave lobsters into the boat, burp, and plunge back in. CHOMP went the hammerhead

5. A simile is a comparison using *like* or *as*. Underline a simile in paragraph 3.

3 *The reason the grease got smeared everywhere was that four of the guys on the boat were ten-year-olds, who, because of the way their still-developing digestive systems work, cannot chew without punching. This results in a lot of dropped and thrown food. On this boat, you regularly encountered semi gnawed pieces of chicken skittering across the deck toward you like small but hostile alien creatures from the Kentucky Fried Planet. Periodically, a man would yell "CUT THAT OUT!" at the boys, then burp to indicate the depth of his concern. Discipline is vital on a boat.*

6. Why does Barry include dialogue in this text?

Dialogue makes the story more realistic and vivid.

GRAMMAR LINK

7. In paragraph 6, the writer uses the word *this* two times. Explain what *this* refers to each time.

The first "this" refers to the appearance of the barracuda. The second "this" refers to the knowledge that the barracuda had been in the spot where Barry and his friends had been swimming.

8. In paragraphs 10 and 14, Barry inserts direct quotations. Explain the rule for end punctuation when quoting someone.

Put a period, exclamation mark, or question mark inside the final quotation mark.

READING 14

How to Handle Conflict

P. Gregory Smith

P. Gregory Smith writes for Career World. In the next essay, he describes some steps a person can take to avoid conflict. As you read this process essay, notice how the author also uses elements of argument writing.

1 "Hey, college boy," Mr. Jefferson smirked as Ramon walked into the supermarket, "a lady just dropped a bottle of grape juice in aisle six. Do you think you could lower yourself enough to mop it up?" Ramon was seething inside as he grabbed the mop and headed off to clean up the spill. Ever since he told some of his co-workers that he had applied to the state university, Mr. Jefferson, the night manager, had teased and taunted him. As Ramon returned

to the front of the store, he remembered the presentation his guidance counselor, Mrs. Chang, gave last week on something called assertiveness. It is a way of standing up for one's rights without creating conflict. As Ramon walked toward Mr. Jefferson, the main points of the presentation started to come back to him.

2 Find the right time and place. Mr. Jefferson was talking with a customer when Ramon reached the front of the supermarket. Ramon waited until Mr. Jefferson was finished and then asked, "Can I talk with you in your office when you have a moment?" By waiting for the right time, Ramon was likely to have Mr. Jefferson's attention. Also, by asking to speak with him in private, Ramon reduced the chances that Mr. Jefferson would feel that he had to impress others, protect his reputation, or save face.

3 Maintain good posture, eye contact, and a relaxed stance. Before Ramon said the first word, he reminded himself of a few important things. If he wanted to stand up for himself, he would need to stand up straight! He knew that it was important to make eye contact. Ramon also knew the importance of relaxing his hands and keeping a comfortable distance from Mr. Jefferson. He did not want to appear hostile or threatening. Even though he was angry, Ramon reminded himself that he must speak calmly, clearly, and slowly in order to get his point across. If he let his anger creep in, he would probably get an angry or defensive response from Mr. Jefferson. Even worse, if he hid his feelings behind a quiet tone or rapid speech, then Mr. Jefferson would probably doubt his seriousness.

4 Use I statements. Mr. Jefferson closed the office door, folded his arms, and looked at Ramon questioningly. Ramon took a deep breath and began, "Mr. Jefferson, I really feel embarrassed when you call me 'college boy.' I like it a lot better when people call me Ramon. I don't mind doing my fair share of the dirty jobs around here," Ramon continued, "but I feel like I'm getting a lot more mop time than anyone else." By using a statement that began with I, Ramon was able to state his feelings honestly, without accusing Mr. Jefferson. I statements usually can't be considered false or cause an argument because they're simple statements of feelings.

5 Then introduce cooperative statements. Ramon said, "We used to get along fine until everybody started talking about me going to college next year. I haven't changed, and I'd like to go back to the way things were." Cooperative statements—or statements that connect you with the other person—create common ground for further discussion. They also serve as a subtle reminder that you share experiences and values with the other person.

6 "Remember that standing up for your personal rights, or being assertive, is very important," explains Betty Kelman of the Seattle University School of Nursing. "Standing up for your rights involves self-respect—respect for your rights and the other person's rights. Respecting yourself is the ability to make your own decisions involving relationships, how you spend your time, and whom you spend it with." Kelman also explains what assertiveness is not. "Standing up for yourself does not mean that you express yourself in an aggressive, angry, or mean way." She sums it up this way: "Think of

standing up for yourself as being in a win-win situation. You win, and they win.”

VOCABULARY AND COMPREHENSION

1. What are *cooperative statements* (paragraph 5)?

Cooperative statements use “we” and connect you with the person you are speaking to.

2. What introduction style does the essay have?

- a. Anecdote
- b. General
- c. Historical
- d. Contrasting position

3. What is Smith’s main point?

The author gives advice on how to be assertive without creating conflict.

4. List the steps in the process that Smith describes.

Discuss the problem at the proper time and place.

Keep your body relaxed and maintain eye contact.

Talk about yourself by using “I.”

Then use “we” to be inclusive.

5. How does the quotation from Betty Kelman (paragraph 6) support the author’s point of view?

Betty Kelman talks about self-respect and standing up for one’s rights without being aggressive. This essay points out ways to negotiate conflicts without being aggressive.

GRAMMAR LINK

6. Underline the verbs in the first sentences of paragraphs 2 through 5. Who or what is the subject in each sentence?

The unstated subject is “you.”

7. In paragraph 5, the author says, “I haven’t changed, and I d like to go back to the way things were.” Write out the long form of each contraction.

I haven’t = I have not I’d like = I would like

READING 15

How to Remember Names

Roger Seip

Roger Seip is the President of Freedom Speakers and Trainers, a company that specializes in memory training. In this process essay, he describes how to remember people’s names. As you read, notice how the author uses elements of argument and cause and effect writing.

1 If you live in fear of forgetting people’s names, sometimes within mere seconds of being introduced to them, you are not alone. Surveys show that 83

percent of the population worries about an inability to recall names. While common, this frustrating phenomenon can be relatively easy to overcome. The most important key to really effective learning of any kind is to understand that there are three learning styles: visual, auditory, and kinesthetic (physically interactive). The more you can apply all three of these styles to a task, the more quickly and solidly you will learn anything. Practice each of the following steps to improve your name recollection in every sales and social situation.

2 When you are first introduced to someone, look closely at his or her face and try to find something unique about it. Whether you find a distinctive quality or not is irrelevant; by really looking for a memorable characteristic in a new face, you are incorporating the visual learning style. And a word of advice: if you do find something that really stands out about someone's face, don't say anything!

3 The next step utilizes both auditory and kinesthetic learning styles. When you meet someone, slow down for five seconds, and concentrate on listening to him or her. Focus on the person, and repeat his or her name back in a conversational manner, such as "Susan. Nice to meet you, Susan." Also make sure to give a good firm handshake, which establishes a physical connection.

4 Creating a mental picture of someone's name incorporates the visual sense again. Many people have names that already are pictures: consider Robin, Jay, Matt, or Dawn, to name just a few. Some names will require you to play with them a bit to create a picture. Ken, for example, may not bring an immediate image to your mind, but a "can" is very close. Or you might envision a Ken doll. The point is not to create the best, most creative mental image ever, so don't get caught up in your head during this step of the process, thinking, "Oh, that's not a very good picture. What is a better one?" The worst thing you can do when learning is to stress yourself out and overthink the process. If an image does not come to you right away, skip it and do it later. You will undo all of your good efforts if you are staring dumbly at the person, insisting, "Hey. Hold still for a minute while I try to turn your name into a picture!"

5 Once you have identified a mental image that you associate with a person's name, the next step is to "glue" that image to the person's face or upper body. This bridges that gap many people experience between being able to recall faces but not the names that belong to those faces. If you met a new prospect named Rosalind, for example, you might have broken her name down into the memorable image of "rose on land." Now you must create a mental picture that will stick with you as long as you need it and pop into your head every time you meet her; this should be something fun, even a little odd, that will bring "rose on land" to mind when you see her face. You might imagine her buried up to her neck in earth, with roses scattered around her, for example. Because you created the image, it will come up next time you see her and enable you to recall her name.

6 At the end of the conversation, integrate auditory learning by repeating

the prospect's name one more time, but don't ever overuse someone's name in an effort to place it more firmly in your mind. For example, in formal situations, use the person's name only at the beginning of the conversation, and then again at the end. If you feel that you can do so naturally, you might insert someone's name once or twice in a natural fashion during the course of the conversation, too.

7 Writing is a form of kinesthetic learning—you are getting a part of your body involved in the learning process—so if you are really serious about wanting to remember people's names for the long term, keep a name journal or a log of important people you meet, and review it periodically.

8 People can't remember names for one main reason: they are just not paying attention. This process forces you to think. If, for example, you struggle with the step of creating a mental picture, the other steps—looking at the person closely, shaking his or her hand confidently, and repeating the name a few times—are easy to do, will solidify the name in your memory, and will ultimately convey a positive image of you to others.

VOCABULARY AND COMPREHENSION

1. In the first paragraph, the author mentions three learning styles. Using your own words, define each style:

- a. visual creating mental pictures to remember
- b. auditory listening to information to remember
- c. kinesthetic using touch to reinforce learning

2. Who is the audience for this essay?

Probably businesspeople, salespeople, but it can also be a general audience.

3 & 4. *see above*

5. In the essay, which activities integrate kinesthetic learning?

A firm handshake (paragraph 3) and writing the name down (paragraph 7)

GRAMMAR LINK

6. In paragraph 1, highlight the first five commas. Then write three rules about comma usage.

Put commas around interrupting phrases

Put commas after an opening phrase

Place commas between items in a series

7. In paragraph 3, the author writes *his or her*. What is the antecedent for those pronouns? In other words, whom do the pronouns refer to?

someone

READING 16

VOCABULARY AND COMPREHENSION

1. In your own words, describe the zippies.

Zippies are young Indians between fifteen and twenty-five who are educated and ambitious. They have benefited from outsourcing and the tech revolution.

2. Friedman uses the expression “death of distance” in paragraph 6. Explain what he means by this phrase.

He means that due to technology, anybody in the world can do many types of jobs from anywhere. Therefore, workers do not necessarily have to be American, and they do not have to go to the office.

3. Why has outsourcing become an important political issue for Americans?

The people affected by outsourcing are voters who expect politicians to come up with strategies to help reduce unemployment levels.

4. According to Friedman, what are some immediate consequences of outsourcing?

Some people may lose their jobs, or high-salary earners may be forced to take pay cuts. Some sectors of Indian society may become wealthier.

5. Why does Friedman think that outsourcing will have a positive effect on the American economy in the long term? See paragraph 5. *answers will vary*

Americans will probably invest in research and development to create innovative technology, which will help the American economy. Zippies will become consumers for the American market.

6. What is the writer’s main point in paragraphs 6 and 7?

The writer feels that in the future, not only will low income jobs be outsourced, but jobs requiring high levels of education (lawyers, accountants, journalists) may also be outsourced.

7. What can the American government do to offset some of the harsh consequences of outsourcing?

Americans can create job training programs, employees can keep up with the changing marketplace by retraining, and wages can be stabilized through unionization.

GRAMMAR LINK

8. Circle four contractions in the text. Then write out the long form of each contraction.

answers will vary

that’s = that is; here’s = here is; we’re = we are; shouldn’t = should not; It’s = It is

9. In paragraph 2, why is *Outlook* italicized?

It’s the name of a magazine.

READING 17

The Rewards of Dirty Work

Linda L. Lindsey and Stephen Beach

Linda L. Lindsey teaches sociology at Maryville University of St. Louis, and Stephen Beach teaches at Kentucky Wesleyan College. In the next essay, they list some surprising rewards of dirty work. As you read, notice how the authors mainly use the illustration writing pattern but also use elements of description and argument.

1 As sociologist Everett Hughes once pointed out, in order for some members of society to be clean and pure, someone else must take care of unclean, often taboo work, such as handling dead bodies and filth. In India and Japan, such jobs were, and to some extent still are, relegated to the Dalits (or Untouchables) and the Eta, respectively. Both groups were regarded as ritually impure. Our society does not have formal taboos against dirty work, but some jobs are rated near the bottom of the scale of occupational prestige and are viewed as not quite respectable and certainly not something to brag about. Garbage collection is a good example. Why would anyone choose to become a garbage collector? Stewart Perry asked this question to sanitation workers for the Sunset Scavenger Business in San Francisco. For a job that requires little training or education, the pay is relatively good. But pay was not what drew men to the job.

2 One attraction of becoming a garbage collector was variety. The job involves many different activities. Collecting garbage also means being outdoors and moving around. On another level, variety means the unexpected. For the sanitation workers, every day brought something different: witnessing a robbery, calling in a fire alarm and getting residents out of the building before the fire truck arrived, and responding to FBI requests to save all the rubbish from a house under surveillance.

3 Also, the garbage itself was full of surprises. Almost every day the men found something of interest, whether a good book, a child's toy, or a fixable radio. Almost inevitably, garbage men became collectors. In the course of his research, Perry himself acquired a rare seventeenth-century book of sermons and a sheepskin rug.

4 Garbage men got to know intimately the neighborhoods in which they worked. Watching children grow up, couples marry or separate, or one house or block deteriorating while another was being renovated had the appeal of an ongoing story, not unlike a soap opera on TV. They witnessed not just public performances, but also what Erving Goffman called the "backstage" of life. The respectable facades in affluent neighborhoods cannot hide the alcoholism a garbage man detects from cans full of empty liquor bottles or the sexual longings symbolized by bundles of pornographic magazines.

5 Another attraction of garbage collection was a sense of camaraderie among workers. The friendships people make on the job are a major source of satisfaction in any occupation. Many Sunset workers came from the same ethnic background (Italian) and in some cases from the same neighborhood. All of the men hoped that their own sons would go to college and make something better of themselves. But at least thirty were following in their

fathers' footsteps. These intergenerational family ties and friendships made the company a familiar and welcome place and a stronghold of tradition for members of ethnic communities that were beginning to break apart.

6 The garbage collectors liked working at their own pace, scheduling their own breaks, deciding when to do their paperwork—in short, being their own bosses. Collecting garbage may be “dirty work” in many peoples’ eyes, but these men were proud of what they did for a living.

VOCABULARY AND COMPREHENSION

1. What is a *taboo*? See paragraph 1 for clues.

A taboo is something that is forbidden or unacceptable.

2. How is Western society different from other societies regarding garbage collecting or other dirty work?

Western society does not have formal taboos regarding dirty work. In other societies such as India or Japan, doing any kind of work that is considered unclean is socially unacceptable or taboo.

3. How do Western societies judge the profession of garbage collecting?

Western societies judge this profession in a somewhat negative way. For example, the authors write that garbage collecting is not considered a respectable or prestigious profession.

4. The authors give a positive spin on garbage collecting. List the main points.

There is job variety because each day brings surprises. Also, garbage collectors sometimes find treasures in the garbage. They also get to know the neighborhoods very well. Garbage collectors make deep friendships with their colleagues. They also like making their own decisions on when to do paperwork, have a coffee break, etc.

5. How do garbage collectors see the “backstage” of life?

Garbage collectors learn about the personal lives of the people they collect garbage from. They know who is an alcoholic, who likes pornography, who renovated a house, etc.

GRAMMAR LINK

6. Underline five irregular past tense verbs in paragraphs 3 and 4. Then write the present and past forms of each verb.

was (is), found (find), became (become), got (get), had (have)

7. In paragraph 5, who does the word *themselves* refer to?

The word refers to the sons of the garbage collectors.