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ABSTRACT

The English curriculum comprising the document was written specifically for students deficient in composition by a team of English teachers from a Minnesota high school, in response to the expressed needs of their colleagues in the Robbinsdale area. The content is fitted into a career-related schema, ungraded and experience-based. For example, in one of the curriculum's series of open-ended exercises, students interview employed acquaintances to determine what communication skills their work requires, gather samples of actual job-related written communications, and evaluate them. The book is divided into five sections: (1) revealing oneself through language, (2) situational factors (audience, purpose, occasion), (3) organizing the message, (4) forming the message, and (5) mechanics. Each of the first four sections contains statements of basic assumptions and objectives, several sequential, self-directed learning activities related to the topic, and several supplementary teacher-directed activities. The fifth section, comprising more than one-third of the book, contains 12 Skillpacs, which are series of worksheets designed to teach spelling and vocabulary and to aid students while they are learning the processes of organizing and forming messages. Pretests, post-tests, and teachers' guides are included. All the sections are color-coded. (A3)

THE LANGUAGE OF WRITING IN A
COMMUNICATION SKILLS SERIES:

SKILLS FOR LEISURE, CAREERS, AND SELF-DEVELOPMENT

A Joint Project between the Minnesota State Department of Vocational Education
and the Robbinsdale Area Schools

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PREFACE

Our American-English language is ever changing. While new words are added to our vocabulary, more new meanings are added to words we have had for generations. The length of sentences in our language is becoming shorter; much communication goes on only in phrases. One listens more than speaks; speaks more than reads; reads more than writes. Yet this least used of the language arts -- writing -- is an integral part of one's self-development. There are statistical data to be listed, memos to be recorded, summaries to be written, opinions to be expressed, and many other forms and modes of writing. There are secondary students who are deficient in those skills related to written composition, and it has been a handicap in their experiences.

It was an expressed need on the part of a number of English teachers in the Robbinsdale Area Schools to do curriculum writing for these learners but to fit the content into a career-related schema, ungraded and experienced-based in composition skills.

The team of writers came from one school where the English staff had agreed to pilot what was written in the school year, 1972-73. The team gave consideration to several approaches; it believed, moreover, that an approach through occupational classification solely would make the finished product obsolete in a short time. The writers, therefore, have taken a position in the language arts which is stated in their own Introduction and Goals.

Initiating the teacher-related and student-directed activities in this guide this past year at Armstrong Senior High School has brought results in student achievement. The instructors, however, have had opportunity to re-evaluate the content through process and are presently marking those items which worked less effectively and are planning to rewrite sections to suit recurrent needs for their own school.

In view of this judgment for revision, it is recommended that any reader of these materials takes them as suggested means to accomplish goals prescribed by him for his students. At this juncture, the guide stands as first written and approved for classroom experimentation.

The Robbinsdale Area Schools are indebted to the Minnesota Department of Education, Division of Vocational-Technical Education for the largest portion of the funding of this project. Further, the approval received from the Division in the past year has been of encouragement.

Arthur Elfring
June 15, 1973

INTRODUCTION

Society demands a great deal from the individual. Language is one, and probably the most important, tool humans use to fulfill social requirements.

Language may be verbal or non-verbal. In social situations we communicate by

- a. what we say and how we say it
- b. our glances, facial expressions and body postures
- c. our clothes and general appearance
- d. our writing

Inherent in all of the above is the human ability to make choices. Any trip through a department store reveals the wide variety of choices available in possible clothing combinations. Humans make gestures and facial expressions naturally when situations call for them. In speaking, man commands a wide variety of voice inflections and has the further advantage of a listener who can send signals to indicate whether the message is coming through clearly or not.

In writing, however, the message depends almost entirely upon the communicator's ability to make the proper choices in terms of audience, purpose, and occasion. Since written language presupposes that the receiver of the message is not present, the writer is deeply involved in aspects of the communication process where there is no immediate feedback. Once a message-sender has made the decision to convey a written message, he then must have available and at his command many skills that will help him make the message clear, precise, and effective.

GOALS

1. To make students aware of the language choices available to them
2. To help students understand that their language reveals a great deal about their self-image
3. To help students understand that their language skills reveal their feelings about and consideration toward other people
4. To help students recognize that language skills may be increased and with an increase in language skills comes an increase in an ability to get along in the world
5. To help students understand that just as society has social conventions by which human beings can operate efficiently, it also demands skills in the forms of written communication
6. To help students understand that in practically every career, writing
7. skills of some sort will be necessary
8. To help students become aware of the necessity for choosing accurate, precise language in dealing with other's feelings and values
9. To help students understand that language preciseness is necessary in dealing with vocabulary of the world of work
9. To help students understand that slang and colloquialisms are an effective tool in appropriate situations

10. To help students learn possible ways of securing information
11. To help students learn how to use information effectively
12. To help students learn to evaluate information received and sent
13. To help students learn to use a variety of language skills ranging from formal to informal English depending upon the appropriateness of the message and the audience
14. To help students formulate goals for themselves in terms of strengthening their abilities to effectively communicate in written language
15. To help students learn to ask questions that elicit the responses they desire
16. To learn to anticipate the effect his message will have on his audience
17. To learn to understand the basic assumptions that are made when written communication takes place
18. To learn to recognize ways in which feelings may be communicated -- to become more sensitive to what people are really saying
19. To become aware of socially acceptable standards of written communication forms

USING THE SECTIONS

Units I, II, III, IV may have teacher activities or student activities or both. Activities that support the objectives are listed with each objective. They will be identified as T-1 or S-1 -- meaning Teacher Activity 1 or Student Activity 1, etc.

Materials specifically for teachers are found on the blue pages.

SECTION I:
REVEALING ONESELF
THROUGH LANGUAGE

REVEALING ONESELF THROUGH LANGUAGE: BASIC ASSUMPTIONS

1. Personality is revealed through language.
2. Self-image is a person's own conception of the sort of person he is. All actions, feelings, behavior -- even one's own abilities -- are consistent with one's self-image.
3. Written language skills can be one means by which self-image is communicated.
4. Language is a tool that can reveal feelings, interests, abilities, and goals.
5. Language choices affect one's career, or life style.
6. Humans record reactions to experience, rather than the actual experience.
7. Language skills may introduce us to other people we wish to know.
8. Language shows our consideration for and ability to cooperate with others.
9. Language helps us talk to other people about mutually shared feelings.
10. Language helps us evoke responses from others.

REVEALING ONESELF THROUGH LANGUAGE: OBJECTIVES

1. To discover how word choice, intonation and non-verbal devices facilitate or hamper communication

T-1	S-7	S-9	S-3
T-4	S-6	S-10	S-5

2. To offer experience in asking meaningful questions

T-8	T-3	S-6	S-2
	S-9	S-7	

3. To develop awareness that people have different language preferences

T-1	T-5	S-10	S-5
T-3	T-8	S-7	S-9

4. To analyze similarities and differences in language patterns

T-8	S-7	S-10
T-5	S-9	

5. To discover that one's audience determines language choices for effective communication

T-1	T-3	S-9	S-5
T-4	T-8	S-10	

6. To determine the importance of correct spelling in communicating a message precisely

T-9	T-6	S-8	S-3
T-4	T-7	S-10	S-6

7. To analyze the environmental factors that influence one's feelings about language

T-8	S-4	S-9
T-1	S-7	

8. To analyze the impact of visual factors in written messages

T-6	T-9	S-8	S-6
T-7		S-4	

9. To begin gathering information about the necessity of language skills in the business community

S-2	S-6
S-3	S-8

10. To demonstrate that language use demands cooperation and interdependence

T-1	T-10	S-9	T-2
-----	------	-----	-----

REVEALING ONESELF THROUGH LANGUAGE: OBJECTIVES

11. To discover the factors that influence one's personal language choices

T-3	S-7	S-10	S-9
	S-4	S-5	

12. To gain experience in delivering messages with clarity

T-1	T-2	S-2	S-5
T-4	T-10	S-10	S-9

13. To demonstrate that one's language choices reveal one's self-image

T-6

REVEALING ONESELF THROUGH LANGUAGE: S-1

Keep a timetable of the different ways in which you use English for a day. Estimate the amount of time that you don't know exactly. Be aware of reading, writing, speaking and listening. Is there anytime during the day that you don't use English, even to think?

REVEALING ONESELF THROUGH LANGUAGE: S-2

Put yourself into one of the following situations: Looking for an apartment, looking for a job, looking for a college, looking for a vocational training program. 1. What questions would you ask to gather the information necessary to fulfill your style of life? 2. What questions would you ask to show that you are a cooperative person who would be an asset to this new situation? Write out the questions.

REVEALING ONESELF THROUGH LANGUAGE: S-3

Have five adults complete the following questionnaire.

Personal Characteristics

Rank the following personal traits in order of importance for success on your job. (1 - highest)

- _____ 1. Honesty
- _____ 2. Friendliness
- _____ 3. Tactfulness
- _____ 4. Creativity
- _____ 5. Sincerity
- _____ 6. Industry
- _____ 7. Promptness
- _____ 8. Neatness

Language Skills (Communication Skills)

- _____ 1. Penmanship
- _____ 2. Spelling
- _____ 3. Giving directions
- _____ 4. Writing messages or other communications
- _____ 5. Speaking
- _____ 6. Conversation
- _____ 7. Interviewing

Areas of Study

Rank the following areas of study in order of importance for you.

- _____ 1. Arithmetic
- _____ 2. Writing
- _____ 3. Speech
- _____ 4. Typing
- _____ 5. Reading
- _____ 6. Music
- _____ 7. History
- _____ 8. Government/Politics
- _____ 9. Psychology
- _____ 10. Physical Fitness

Feelings Revealed About and through Language Use

How do you feel when:

(Check the column which comes closest to your usual feeling)

	Angry	Superior	Irritated	Embarrassed	Indifferent	Sympathetic	Proud	Other, write in response
1. a newspaper misspells a word?								
2. an older person doesn't understand your slang?								
3. someone corrects your grammar when you're talking?								
4. a teacher uses a wrong word?								
5. someone you respect tells you he can't read your handwriting?								
6. a person uses words he assumes you understand but you don't?								
7. you read a poem and understand it though others around don't seem to?								
8. you read a message left for you which is written so illegibly you can't understand it?								

Using this chart as a guide, write a brief statement summarizing yourself and your reactions to language use.

REVEALING ONESELF THROUGH LANGUAGE: S-5

Others

Language helps us to evoke response from others.
Ask five different people (at least three adults) to respond to the list of words given below.

Respond rapidly to the following words. Are they favorable or unfavorable word choices?

	Favorable	1	2	3	4	5	Unfavorable
1. policeman		1	2	3	4	5	
2. cop		1	2	3	4	5	
3. fuzz		1	2	3	4	5	
4. draftdodger		1	2	3	4	5	
5. pacificist		1	2	3	4	5	
6. stud		1	2	3	4	5	
7. hippie		1	2	3	4	5	
8. "ripping off"		1	2	3	4	5	
9. pig		1	2	3	4	5	
10. grass		1	2	3	4	5	

Age: circle one (10-14) (15-18) (19-25) (25-30) (31-40) (41 and over)

Sex: female male

How clear is communication?

Ask five people for reactions to this list (at least two adults).

What is the first word that comes to your mind when these words are used?

1. gold
2. pink
3. house
4. grass
5. evolution
6. politics
7. speed
8. poetry
9. diamond
10. war

REVEALING ONESELF THROUGH LANGUAGE: S-5

Draw conclusions about the ways in which words can evoke response from other people.

1.

2.

3.

4.

REVEALING ONESELF THROUGH LANGUAGE: S-6

The Importance of Language Skills on the Job

1. Interview three people who have full time jobs outside the home. Ask them if language skills are important to them in their jobs.
2. Ask them to indicate how often in a typical day they are called upon to demonstrate language skills.
3. Obtain a typical sample of the writing that he or she does.
4. In preparation for the interview, construct the questions whose answers you will need to know in order to form conclusions about the importance of language skills to these people.

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

REVEALING ONESELF THROUGH LANGUAGE: S-6

After the interview is completed and you have obtained the writing sample, analyze it in terms of what the person has expressed as his feelings about language skills and his practice of them:

1. Is the writing intended for
 - a. himself? _____
 - b. others? _____

2. Is the sample a. handwritten? _____ b. typed? _____

3. In your judgment, how well are the following language skills demonstrated? Rate the message from 1 to 5, using 5 as excellent and 1 as very poor.

Spelling _____	Organization _____
Grammar _____	Handwriting or _____
Clarity _____	Typing _____

What conclusions can you draw about the importance of language skills to these three people on their jobs?

REVEALING ONESELF THROUGH LANGUAGE: S-7

Everyone has a conception about himself as an individual -- the sort of person he is. This is his self-image. Self-image is closely related to one's values, one's ability to get along with other human beings, and one's choice of career and leisure time activities. Language reveals a great deal about your self-image.

The following exercises are designed to help you formulate some ideas about the way your language reveals your self-image.

1. Answer the question: Who Am I? with five brief responses.
 - A.
 - B.
 - C.
 - D.
 - E.
2. Check the ones which you feel are the ones you would most like other people to say about you.
3. Now write down five things that you think other people might say about you if they were asked who is _____.
(insert your name)
 - A.
 - B.
 - C.
 - D.
 - E.

REVEALING ONESELF THROUGH LANGUAGE: S-7

Now that you have a list of items that you identify as aspects of yourself, try to think of the ways in which language is the tool that you use to convey these parts of your personality. Obviously, what you say and do influences what others might say about you. The way you feel about yourself is also influenced by your command of your language.

Every human has what linguists call an *ideolect* - a very special way of using the language that is uniquely individualistic. Much of this is determined by your family background, your cultural background, your friends, your experiences, your interests, and the things you do.

Find out from your parents as much of the following information as you can.

	Place of birth	Nationality
Father's father		
Mother's mother		
Father's mother		
Mother's father		
Your mother		
Your father		

A. Make a list of words that are used by the above people that you have never heard anyone else use. If possible, ask them to tell you where they got the word and how they use it.

B. In what ways, if any, does the language you use in your home differ from that taught in school?

C. If you have lived anywhere besides Minneapolis, can you think of any words people in the other area use that we don't? Have you ever traveled somewhere and found that there was a difference in vocabulary?

Indicate the following:

Minneapolis word	Other Location	Word

REVEALING ONESELF THROUGH LANGUAGE: S-7

- D. Select three areas of interest that you have. List at least five words from that area that has a special meaning that is understood only by people who enjoy that activity.

For example:

Football -- punt, red dog, pigskin, block, first down

Embroidery -- French knot, crewel, chain, satin stitch, hoop

- E. Closely related to special interest areas is the technical vocabularies that people use in a certain occupation.

1. What things have you done that you got paid for?
2. What special words did you have to use in this job that people in other jobs would not have to know?
3. Ask one of your parents or a neighbor to explain some of the words he/she uses in his job that you were not aware of previously.
4. List them and identify the job.

- F. Every person's vocabulary is made up of a certain amount of slang -- a breezy, colorful, timely language which, when used skillfully, adds liveliness and sparkle to anyone's speech. People use slang because it adds novelty; unfortunately when overused, the novelty wears off and it is usually replaced by a new expression.

Because slang expressions come and go so quickly, it is often inappropriate in written expression -- especially, that which is meant to last more than a year or two.

1. List at least ten slang expressions which you and friends use at the present time. Indicate the ways in which you use the word.
2. Ask your parents or someone else who is at least 35 years old to make a list of words he/she used when he/she was in high school. Check the ones you were familiar with -- what were the meanings of these words?
3. What judgments can you make about people who only use slang when they are searching for a colorful word?
4. Project yourself into the future. What words will you probably have to substitute for your slang vocabulary ten years from now if you wish to be understood? Use a dictionary or a Thesaurus to suggest words that would mean the same thing as the slang expression.

Enrichment Activity

In the library reference stacks, look through the slang dictionaries. Try to find previous slang expressions that were used for the words you listed in answer 1.

REVEALING ONESELF THROUGH LANGUAGE: S-8

Spelling

Take the following list of spelling words to six people of different ages and occupations. Choose three males and three females. Read the list of words and ask the following:

1. How many words in this list are you certain you can spell correctly?
2. Which words would you wish to check in a dictionary before you spell them?

amateur	assassinate
familiar	guarantee
loneliness	nuisance
persuade	questionnaire
tournament	unnecessary

Fill out data sheet.

Age _____

Occupation _____

Sex _____

How important is spelling in daily life and work? 1 2 3 4 5

Do you consider yourself a good speller? 1 2 3 4 5

Describe what kinds of writing you are most likely to do.

Do you feel that your spelling is adequate for your writing needs? yes no

How important is it that you spell words correctly in any form of communication? 1 2 3 4 5

Would it bother you if words were misspelled in newspapers and magazines? yes no

From this activity how do you assess the value of spelling in daily living? Do you feel you will make more or less of an effort to spell words correctly?

REVEALING ONESELF THROUGH LANGUAGE: S-9

Language Choices

Record an interview with one adult and one teen-ager at different times on the subject of "Communications among the generations." Ask each the following question: What language barriers do you find in communicating with people older or younger than you? Conduct the interview for at least five minutes by asking related questions that grow out of the conversation.

Then analyze the tape for the following:

1. Write down any words that were unfamiliar to you.
2. Look for the word is. Did the person make a statement sound like a fact that was really an opinion? Give example.
3. What words and phrases were "pets" to the person? (often repeated) --
I think, you know, ah
4. What slang expressions were used? Any that you didn't understand?
5. Do you feel that the person was talking to you as an equal, inferior, or superior? Why?
6. How clearly did he express his point of view?

During interview:

1. What physical expressions and gestures were common during interview?
2. What tone of voice did the person use?
3. From the reactions of the person, what effect do you think the presence of the tape recorder had?

Compare the adult interview with the teen-age interview. How do you think these two people would communicate with each other? Why? How might awareness of language assist better communication?

Building Relationships

Language is important if we wish to communicate with others. When you talk or write, you usually do it for a purpose -- you want to make others understand what you are thinking or feeling, let them know what they have seen or done, or explain what you want them to do. If the language you use carries out your purpose, if it gets your ideas across to others in a way that pleases both you and them, it is appropriate.

An important aspect of learning to use appropriate language is knowing when to use a particular style of writing and learning about the effect of the use will have on the audience. The written language can be generally categorized by formal, informal, and non-standard.

Some of the characteristics of these forms are:

Non-standard

1. Generally used by those with little formal schooling
2. Mainly spoken
3. Double negative usage
4. Incorrect forms of pronouns and verbs
5. If in print, in dialogue of stories and comic strips
6. Inadequate and inappropriate for people whose work involves a constant use of language
7. Keeps one from using language precisely

Formal language

1. Found mostly in writing for scholars and those with intellectual interests
2. Language of textbooks
3. Poetry
4. Heard occasionally in sermons, graduation speeches
5. Bookish rather than conversational
6. Large vocabulary
7. Very careful
8. Sentences generally longer and more involved
9. Allusions
10. Intricate sentences
11. Appropriate for:
 - a. Discussing difficult, abstract ideas for restricted audiences
 - b. Dealing with complex technical and scientific matters
 - c. Speaking and writing that calls for a dignified tone

Informal English

1. Most generally used
2. Lies between two extremes
3. Comfortable
4. Tidied up in writing
5. Greatest part of what we read -- newspapers, magazines, plays and novels
6. Conversational tone

REVEALING ONESELF THROUGH LANGUAGE: S-10

7. Written form (vocabulary, word order, rhythm of sentences) very much like speech
8. Normal language of classroom
9. Appropriate for business and personal letters and social affairs

REVEALING ONESELF THROUGH LANGUAGE: S-10

- A. Look at the following chart which summarizes the types of English. In the blank following each, check the forms that you feel you use and need to have command of during your life.

- | | |
|--|-------|
| Legal documents | _____ |
| Reference works; some textbooks | _____ |
| Impersonal reports | _____ |
| Books and articles for professional audiences | _____ |
| Literature for a limited audience; essays, much poetry, some fiction | _____ |
| Some newspaper editorials and features | _____ |
| Addresses and lectures to restricted audiences | _____ |
| Most novels and short stories; some poetry | _____ |
| Magazine articles and books on subjects of general interest | _____ |
| Business letters; advertising copy | _____ |
| Newspaper writing | _____ |
| General conversation of educated people | _____ |
| Letters to intimate friends or family | _____ |
| Conversation with family or close friends | _____ |
| Conversation of many people in their work and personal affairs | _____ |
| Dialogue in plays, stories, and comic strips | _____ |

- B. On the basis of what you have checked, formulate at least three goals and reasons for them that establish why it is necessary for you to try to attain them in order to relate to other people in school and after you get out of school.

Goals:

1. I need to learn to _____
because _____
2. I need to learn to _____
because _____
3. I need to learn to _____
because _____

- C. Do you see any need to learn formal English?

In what ways will enlarging your command of informal English help you in your relationships with other people?

Have you ever offended anyone with your choice of words? If so, describe the situation.

REVEALING ONESELF THROUGH LANGUAGE: S-10

Conducting a Usage Poll

Ask five people -- a high school student, a parent, a salesclerk, an office worker, and a professional man (doctor, lawyer, or teacher of minister) -- to select from each of the pairs of sentences below the one that he would use in the situation described. Explain to each person that he is not to choose the sentence that seems to him "most correct," but rather the one that he would actually use in each situation.

On the chart below the sentences, record your findings by placing a check mark below the usage items chosen by each person.

1. In speaking to a member of your family, would you -- as a rule -- say:
 - a) Roy can borrow the coat if he wants to.
 - b) Roy may borrow the coat if he wants to.
2. In a conversation with a friend, would you ordinarily say:
 - a) Have you got enough money for the tickets?
 - b) Have you enough money for the tickets?
3. In a letter to a close friend, would you write:
 - a) Tom has been bowling longer than me.
 - b) Tom has been bowling longer than I.
4. At a business meeting of a local service club, would you -- in giving the treasurer's report -- say:
 - a) Everyone is to pay their dues as soon as possible.
 - b) Everyone is to pay his dues as soon as possible.
5. In an important business letter would you write:
 - a) Who would you recommend to conduct the appraisal?
 - b) Whom would you recommend to conduct the appraisal?
6.
 - a) I can't hardly believe that a storm could do that much damage.
 - b) I can hardly believe that a storm could do that much damage.

	can	may	have got	have	than me	than	their	his	who	whom	can't hardly	can hardly
Student												
Parent												
Salesclerk												
Office worker												
Professional man												

REVEALING ONESELF THROUGH LANGUAGE: I-1-9

T-1 Accident

An accident involving a child has just occurred. The child has a broken arm and a couple of broken ribs. You must tell the mother what has happened.

1. How do you want the mother to respond?
 2. What message will you deliver to get the response you want?
 3. What does your purpose in delivering the message tell about you?
- Analyze all three parts, then construct the message.

T-2 Building Blocks: Giving Directions

Materials needed: (1) a bag of children's blocks (15-20) for each group of 4-5 students
(2) one blindfold for each group of students

Divide the students into groups of 4-5. Have students in each group sit in a circle on the floor around a bag of blocks. Blindfold one student in each group. Dump the blocks on the floor within the group. Students are to instruct the blindfolded student in building a tower with the blocks. The builder constructs the tower by placing one block atop another in a vertical line from the floor. The other students may not touch the "builder" nor any of the blocks. They may only communicate with the "builder" verbally and only the "builder" may handle the blocks. If the tower falls down at any point, the "builder" starts again. Establish a time limit of five minutes. The exercise may be a contest between the groups, i.e. the group that constructs the tower with the most blocks still standing at the end of the time limit "wins." Have students switch roles (but not groups) to allow as many as possible in the group the opportunity to be the builder. When students have completed the exercise, ask for their responses to the activity.

T-3 Talking About Others

Show half the class a picture of a person. (Half the class may have their backs to a projection.) Have them describe the person to the other half (in pairs). Then tell them that the person is present in the conversation. What changes are made in the conversation? What responses do the students have after the activity is complete? Written language skills can be one means by which self-image is communicated.

T-4 Giving Directions

1. In class, ask each student to write directions telling how a stranger to the school would get from the school parking lot to the principal's office.
2. The only instructions that should accompany the assignment are that the student should attempt to communicate the message as accurately as possible and no name should be put on the paper.
3. When the students have finished the writing, ask each student to write five numbers at the top of his paper (to be used for identification). Each student should record his own number.
4. Collect the papers from the students and then pass them back randomly.
5. Ask the students to take the paper he now has in his possession to five different people -- at least two adults.

REVEALING ONESELF THROUGH LANGUAGE: T-1-10

6. Ask these people to make comments on what he thinks of the person who has written this paper. Each student should record the comments so that the writer will be able to read them later.
7. In class, discuss the kinds of responses that were made about the written statement.
8. Have the class draw conclusions about what we can learn about our written communication.

T-5 Making Judgments About People

Have the students organize a format for compiling their information from student activity 6. Show how class conclusions might differ from individual ones. See if students can isolate factors which cause the discrepancies.

T-6 Varying the Format

Present the same message several times varying the penmanship, format, word choice, and organization and make a judgment about what each reveals about the writer. Have students write a similar message in which they attempt to give the best impression of themselves.

T-7 Taking Minutes

Present the minutes of a meeting (1) in longhand, irregular format, crossed-out words (2) well-outlined but poor penmanship (3) good penmanship organized. Examine which person you "would most like" to take the minutes at your meeting. Hold meeting of small group in which five people take minutes on the topic: "the ways language expresses one's personality." Each person then write his minutes for the groups showing through clarity of penmanship, organization, format, and word choice that he accepts this responsibility of full cooperation with other members of the group.

T-8 Note Writing

Student write a note to a friend of the same sex in which he describes one experience he had in the last week. Examine: (1) What the interests of the writer are, (2) What kind of person he thinks his friend is.

T-9 Rumor Clinic

Use a rumor clinic. Have a direction or story repeated by several persons -- one telling the next about the situation, but not in the presence of the others. What conclusions about language can be drawn? Suggestions for story sources:

1. News articles
2. Detailed pictures

SECTION II:
SITUATIONAL FACTORS

30

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: BASIC ASSUMPTIONS

1. A primary purpose of all messages is clear communication.
2. Audience, purpose, and occasion are crucial factors for the communicator to consider when he wishes to send a message.
3. The connotations of words play an important part in the effect of the message on the audience.
4. An effective message depends on the cooperation of the sender and receiver.
5. An effective message is influenced by the sender's anticipation of his audience's response.
6. The audience evaluates the sender on the basis of the way in which the message is sent.
7. The greater the number of variables, the greater the likelihood of miscommunication.
8. One's self-image depends on how well one thinks he is understood.
9. Written messages differ from most speaking situations in that the receiver may be absent.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: OBJECTIVES

1. To talk with area employers as people with particular business interests
S-5 S-1 S-2
2. To apply interviewing techniques to get to know an audience
S-5 S-1 S-2 S-6 T-2
3. To demonstrate skill in asking appropriate questions in seeking information
S-1 S-2 S-5 S-6
4. To demonstrate ability to choose language appropriate to a specific audience
S-3 S-1 S-2 S-4 S-6 T-1 T-4
5. To compare audiences to determine appropriate language choices
T-4 S-5 S-6 S-3 S-7 S-8 T-1
6. To learn to discriminate between oral and written message situations.
S-1 S-2 S-6
7. To demonstrate understanding of the influence of occasion on language choice
T-3 S-7 S-5 S-4 S-6 T-4
8. To make students aware of the standard procedures in filling out the forms
S-9
9. To demonstrate that the effective message is influenced by the sender's anticipation of audience response
S-4 S-5 S-6
10. To give students practice in making appropriate word choices in specific situations
T-1 T-2 S-7 S-8
11. To discover attitudes that people hold about the correctness of particular language choices
T-2 T-4 S-6 S-5

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: OBJECTIVES

12. To demonstrate the ability to make different language choices on the basis of one's purpose
13. To demonstrate the effort needed for clear communications

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: T-1-4

T-1

Read the statements below:

1. It is appropriate for a man to offer a woman his seat.
2. It is inappropriate for a woman to offer a man her seat.
3. It is appropriate to wear a tuxedo to a wedding.
4. It is inappropriate to wear a tuxedo to a basketball game.
5. It is appropriate to say, "I am not."
6. It is inappropriate to say, "I ain't."

What seems to be the basis for determining appropriate and inappropriate in the statements above?

T-2

To discover some attitudes that people have about the 'rightness' of language choices, use The Languages of Discovery by Neil Postman and Howard C. Camn, pp. 100-103.

T-3

Effects of Setting on Interviewing

Construct in the classroom a setting for interviews. This can be done quite simply with a desk, a few chairs, and other props available in the classroom. Have two students at a time play the roles of interviewer and interviewee in a job application situation. Below are suggestions for arranging the setting:

1. Cluttered desk, interviewer and interviewee sitting across from one another. A "secretary" interrupts every 30 seconds or so.
2. Cluttered desk, interviewer and interviewee sitting face to face on same side of desk, no interruptions, music in background.
3. No desk, two "comfortable" chairs, a small table in front of the chairs, flowers in a pitcher of water.
4. Desk with no papers on it, no chairs, "neat and tidy appearance," interviewer stands behind desk during entire interview.

Students may come up with other variations of interviewing situations. Explore the reactions of students to the various elements of setting in the interviewing situation.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: T-1-4

T-4 Euphemisms

Below are listed phrases used to describe the behavior patterns of students on school evaluation forms:

1. Lazy -- can do more when he tries.
2. Troublemaker -- disturbs class
3. Cheats -- depends on others to do his work
4. Stupid -- can do better work with help
5. Steals -- takes without permission
6. Uninterested -- not challenged
7. Insolent -- outspoken
8. Sloppy -- could do neater work
9. Clumsy -- not physically well coordinated
10. Rude -- inconsiderate of others

Discuss the effect of the words in the first column on a parent and/or student. Try to make some statements about why the words in the second column are used more often than those in the first column.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-2

Using the want ads in a newspaper, select an apartment or other living accommodations that interest you. Paste the ad here.

1. What questions do you need to ask the landlord or caretaker?
2. What questions do you have about the ad?
3. How might the questions differ if they were spoken or written?
4. Consider how your questions will reflect the kind of person that you are and the kinds of needs that you have. Ask a landlord to evaluate you questions and assess what kind of person you are. Summarize the landlord's response.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-3

There are three situational factors which influence the messages we send: The audience, the occasion, and the purpose of the message. We often vary the words of the message to accommodate these three factors in order to get the desired result.

You are the office manager for a business which employs 100 people.

Purpose of message: To remind employees about arriving at work on time.

Occasion: 25 percent of the employees recently have been arriving as much as 15 minutes late, three or four times a week.

Desired Result: People want to arrive at work on time and will start doing so.

Write the message taking into consideration the following facts about the audience:

There has been a rather serious bus strike which started three weeks ago. Many of the employees ride the bus to work.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-3

Now write the same message taking the following facts into consideration:

Golf is a popular sport among the employees. It is summer and they often play before coming to work. You enjoy golf and have played before work yourself.

Now write the message taking these facts into consideration:

Four months ago there was reorganization in the business. As a result, 30 new employees, both men and women, were hired. They had not worked for the company before. You have noticed the new employees are the ones who seem to be coming in late the most.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-5

Ask three employers what kind of difficulties they face in working with or supervising employees. What kind of concerns do they have in running their business?

What qualities do they look for in an interview with a prospective employee?

What do the three employers have in common?

How would you approach each for a job? What differences are there?

What communication skills are required in approaching each employer?

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-6

Ask three teachers what they consider to be a successful student. Try to pick three that appear to you to be quite different. Compare the three, then analyze, without giving names, how your language choices and behavior may differ in communicating with each.



SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-7

Below is a list of words describing females. On the blank place the letters of the situations when it would be proper to use these words.

- A. When talking to a close friend
- B. When writing a letter of recommendation
- C. When talking to a senator
- D. When testifying at a trial
- E. When speaking at student government
- F. Never

___ gal	___ girl	___ granny	___ the Mrs.
___ lady	___ flirt	___ maiden lady	___ old maid
___ doll	___ skirt	___ darling	___ the little woman
___ hussy	___ nag	___ femme	___ madame
___ witch	___ wifey	___ woman	___ chick
___ bitch	___ pussycat	___ biddy	___ spinster
___ frau	___ heart-throb	___ sweetheart	___ dame ___ broad

Words Identifying Family

Look at the list of words below. Which would be appropriate when speaking to:

- A. A neighbor
- B. A friend
- C. A clergyman
- D. A school official
- E. A doctor
- F. A father

_____ mother	_____ ma	_____ the old lady
_____ mom	_____ moms	_____ mama
_____ mum	_____ mommy	_____ chief cook
_____ zoo keeper	_____ father	_____ pa
_____ the old man	_____ pop	_____ pops
_____ papa	_____ dad	_____ daddy
_____ sir	_____ Mr. Big	_____ child
_____ kid	_____ baby	_____ babe
_____ brat	_____ house ape	_____ monster
_____ brother	_____ sister	_____ darlings

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

In this lesson you will learn how to fill out some important forms. These forms are used by most citizens during the course of their lives. It is to your advantage, therefore, to learn what these forms are and to complete them to the best of your ability. Be neat and accurate and be sure to carefully read the directions given.

Most forms will ask you to print your name. Be sure to print clearly. At the end of some forms, you will also be asked for your signature. In that case, write your name in longhand. If you are asked to sign your name in full, add your middle name.

Some forms may ask your age, and you simply write the number. In addition, you may be asked to give the date of your birth. Since space is limited, do not spell out the month. For example, write 1/14/56 instead of January 14, 1956.

On some application blanks you may find words you do not know. A few of these words and their meanings are listed below.

SPOUSE -- husband or wife

SURNAME -- last name

APPLICANT -- person filling out form

REGISTRANT -- person filling out form

INTERVIEWEE -- person filling out form

EMPLOYEE -- person filling out form

PURCHASER -- person filling out form

DEPOSITOR -- person filling out form

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Change of Address Forms

Your family is planning to move. Your mother wants to be sure that none of the family's mail gets lost. So you asked to go to the post office and fill out Change of Address forms. The clerk gives you three different forms. Fill them out.

- 1. Notice to Publishers (magazines and newspapers your family may subscribe to)
Your father is anxious to continue receiving the local paper:

The Herald
2627 Main Street
Mansfield, Ohio 44906

Your old address is: 1819 Blues Road
Mansfield, Ohio 44906

Your new address is: 2021 Rock Avenue
Youngstown, Ohio 44512



AFFIX
FIRST CLASS
POSTAGE
HERE

NEW ADDRESS?

PLEASE
NOTIFY
YOUR
PUBLISHER ...

_____ (Name of Magazine or Newspaper)

_____ (Number and Street or P.O. Box)

_____ (Post Office, State, and ZIP Code)

POB FORM 3578, Jan. 1967 ★ GPO : 1967 - O-230-733

TO MAKE SURE YOU GET YOUR MAGAZINE OR NEWSPAPER
Mail this change of address notice to your publisher today

Paste here old address label from copy of publication (if available). Omit items 1, 2, and 3 when old address label is furnished.

OLD ▶	1. No. and Street, Apt., Suite, P.O. Box or R.D. No.	2. Post Office, State, and ZIP Code
	3. Show All Additional Dates and Nos. Included in Address Label (Necessary for identification)	
NEW ▶	4. No. and Street, Apt., Suite, P.O. Box or R.D. No.	5. Post Office, State, and ZIP Code
	6. Name of Subscriber (Print or type)	7. Date of Address Change

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Change of Address Forms

2. Notice to Correspondents (banks and companies with which your family does business on a fairly regular basis.)

The Bank's address is: Union Bank
4556 Safe Avenue
Mansfield, Ohio 44906
Your old address is: 1819 Blues Road
Mansfield, Ohio 44906
Your new address is: 2021 Rock Avenue
Youngstown, Ohio 44512

Fill out the forms.

AFFIX FIRST CLASS POSTAGE HERE	
TO _____	<i>(Name of Correspondent)</i>
COMPLETE OTHER SIDE CHANGE OF ADDRESS NOTICE TO CORRESPONDENTS	_____ <i>No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)</i>
POB Form 1573 JAN. 1967	_____ <i>(Post Office, State, and ZIP Code)</i>
	<small>• GPO 1968 O-291-938</small>

NAME	_____ <i>Print or Type Last Name, First Name, Middle Initial</i>	443-212-6166 <small>Area Code and Telephone No.</small>
	_____ <i>No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)</i>	
OLD ADDRESS	_____ <i>Post Office, State and ZIP Code</i>	
	_____ <i>No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)</i>	
NEW ADDRESS	_____ <i>Post Office, State and ZIP Code</i>	
SIGN HERE	_____	_____
COMPLETE OTHER SIDE		<small>Effective Date</small>

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9-

Change of Address Forms

3. Notice to the Post Office (Letters and bills will be forwarded by the Post Office.)

Your old address is: 1819 Blues Road
Mansfield, Ohio 44906

Your new address is: 2021 Rock Avenue
Youngstown, Ohio 44512

Fill out the forms:

NAME	Print or Type—Last Name, First Name, Middle Initial	Effective Date
	No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)	
OLD ADDRESS	Post Office, State, and ZIP Code	
	No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)	
NEW ADDRESS	Post Office, State, and ZIP Code	
	(If signed as agent, include title) DO NOT print or type	
SIGN HERE	X _____	

COMPLETE OTHER SIDE ☆ GPO: 1967-O-230-733

CHANGE OF ADDRESS ORDER
MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

THIS ORDER PROVIDES FOR THE FORWARDING OF FIRST-CLASS MAIL AND ALL PARCELS OF OBVIOUS VALUE (unless you or the sender direct otherwise)

AFFIX FIRST CLASS POSTAGE IF MAILED

CHECK IT	FORWARDING POSTAGE IS GUARANTEED FOR	Postmaster
	<input type="checkbox"/> NEWSPAPERS AND MAGAZINES	
	CHANGE FOR	_____ (Post Office, State, and ZIP Code)
	<input type="checkbox"/> ENTIRE FAMILY OR FIRM <input type="checkbox"/> INDIVIDUAL SIGNER ONLY	
CHANGE IS		
<input type="checkbox"/> PERMANENT <input type="checkbox"/> TEMPORARY UNTIL (Give date)		

ENDORSEMENT OF CLERK OR CARRIER DATE ENTERED

POB Form 3575, Jan. 1967 **COMPLETE OTHER SIDE** ➔

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: 'S-9

Social Security Application Forms

You have discussed getting a part-time job with your school counselor. He explained that you need a Social Security number in order to get a job. You go to the post office and ask for an application for a social security number. The clerk hands you the following form. Read the directions carefully, and fill out the card.

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form Is CONFIDENTIAL

See Instructions on Back. DO NOT WRITE IN THE ABOVE SPACE

Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line—) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX
 MALE FEMALE

9 YOUR COLOR OR RACE
 WHITE NEGRO OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES (If Yes, Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form 55-5 (12-64) Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE

HAVE YOU COMPLETED ALL 13 ITEMS?

INSTRUCTIONS

One Account Number Is All You Ever Need For Social Security And Tax Purposes. Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your account number card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, John H. Jones, stepfather.

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.F.D. Route, and Box number, if at the post office, show your P.O. Box No., if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

13 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

GPO: 1964 O-245-156

FOR DISTRICT OFFICE USE

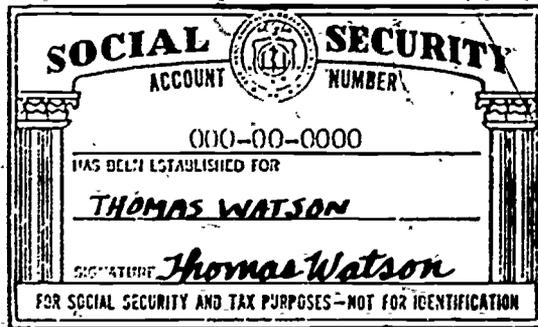
FOR BUREAU OF DATA PROCESSING AND ACCOUNTS



SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Social Security Application Forms

After your application has been processed, you will receive a Social Security card with your number on it.



You should know the following information about Social Security:

1. Social Security is a governmental program established in 1935. The main purpose of the program is to provide financial support to people who are no longer able to work.
2. Payments are made to people who have retired (men at age 65; women at 62).
3. Payments are also made to people who retire because of physical disability.
4. The payments a person receives at retirement depend on how much he earned during his working years.
5. Social Security also provides medical care for people who are 65 or over.
6. Children under eighteen may receive Social Security payments if their father dies or if he retires because of ill health or disability.
7. Social Security is supported by money deducted from the salaries of working people.
8. Money taken from a person's salary is credited to his name and Social Security number.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Job Application Form

WHAT TO DO: You have been called for an interview. When you arrive, you are asked to fill out a job application form. Be sure to be accurate and neat. Write "none" if a question does not apply to you.

Job Application

Position Applying For: _____ Date _____

Name _____ Male
Female
Last First Middle

Present Address _____ Phone _____
Number Street City

Date of Birth _____ Are you a U.S. Citizen? Yes ___ No ___

Check	Single	Married	Widowed	Separated	Divorced	Height	Weight	Color	Color
(✓)								of Eyes	of Hair
One	_____	_____	_____	_____	_____	ft in			

First Name of Wife (Husband) _____ Her (His) Place of Employment _____

Number of Children _____ Ages _____ Number of Other Dependents _____

EDUCATION	NAME AND LOCATION OF SCHOOL	DATE GRADUATED OR LAST YEAR ATTENDED	COURSE OF STUDY
Elementary			
High School			
College (business or Other trade school)			

HEALTH RECORD:

Check
(✓)
One Excellent ___ Good ___ Poor ___

Specify any serious injuries _____

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Job Application Forms

WORK EXPERIENCE
(List Most Recent First)

Company Name & Address	Mo. Yr.	Position	Reason for Leaving
1.	From:		
	To:		
2.	From:		
	To:		
3.	From:		
	To:		
4.	From:		
	To:		

REFERENCES

(List names of three people, not related to you, whom you have known for at least one year)

NAME	ADDRESS	PHONE	BUSINESS

For those applying
for clerical
work only

Typing Rate _____
Shorthand Speed _____
Office Machines
you can operate _____

I certify that the information contained herein is true to the best of my knowledge and belief.

Signature of Applicant



Withholding Statement

You got the job! Your new employer gives you the following form that must be filled out for income tax purposes. When completing this form, keep in mind the meaning of these key words:

- EMPLOYEE: person who works for a company (you)
- EMPLOYER: the company you work for
- DEPENDENTS: people depending on you for support (including yourself)
- EXEMPTIONS: the number of people depending on you for support (including yourself)
- DEDUCTIONS: amounts of money withheld from your pay

FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service
Type or print full name

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Home address _____ City _____ State _____ ZIP code _____
Social Security Number _____

EMPLOYEE:	HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS
<p>File this form with your employer. Otherwise, he must withhold U.S. Income tax from your wages without exemption.</p> <p>Keep this certificate with your records. If the employer is believed to have claimed too many exemptions, the District Director should be so advised.</p>	1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0"
	2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate. (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0"
	3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents): (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2"
	4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.)
	5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year)
	6. Add the exemptions and allowances (if any) which you have claimed above and write total <input type="text"/>
	7. Additional withholding per pay period under agreement with employer (See Instruction 1) \$ <input type="text"/>

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.
(Date) _____, 19____ (Signed) _____

1. NUMBER OF EXEMPTIONS.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, a smaller number of exemptions may be claimed or you may enter into an agreement with your employer to have additional amounts withheld. Note this if you have more than one employer, or if both husband and wife are employed.

2. ITEMIZED DEDUCTIONS.—See Schedule A (Form W-4) for instructions on claiming additional allowances based on large itemized deductions.

3. CHANGES IN EXEMPTIONS.—You may file a new certificate at any time if the number of your exemptions INCREASES. You must file a new certificate within 10 days if the number of exemptions previously claimed by you DECREASES because:
(a) Your wife (or husband) for whom you have been claiming exemption is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.
(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.
(c) You find that a dependent for whom you claimed exemption will receive \$600 or more of income of his own during the year (except your child who is a student or who is under 19 years of age).

The death of a wife or a dependent does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs. For further information consult your local District Director of Internal Revenue or your employer.

4. DEPENDENTS.—To qualify as your dependent (line 4 on other side), a person (a) must receive more than one-half of his or her support from you for the year, and (b) must have less than \$600 gross income during the year (except your child who is a student or who is under 19 years of age); and (c) must not be claimed as an exemption by such person's husband or wife, and (d) must be a citizen or resident of the United States or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone (this does not apply to an alien child legally adopted by and living with a United States citizen abroad), and (e) must (1) have your home as his principal residence and be a member of your household for the entire year, or (2) be related to you as follows:
Your son or daughter (including legally adopted children), grandchild, stepson, stepdaughter, son-in-law, or daughter-in-law.
Your father, mother, grandparent, stepfather, stepmother, father-in-law, or mother-in-law.
Your brother, sister, stepbrother, stepsister, half brother, half sister, brother-in-law, or sister-in-law.
Your uncle, aunt, nephew, or niece (but only if related by blood).

5. PENALTIES.—Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemptions.



SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Mail Order Form

In honor of your first pay check, you decide to buy a new wallet. In a catalogue you see one that you like. It is listed in this way:

81S306D Wallet brown or black imitation leather \$3.25 weight 5 oz.

Using the following form, order the wallet as a cash order. Sales tax will be \$.09 and postage will be \$.21. When filling out this form, it will be useful to know the meaning of the words:

QUANTITY: the number of items you have ordered

30-DAY CHARGE ORDER: you have 30 days in which to pay for the things you order

DOWN PAYMENT: part of the total sum that is given when the order is made

C.O.D.: Cash on Delivery. You pay for the article you order when you receive it.

NORMAN, INC.
8109 Virginia Drive
DETROIT, MICHIGAN 48229

Date _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

article	catalog no.	color/style	size	quantity	cost each	total price	

Mark one:
I enclose check money order

Send COD 30-day charge

sales tax: _____
postage: _____
total: _____
amount enclosed: _____

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SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Money Order

Study the money order form made out by Mr. Robin H. Hood. Mr. Hood is the purchaser. He is sending \$16.10 to John B. Quick Co. The stub, marked "DETACH AND HOLD" is kept by Mr. Hood for his records. Using this form as a guide, fill in the blank money order given below. You are sending \$3.25 plus tax and postage to Norman, Inc., Detroit, Michigan 48207, for a wallet that you have ordered.

PAY THIS AMOUNT **16 10** **WARNING** DO NOT CASH IF ALTERED **16 10** **16 10**
DOLLARS CENTS DOLLARS CENTS DOLLARS CENTS DOLLARS CENTS
9,999,987,342 9,999,987,342 9,999,987,342

U. S. Postal Money Order

NOT VALID FOR MORE THAN **Twenty** DOLLARS

PAY TO **John B. Quick Co.**

FROM **Robin H. Hood**

ADDRESS **13 Flock Street**

Sherwood, Illinois

00000 001 691

DO NOT FOLD, STAPLE, SPINBLE OR MUTILATE

DETACH AND HOLD FILE IN OTHER SIDE

PURCHASER ASSUMES RESPONSIBILITY FOR FILING IN HIS NAME AND ADDRESS AND NAME OF PAVER IN SPACES PROVIDED ON THIS ORDER

INITIALS OF ISSUING EMPLOYEE **W**

STAMP OFFICE STAMP

POST OFFICE STAMP

POST OFFICE STAMP

PAY THIS AMOUNT **5 00** **WARNING** DO NOT CASH IF ALTERED **5 00** **5 00**
DOLLARS CENTS DOLLARS CENTS DOLLARS CENTS DOLLARS CENTS
9,999,987,342 9,999,987,342 9,999,987,342

U. S. Postal Money Order

NOT VALID FOR MORE THAN **Five** DOLLARS

PAY TO **SAMPLE**

FROM **SAMPLE**

ADDRESS

00000 001 691

DO NOT FOLD, STAPLE, SPINBLE OR MUTILATE

DETACH AND HOLD FILE IN OTHER SIDE

PURCHASER ASSUMES RESPONSIBILITY FOR FILING IN HIS NAME AND ADDRESS AND NAME OF PAVER IN SPACES PROVIDED ON THIS ORDER

INITIALS OF ISSUING EMPLOYEE

STAMP OFFICE STAMP

POST OFFICE STAMP

POST OFFICE STAMP

55

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Deposit Slip

In order to provide an efficient way of paying your bills, you decide to open a checking account. Depositing money in a checking account is a simple matter, but it must be done carefully in order to avoid making mistakes. Below you will find a sample deposit slip, showing both front and reverse sides. (Not all deposit slips are alike. Some do not require as much information as the example below.) To fill out the front side properly, you will need to know the following:

1. Date: On this line, place the date of the day you are making the deposit.
2. Currency: Here, place the total amount of paper money you wish to deposit.
3. Coin: Place the total amount of coins you wish to deposit.
4. Checks: List the total amount of the check or checks you wish to deposit.
5. Total: Add currency, coin, and checks to get total of deposit.

You will fill in the reverse side of the deposit slip only when you are depositing more than one check. Whenever you have several checks, consider the following information:

1. List in the first column the amount of each check you are depositing. In the second column, write the name of the bank that appears on the checks.
2. Total the amount of all the checks. Write this total on the front side of the deposit slip next to the line marked "Checks."

Deposit Slip (front side)

Deposit Slip (reverse side)

<p style="text-align: center;">Deposited in CLEAR VALLEY BANK 1545 PARK STREET YOUNGSTOWN, OHIO</p> <p>Date: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 20%;">Currency</td> <td style="width: 30%;"></td> <td style="width: 50%;"></td> </tr> <tr> <td>Coin</td> <td></td> <td></td> </tr> <tr> <td>Checks</td> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">(List checks on reverse side)</p> <p>486-XX-2782</p>	Currency			Coin			Checks			TOTAL			<p>Please list each check separately and specify bank on which each is drawn</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Checks</th> <th style="width: 30%;">Amount</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr> <td style="text-align: right;">TOTAL</td> <td> </td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;">Enter this sum on reverse side.</p>	Checks	Amount													TOTAL	
Currency																													
Coin																													
Checks																													
TOTAL																													
Checks	Amount																												
TOTAL																													



Credit Application

After you have been working for a time, you may wish to open a charge account at a local store. Before opening a charge account, consider just how much money you can afford to spend in monthly payments. Then find out what types of charge accounts are available. Choose a plan that suits your budget. Make certain you understand the terms of the agreement. And most important, make certain that your payments are made according to the terms of the agreement and that they are made on the agreed date. Paying your bills on time will give you a good credit rating. A good credit rating is important because it indicates that you are an honest and responsible person. At some time in your life, it may be necessary for you to borrow a large sum of money. A good credit rating is necessary for you to get such a loan.

You wish to open a charge account at a local department store. Fill out the form given below.

<p>HANCOCK'S DEPARTMENT STORE</p> <p>1810 Rick Avenue Youngstown Ohio 44512</p> <p><u>Credit Application</u></p>	
Contract number _____	
Name in full _____	Age _____ Spouse's name _____
Address _____	City _____ Telephone _____
Employed by _____	Address _____
How long _____	Position _____ Take home pay per month \$ _____
Your bank _____	Branch _____ Checking _____ Savings _____ Loan _____
Own auto _____	Make _____ Year and Model _____ Mortgaged _____
To Whom _____	Address _____
Name and address of nearest relative not living with you _____	
Credit references _____	
Date _____	SIGNATURE _____

SECTION III:

ORGANIZING THE MESSAGE

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ORGANIZING THE MESSAGE: BASIC ASSUMPTIONS

1. Before a message can be delivered in all cases, it is necessary to organize the material that is to be presented.
2. Organization increases the efficiency of messages.
3. Organization is based on conventions of thought and practice.
4. Organization is determined by situational factors.
5. Organization is a process of gathering, selecting, and presenting information.
6. Organization reveals, in part, the self-image of the sender and his relationship to his audience.

ORGANIZING THE MESSAGE: CONTENTS

- A. Asking Questions: Significant-Trivial Responses
- B. Understanding Topics
 - 1. Discriminating Between Kinds of Topics
 - 2. Limiting the Subject
 - 3. Selecting Topics
- C. Classifying
 - 1. Arranging from Specific to General
 - 2. Selecting the Larger Idea
 - 3. Recognizing Related Ideas
 - 4. Determining Class Headings
 - 5. Classifying Newspaper Ads
 - 6. Classifying Things and Ideas
- D. Gathering Information
 - 1. Gathering Material from Observation
 - 2. Finding Synonyms
 - 3. Using an Index I
 - 4. Reading an Index II
 - 5. Making an Index
 - 6. Finding Information in Reference Materials
 - 7. Finding the Main Idea I
 - 8. Finding the Main Idea II
 - 9. Finding the Topic Sentence
 - 10. Skimming and Scanning I
 - 11. Skimming and Scanning II
 - 12. Paraphrasing and Summarizing (job description)
 - 13. Notetaking
 - 14. Selecting the Best Topic Sentence
 - 15. Supplying Details

ORGANIZING THE MESSAGE: A
ASKING QUESTIONS: SIGNIFICANT-TRIVIAL RESPONSES

All of us, perhaps, have been elated when someone, responding to something we've said or written, has asked the "right" question. His question tells us he's been listening carefully and/or that we communicated clearly. Developing an idea about the difference between trivial and significant questions comes out of our own individual experiences. Many people, however, have difficulties in becoming skillful in asking significant questions. One complicating factor is that the difference between significant and trivial is a relative one, much like the difference between "hot" and "cold." We all have some idea about the differences between "hot" and "cold," but we probably would hesitate to set any certain temperature as being cold. A mid-winter day when the temperature reaches 35° would be quite warm after two weeks of sub-zero temperatures. The same idea works on the difference between "significant" and "trivial." On occasion, a subject which seems "trivial" can become "significant" and vice versa.

One way to begin developing your sense of significant questions can be to borrow a technique used by journalists. In writing a newspaper article, reporters must have the following questions answered: who, what, when, where, why, and how. Approaching a topic, a conversation, or job interview, (adding the question "how much"!) with this set of questions can lead us to determine the significant question(s) depending on our purpose.

Below is an exercise which asks you to come up with a series of five questions about a piece of information. You are then asked to make a choice from the five as to which you think is the most important question. As a general guide "why, what, and how" questions are the most significant questions to ask. These questions are particularly appropriate when discussing ideas on politics, religion, literature, social concerns, etc. In other situations, "who, when, and where" may be equally as significant as "why, what, and how."

Read the following paragraphs. Ask a who, what, when, where, why, and how question about the following. Write the question you feel is the most significant. Remember that you are not seeking to ask questions that can be answered in the paragraph itself, but questions which could bring you more information or a clearer understanding about what the person is saying.

1. The human potential for accomplishment is probably one of the greatest undeveloped resources on earth. No one knows the heights a person can attain. Occasionally, and accidentally, some unusual circumstance will motivate a person to do something he otherwise could never do. We have seen unusual physical accomplishments under severe conditions of panic or fear (a mother single-handedly lifting a car off her child). Under hypnosis, people can be called on to do mental or physical feats they are incapable of performing when conscious.

ORGANIZING THE MESSAGE: A
ASKING QUESTIONS: SIGNIFICANT-TRIVIAL RESPONSES

2. The management of data-processing or information-systems functions is difficult. The managers of each of the subfunctions, such as operations, programming, systems, research, and development, must function as specialists in their respective fields. The overall management of the function must not only be capable of planning, organizing, directing, and measuring the efforts of these specialists, but must also be able to interpret its own needs and act with a general management orientation. In other words, the overall systems function management must act as a generalist -- not a specialist. In addition to the above, the overall data-processing manager must find time to develop and train his immediate subordinate managers in the differences between specialization and generalization so that one or more of them will be ready for promotion as he moves up the organizational ladder.
3. As a business expands and its numbers of personnel, invoices, inventory items, and so forth, grow, the problems of controlling the systems which keep track of the daily, monthly, and annual position of the business also grow. Using people to maintain control is a difficult task. Obtaining enough competent help and maintaining an exact system, so that all persons perform the job in precisely the same way, are problems which are frequently encountered. Complicated written procedures must be prepared and maintained if human error is to be minimized. The maintenance of a staff to write these procedures still further increases the cost of operations.
4. The designers of all these products have a responsibility to maintain an environment that provides aesthetic satisfaction to those who must live within it. The scope of this responsibility includes a concern that man's sensibilities and appreciation for beauty and aesthetic goodness are nurtured rather than smothered. A good architect recognizes his responsibility for the visual impact his building will have on the entire community. He strives to create a structure that enhances and contributes to everyone's appreciation of a beautiful environment. The design engineer must also take an aesthetic responsibility for the visual effect of his products. For, by abundance alone, the multiplicity of engineered products can dominate our environment just as a single large building dominates its neighborhood.

ORGANIZING THE MESSAGE: A: WORKSHEET

Paragraph 1

Questions:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Most significant? _____

Paragraph 2

Questions:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Most significant? _____

ORGANIZING THE MESSAGE: A: WORKSHEET

Paragraph 3

Questions:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Most significant? _____

Paragraph 4

Questions:

Who? _____

What? _____

When? _____

Where? _____

Why? _____

Most significant? _____

ORGANIZING THE MESSAGE: B-1
DISCRIMINATING BETWEEN KINDS OF TOPICS

One way to understand the overall organization of the messages we send verbal or written is to think of those messages in terms of four major kinds of topics: (1) why topics, (2) what topics, (3) how topics, and (4) compare-and-contrast topics. Each of these topics tries to get at the purpose of the message. Each calls for differences in approach and development. Almost all topics will fall under one of these major types. The discussions below describe the main features of the major kinds of topics and point out the major differences among the kinds of topics.

B-1: Part A, Why Topics

Why topics ask you to give your own opinion, to share your own feelings, to communicate your own individual reactions. The information, the message, may differ considerably from person to person. Why topics, in short, come from the private domain.

Not all "why" topics will begin with the word "Why." It is essential, therefore, to keep in your mind what the topic is asking you to do.

Ex. "What are my reasons for applying for this job?" is a "why" topic. It could be rewritten to begin with "why": "Why I am applying for this job." Even without rewriting, however, the topic itself should be identified as a "why" topic because it calls for personal comments and not for the results of a national poll on why people desire jobs.

Below is a list of "why" topics. Note carefully that not a single one begins with the word "why."

1. What I disliked about working as a typist.
2. Discuss your views on the new bookkeeping procedures.
3. How do you feel about signing loyalty oaths?
4. Give your reactions to the new training manual.

Restate these as "why" topics.

1. _____

2. _____

3. _____

4. _____

ORGANIZING THE MESSAGE: B-1

B-1: Part B, What Topics

What topics are like how and compare/contrast topics in one important way: they all take their information from the public domain. This means that the information typically comes from a variety of printed materials, newspapers, magazines, books, etc. It is information that is a matter of record of some sort and that is not dependent on one's personal response to the information.

What topics ask you to gather information, to describe, to classify, to narrate, perhaps to analyze. Again, not all what topics begin with the word "what."

Ex. "Why do people want jobs outside urban areas?" is a "what" topic. It could be restated as "What reasons do people give for wanting jobs outside urban areas?" The topic does not ask for your personal reason but the topic instead asks you to gather and put together information from public sources such as government statistics, magazine polls, etc.

Below is a list of "what" topics. None begin with the word "what."

1. Explain the major features of the office education program.
2. Describe some uses of computers by small businesses.
3. Discuss the major causes of automobile accidents in the U.S.
4. State the arguments for work/study programs for high school students.

Restate these as "what" topics.

1. _____

2. _____

3. _____

4. _____

ORGANIZING THE MESSAGE: B-1

B-1: Part C, How Topics

How topics are very similar to what topics. They differ, however, in three important ways: (1) How topics deal with technical subjects to show how to do something or how something is done. (2) How topics ask you to be specific and not to generalize. For example, the topic, "how to repair airplane engines" is too general to be helpful to a reader. The topic should deal with a particular type of aircraft, manufactured by a particular company in a particular year. (3) How topics demand a definite order in the arrangement of information based on a time sequence; main ideas and details are stated in the order in which they occur.

Once again pay careful attention to what the topic is asking you to do. On many occasions the usual clue words of why, what, and how may mislead you from the task you want to complete.

Ex. "What I did to obtain my first job" is a how topic. It may be written "How I obtained my first job." Note especially that this topic is not a why topic. It does not ask you to give your feelings (private domain) about the process of getting the job, just your actions (public domain) in the order in which they occurred.

Below is a list of how topics which do not contain the word how.

1. The technique of taking dental x-rays
2. Do-it-yourself: Make pottery on a wheel
3. What to do to check out a book from the school library
4. The proper procedure for obtaining a driver's license

Restate these as "how" topics.

1. _____

2. _____

3. _____

4. _____

B-1: Part D, Compare and Contrast.

Comparison topics and contrast topics are special forms of what topics. The special feature of comparison topics is that they present the meaningful similarities between two or more things or ideas. (Contrast topics present meaningful differences.) Both comparison and contrast topics may be organized in exactly the same way. They are often combined so that both comparison and contrast often appear in a single topic.

Ex. "What are the similarities (differences) between typing and keypunch?" is a comparison (contrast) topic. The topic could be restated as "Compare (contrast) typing and keypunch." Remember that comparison and contrast topics are special forms of what topics.

Most comparison and contrast topics will have word signals ("similarities," "differences," etc.) which indicate the task of these kinds of topics. Below is a list of comparison/contrast topics with some possible word signals underlined.

1. Distinguish between the terms "skilled" and "semi-skilled" as they apply to jobs in the automobile industry!
2. Contrast the level of training required of doctors with that required of nurses.
3. Explain the similarities between man's brain and electronic computers.
4. Discuss the similarities and differences between the book and movie version of A Farewell to Arms.

ORGANIZING THE MESSAGE: B-1

Below is a list of topics. Indicate in the space provided the kind of topic involved (why, what, how, compare/contrast). Remember to concentrate on what the topic asks you to do. Use the following symbols for each type of topic:

What topic: wtt Why topic: wyt How topic: ht Compare/Contrast: C/Ct

1. Your reactions to modern painting. _____
2. The most recent theory concerning cancer. _____
3. The program of women's liberation groups. _____
4. How to fill out a social security application. _____
5. Discuss your reasons for wanting this job. _____
6. The way in which a certain foundry makes castings. _____
7. Distinguish between the physical symptoms of alcohol use and heroin use. _____
8. What is your feeling about censoring the news media. _____
9. Explain how an electric eye works. _____
10. Discuss automobiles of today and those of 20 years ago. _____
11. On-the-job training should be available to all high school students who want it. _____
12. Some forms of government practiced in the world today. _____
13. Kinds of jobs for college graduates in foreign language. _____
14. How UNICEF began. _____
15. What are the differences between schools today and schools of 1900 _____

LIMITING THE SUBJECT

Eleven of the subjects listed below are limited enough to be treated adequately in a paper of 200-300 words (about two pages). Twelve others are too broad, covering too much territory to serve as good subjects for short papers. Put a check in the blank before each subject that you think suitable for a short paper. Opposite each item you do not check, write a more limited phase of the same subject.

1. Electronics _____
2. Harman Killebrew's Last Homer _____
3. Plymouth Drop-In Center _____
4. Communist Propaganda _____
5. Popular Music _____
6. My First and Last Blind Date _____
7. Litterbugs Have Invaded Our School _____
8. Winston Churchill _____
9. My Little Brother's Short Career
as a Blackmailer _____
10. The Problem of Human Dishonesty _____
11. How to Use an Airbrush _____
12. Fashions Through the Ages _____
13. Science Offers Many Careers _____
14. Across the Country in Seven Hours _____
15. How Radar Traffic Control Cuts
Down Accidents _____
16. Commercial Art _____
17. The Job I Didn't Get _____
18. The Olympics _____
19. Mexico and Its People _____
20. Everyone Likes Our Combo but
the People Next Door _____

ORGANIZING THE MESSAGE: B-2

21. ___ The Red Cross _____
22. ___ So You Want To Be a Diplomat _____
23. ___ Hitch Hiking _____

ORGANIZING THE MESSAGE: B-3

SELECTING TOPICS

Following is a list of headings for possible topics to write or speak about, Under each heading list four (4) limited topics that you know about, or would like to find out about.

1. How to make or do something; how something works
(Ex: Repairing our toaster)

a. _____
b. _____
c. _____
d. _____

2. Interesting places
(Ex: Grandma's attic; our cabin up North)

a. _____
b. _____
c. _____
d. _____

3. Memorable incidents in my life
(Ex: How I broke my arm)

a. _____
b. _____
c. _____
d. _____

4. Interesting people
(Ex: An aggressive bum)

a. _____
b. _____
c. _____
d. _____

5. Local, state, or national problems that interest me.
(Ex: The new tax plan)

a. _____
b. _____
c. _____
d. _____

6. Ideas and viewpoints I want to understand, explain, disagree with or persuade others to believe
(Ex: The kind of college I would like to attend)

a. _____
b. _____
c. _____
d. _____

7. Personal problems
(Ex: On being a younger sister)

a. _____
b. _____
c. _____
d. _____

8. Books, magazines, newspapers, movies, theater, TV, and radio
(Ex: Why I prefer plays to movies)

- a. _____
- b. _____
- c. _____
- d. _____

9. Careers
(Ex: A job I got fired from)

- a. _____
- b. _____
- c. _____
- d. _____

10. Social problems of people my age
(Ex: What comes after graduation?)

- a. _____
- b. _____
- c. _____
- d. _____

ORGANIZING THE MESSAGE: C-1

f ARRANGING FROM SPECIFIC TO GENERAL

Rearrange the items in the following lists, starting with the one most specific in meaning and ending with the one most general.

1. Quadruped, Lassie, canine, organism, dog, animal, Collie
2. A publication, the Kansas City Star, a newspaper, a daily, the press
3. Fiction, "The Cask of Amontillado," prose, short story, literature
4. Food, cake, the chocolate cake I bought last night, dessert, Pillsbury's chocolate cake
5. Heroine of "Kludt," female, Jane Fonda, actress, human being, movie star

Answers:

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

ORGANIZING THE MESSAGE: C-2

SELECTING THE LARGER IDEA: Part I

From each of the following groups of ideas, pick out the one that could be used as a main heading for the group. Write the main heading first and under it list the other ideas as subheads in the order that seems the most logical to you. Symbolize main heading with M and the other ideas with numbers 1-5 according to logical order.

A. More chances for jobs

Easier to get together with friends

Greater educational advantages

Bigger and better stores

Advantages of living in a large city

Wider choice of recreational activities

B. Turning in assignments late

Not asking questions about points that aren't clear

Main causes of failure in school subjects

Copying friend's work instead of doing it oneself

Wasting unscheduled time

Day dreaming in class

C. The back fence gossips

The hot-rod driver

Neighborhood pests

The noisy party giver

The doting parents of bratty children

The advice givers

ORGANIZING THE MESSAGE: C-2

SELECTING THE LARGER IDEA: Part II

From each of the following groups pick out two statements that could be used as main headings. Write the main headings down and under each, list the other ideas as subheads in the most logical order.

- A. Put loyalty to group ahead of school
Advantages of high school sororities and fraternities
Take time that could be spent on other, more democratic things
Give members practice in cooperating with others
Discourage forming friendships outside the group
Promote feeling of loyalty to group
Provide recreational activities
Promote snobbery
Often undertake charitable work
Disadvantages of fraternities and sororities
Encourage strong friendships
- B. Suitcoats always too short for his long arms
Has unpredictable temper, easily aroused, quickly calmed
Dr. Nuggins looks interesting
Knows endless number of entertaining stories
Bushy black eye brows
Famous throughout state for his brilliant surgery
Walks with his head thrust forward
Wears rumpled gray suits and black string tie
Always has time to talk with people
Tall and extremely thin
Has unusually keen sense of humor
Pure white hair, parted in the middle
Dr. Nuggins is interesting

ORGANIZING THE MESSAGE: CLASSIFYING C-2 Worksheet for Part II

A. Main heading _____

Supporting ideas in logical order.

Main heading _____

Supporting ideas in logical order.

B. Main heading _____

Supporting ideas in logical order.

ORGANIZING THE MESSAGE: CLASSIFYING C-2 Worksheet for Part II

Main heading _____

Supporting ideas in logical order.

ORGANIZING THE MESSAGE: C-3

RECOGNIZING RELATED IDEAS

One of the main reasons for planning a paper before you begin writing is to help you decide which of the many items you have in mind should be included in your paper and which should be excluded. Each of the following numbered headings is the main topic for a paragraph. Below each main topic are five subtopics. Three of the subtopics belong in the paragraph plan; they are items that should be covered in developing the main topic. Two of the subtopics are not directly related to the maintopic and should be dropped from the paragraph plan.

Read each group of items carefully, and decide which two subtopics in each group do not belong in the plan. Place an X in the blank before each of these irrelevant items.

EXAMPLE: Our new home is in a good location.

- Near bus transportation
- Ranch-type house with six rooms
- Just two blocks from school
- Has beautifully landscaped lawn
- Close to my father's business

1. People in our school could well do without:

- Students who disrupt classes by making inane remarks
- Students who cheat and brag about it
- Honor system would prevent cheating
- Students who belong to a clique and ignore everyone else
- School spirit necessary at games

2. Many of our popular dances came from other countries:

- The Charleston began in the South
- Rumba and mambo originated in Cuba
- Fox trot is easy to do
- Waltz came from Germany, though its real origin is French
- Tango was imported from Argentina

3. Air travel is safer than auto travel:

- Planes take less time to cover the same distances
- Planes encounter few traffic hazards
- Planes get expert inspection and care
- Pilots must pass rigid tests to prove capability
- Air travel is becoming cheaper

4. Establishment of the first public library in America

- Founded by Ben Franklin in 1731
- Opened in home of Robert Grace
- Temporarily closed in 1793 because of the plague
- Began with capital of \$400
- The Congressional Library established in 1800

5. Why my candidate, Don Pierson, should be elected president of senior class:

- Has excellent record -- good student, fine speaker, outstanding athlete
- Has had experience in conducting meetings and knows parliamentary procedure
- Traditional for senior classes to elect a fellow, not a girl, as president
- Father a successful executive in the Lyndon Manufacturing Company

ORGANIZING THE MESSAGE: C-4

DETERMINING CLASS HEADINGS

State the general category under which the items in the columns come.

canoe
yacht
outrigger
ocean liner

democracy
monarchy
dictatorship

John Wayne
Clint Eastwood
Henry Fonda
James Garner
James Arness

painting
sculpture
architecture
dance

scarf
ascot
muffler
boa
necklace

dejection
depression
melancholia
grief
mourning

Classifying Newspaper Ads

'71 BEL AIR 4 Dr. sedan, factory air, power steering & disc brakes. New white wall tires. \$1995

'69 IMPALA sport coupe; light green with 56,000 miles. Buy as it was traded for \$1270

'70 IMPALA 4 Dr. Sedan, factory air, power steering & brakes; Enjoy this car all summer. \$1840

'69 CHARGER NEWPORT 4 dr. sedan, Maroon, with white vinyl roof; Pwr. steering, pwr. brakes, air conditioned. \$795

'71 MALIBU 2 Dr. P.T. 307 Engine and 3 speed shift. Yellow with black vinyl roof, makes a sporty, economical way to go. \$2180

'69 CONCOURSE 9 pass. wagon. New dark green paint. Auto. transmission & pwr. steering. Drive this wagon home for only \$1380

'69 KINGSWOOD 6 pass. wagon. Auto. transmission, Pwr. steering, ready for that summer vacation. \$1670

'71 IMPALA 4 dr. sedan. Pwr. disc brakes, power steering, only 32,000 miles - test drive this Impala - America's #1 automobile today. \$2345

In business as in life we practice The Golden Rule

BALDWIN

CHEVROLET

Successor to
J.N. LARSON CHEVROLET
310 Central of Univ. 339-1944

2 ROOFING, SIDING & GUTTERS
Free Est. Insured, Guaranteed
560-5940
SALITROS ROOFING & SIDING.

TYPISTS 3

TEACHERS
HIGH SCHOOL GRADS
X TYPISTS

NEED AT ONCE

Top Pay - Full Benefits

Call 338-0527

Manpower Inc.

1816 IDS Tower, 338-0527
80 So. 6th St
An Equal Opportunity Employer

COIN CHANGER MACH. adding mach. Sunfillator md. 1118 recliner, rollaway, gas Inclinerator, kit stove la. cabinets, steel shelving '64 CHEV IMP, good. 789-6176

MEN - WOMEN 5

Part or full time to supply Disney books to estab. retail accts. High monthly earning potential with only \$2990 for inventory & training. Call COLLECT Mr. West (214) 243-1981

Approx. 3 commer. acres adjacent to new K-Mart, Northtown Shopping Ctr. By owner. 784-4978

CEMENT WORK ALL TYPES 7

Patios, Steps, Driveways
Chimney Repair, Etc.
HOFF CONSTRUCTION
521-8214 871-8854

CLERICAL 8

Fig. clerk to work nights posting sale from invoices to inventory cont. cards hrs. 4:40 p.m. to 1 a.m. 5 days wk Perm full time position gd. pay, exc. benf. & work cond. good i.g. apt. **GENUINE PARTS CO.**, 7460 West 27th St., St. Louis PK, 929-1635

We will not be responsible for any other children in our pool. Conrad Garness, 5916 - 2nd St. N.E.

ATTENDANTS 10

Martin Oil Service has openings for attendants full & part time, good starting rate, paid vacation & hospitalization plan. Excellent opportunity for advancement. No washing or greasing. Apply in person 2634 University Ave. N.E.

GRINDERS-ENDMILL 11

Cutter-form tool needed at
SUBURBAN TOOL - CALL
Tel. 335-7887, 7 a.m. to 5:30 p.m.

COCKER SPANIEL AKC Show qual. 2 Males, 4 Mos. Buff. Top-Bid- lines Very Flashy. Also yng Buff brood. CH-sired. Ex-prod. All have **PERSONALITY PLUS**. See in 'apts thru Sun only. 332-1600

FACTORY HELP 13

SOAP & CHEMICAL PLANT
Good pay, overtime available.
Semi-heavy general plant work
Married men preferred
GRACE-LEE PRODUCTS INC.
1414 Marshall St. N.E.
See Don Shaughnessy plant supt.

Hand-crocheted ponchos. Sizes 3-14
Priced \$4.50-8.00. 788-6935

North New Brighton, Nica 1 BR apt. Near bus & shopping. No lease. \$118. 784-5935

LAKESHORE--60 mi from city. Heavily wooded, elevated lot, \$2995 596-8441 **REALCO** 421-0169

Garage Sale--Moving--6/7, 8 & 9 10 a.m. 6 p.m. Snow tires, couch, yard equip, train & race sets, 1575 21st Av. N.W. No of 694 & E of Silver Lk. Road. (633)

CARETAKER COUPLE
Middle age reliable couple for lg. new apt. complex. Man with strong maintenance background. Wife to assist with cleaning apts. Rent free. All utilities plus substantial salary. Write - R. E. LoVaas, 3140 Chowen Ave. S., Mpls., Minn. 55416 - Or call 925-2848.

INTERVIEWERS 19
Women needed for part-time door-to-door market research survey work Approx. 24-30 hrs. per wk. Car nec. No exper. nec. Apply Jeanne Drew Surveys, Inc., 5005 1/2 34th Ave. S. 729-2306 Btw. 10-4pm.

2 BR TOWNHOUSE in Plymouth Vil. A/cond/ cptd. appis. 544-2290

STORE DETECTIVE 23
Experience helpful, but not necessary. Aptitude for internal work & detecting shoplifters. Apply to Personnel **TARGET STORES, INC.** 5537 W. Broadway, Crystal. An Equal Opportunity Employer

List numbers of ads on the line following the appropriate classification.

Announcements _____

Automotives _____

Business Services _____

Employment _____

Merchandise _____

Rentals _____

Real Estate _____

BY OWNER 24
3 Br. Formal Din. Rm. 2 car at- tach gar Over 1500 sq. ft priced in mid 40's. 560-5944

'66 Olds. Jet star 88. In very good cond. PB, PS, Auto-trans. Gd. tires, bucket seats. Call 535 7230 mornings, or 425 5858 afternoons & evenings.

SELECT OAKRIDGE MANOR BECAUSE 26

We are close to shopping, bus transportation and freeways, just minutes from anywhere. We offer all the extras to make your apt. home comfortable, including security system, garages and elevator. Why not inspect these values today.

10113 West 34th Street
County Rd. #18 West 34th St.
2 Min. to Oak Ridge Country Club

OPEN DAILY
1 & 2 BR
See Resident Manager on Premises
938-9032

THORPE BROS.
333-2133

27
LOST Male shepherd-collie, blk & wht. Tan collar. No ID. Vic. 49th & Zealand, New Hope. 533-1461

PIANO TUNING AND REPAIR
GALEN LEWIS 538-9519

ORGANIZING THE MESSAGE: C-6, a-f

CLASSIFYING THINGS AND IDEAS

For each of the following activities arrange the things and/or ideas in four groups according to their similarities. Then choose a classification heading that includes the words of that category but excludes the other words. Be certain that you use each word in only one category. No word may be omitted. There may be more items in one category than in another.

ORGANIZING THE MESSAGE: C-6a

ARRANGE ACCORDING TO CLASSIFICATION

X-ray technician
typist
park and recreation director
carpenter
policeman
stenographer

nurse
key punch operator
pediatrician
elementary teacher
brick layer

dental hygienist
receptionist
probation officer
electrician
accountant
surgeon

social worker
plumber
sheet metal worker

Classification _____

Classification _____

Classification _____

Classification _____

ORGANIZING THE MESSAGE: C-6b

ARRANGE ACCORDING TO CLASSIFICATION

porcupine
plays
snow
eternity
sunshine
caterpillar
movies
faith
storm
beaver
carnival
hope
T.V.
football
rain
robin
sleet
spirit
rattlesnake
fog
dedication
novel

Classification _____

ORGANIZING THE MESSAGE: C-6c

ARRANGE ACCORDING TO CLASSIFICATION

candy
pony
toxic
taffy
cop
strive
tumor
soap
pole
task
soda
pole
task
soda
passimist
contest
corn
soup
practice
sap
pop
corner

Classification _____

Classification _____

Classification _____

Classification _____

ORGANIZING THE MESSAGE: C-6d

ARRANGE ACCORDING TO CLASSIFICATION

cap
steel
wood
basket
lid
piston
blanket
box
plastic
tarpaulin
bottle
stop sign
orange
cotton
football
clothing
kettle
roof
rubber

Classification _____

ORGANIZING THE MESSAGE: C-6e

ARRANGE ACCORDING TO CLASSIFICATION

automobile
ferris wheel
phonograph
bicycle
windmill
motorcycle
chain saw
hair dryer
lever
sail boat
ax
houseboat
toaster
hoe

Classification _____

Classification _____

Classification _____

Classification _____

ORGANIZING THE MESSAGE: C-6f

ARRANGE ACCORDING TO CLASSIFICATION

prepossession
doctrine
emotion
meditation
bias
sympathy
irrationally
reflection
passion
deliberation
creed
partiality
cognition
affection
bigotry
convetion
contemplation
sentiment

Classification _____

ORGANIZING THE MESSAGE: C-6a ANSWERS

Medical

X-ray technician
pediatrician
surgeon
nurse
dental hygienist

Clerical

key punch operator
accountant
typist
receptionist
stenographer

Construction

carpenter
plumber
electrician
brick layer
sheet metal worker

Public Employees

park and recreation director
social worker
policeman
elementary teacher
probation officer

ORGANIZING THE MESSAGE: C-6b ANSWERS

Animals

porcupine
beaver
robin
rattlesnake
caterpillar

Forms of Entertainment

plays
movies
carnival
T.V.
football
novel

Religious Terms

eternity
faith
hope
spirit
dedication

Weather

snow
sunshine
storm
rain
sleet
fog

ORGANIZING THE MESSAGE: C-6c ANSWERS

Items beginning with C

candy
cap
contest
corn
corner

Items beginning with P

pony
practice
pole
pessimist
pop

Items beginning with S

soap
soup
strings
sin
sola

Items beginning with T

toxic
tumor
taffy
task

ORGANIZING THE MESSAGE: C-6d ANSWERS

Container

cup
wastebasket
box
kettle
bottle

Shapes

stop sign
coffin
orange
piston
football

Coverings

clothing
lid
roof
blanket
tarpaulin

Material

rubber
steel
cotton
wood
plastic

ORGANIZING THE MESSAGE: C-6e ANSWERS

Engine Operated

automobile
lawn mower
motorcycle
chain saw
houseboat

Electrical

toaster
phonograph
hair dryer
refrigerator
roller coaster

Man-powered

bicycle
lever
ax
hoe

Wind-powered

windmill
sailboat
blimp

ORGANIZING THE MESSAGE: C-6f ANSWERS

Prejudice

prepossession
bigotry
bias
irrationality
partial

Belief

creed
doctrine
conviction

Feelings

affection
passion
sentiment
sympathy

Thought

meditation
cognition
reflection
deliberation
contemplation

ORGANIZING THE MESSAGE: D-1

Much of the material used in writing comes from personal experience and observation. In this exercise you will practice observing, remembering, and noting down such details. Choose one of the following scenes to use as a subject for observation:

- The kitchen on baking day
- Bowling night
- Breakfast with the family
- Walking home in a rainstorm (or snowstorm)
- Entering a delicatessen
- Eating lunch in the school cafeteria
- The school hall at dismissal time
- Downtown traffic at rush hour

Indicate the scene observed.

Under each of the following headings list the details you observe:

Sight

Hearing

Smell

Feel

Taste

Finding Synonyms

List all the words, phrases, and figures of speech (including slang) that you can think of which might be used instead of the word absurd. (Use the Dictionary of Slang, a thesaurus, and a dictionary.)

The Index

The section of an index that is printed below is like those found in many encyclopedias. The set of books from which the index might have been taken contains one volume for each letter of the alphabet. The letter after each heading in the alphabetical list below Puerto Rico shows in which volume or volumes the desired information can be found. The numbers tell you the page or pages to look for in that volume. The words picture, color picture, map, or table indicate where illustrated material on a particular subject may be found.

Read each question below the index and decide where you would look first to try to find the answer. Put the volume letters and page numbers on the lines. The first one is done for you.

Puerto Rico (pwer'te ra' ko), formerly Porto Rico, island of West Indies, transferred to U.S. by Spain in 1898; 3435 square miles (with nearby islets); population 2,210,703; capital San Juan: P-374-9, map N-361, pictures P-374-9

animals P-375-6

children P-375-6, color pictures P-375

cities P-379

Citizenship of natives C-216, P-375

climate P-374-5

education P-376

electric power P-375

farming P-377

flag F-267, color picture F-263

forests P-376

government P-378

history P-376-7; U.S. acquires S-271

hospitals P-379

language P-375

people P-375; how the people live P-375-6

population problem P-375 table P-374

products P-376, picture P-375

shelter P-375, 377 . . . 99

ORGANIZING THE MESSAGE: D-3

1. What implements might be used by the workers on a sugar-cane plantation? _____
2. What happened to the forests that once covered most of the island? _____
3. At what cities are the bananas, limes, oranges, and other fruits loaded for shipment to other countries? _____
4. What does the flag of Puerto Rico look like? _____
5. Why do the people of Puerto Rico eat so little meat? _____
6. Where could you find a map showing all of Puerto Rico? _____
7. Are the Puerto Rican people allowed to vote for the officials of their government? _____
8. Why do the plantation owners grow rice on terraced ground? _____
9. Why do many of the natives speak Spanish instead of English? _____
10. Do the houses in the Puerto Rican cities have adobe walls and patios? _____
11. Are the Puerto Rican schools like those in the United States? _____
12. Are there any skyscrapers in the capital city? _____
13. Do all Puerto Ricans use charcoal-burning stoves and kerosene lanterns instead of electric lights and stoves? _____
14. What animals other than donkeys are used by the farmers? _____
15. Why does the island of Puerto Rico have a temperate climate even though it is in the torrid zone? _____
16. Who discovered Puerto Rico? _____

Reading an Index

Just like your index finger, a book's index is very useful. It can help you to find exactly what you are looking for.

The index is a more complete listing than a table of contents. The index tells you more than just the main areas that the book covers. It tells you what material is in the book and where to find it. Every subject is listed in the index, even if there are only one or two pages or a single paragraph on the subject.

The subjects in the index are listed in alphabetical order. After the subject listing, you will find a page number. If you can find information on that subject in several different places, all will be listed. Sometimes the index will tell you to look under another subject listing to find what you want.

Not every book has an index. When there is an index, it is at the end of the book.

Sometimes you may have trouble knowing exactly what to call the subject you are looking up. To find out if a book contains information on whether goldfish eat earthworms, you might look in the index under either

_____ or _____. To find out what pages contain information about the Dodger's left-handed pitchers, you might look under

_____, _____, or _____.

ORGANIZING THE MESSAGE: D-4

Under what other headings should you look for information about:

1. shampooing?

2. vitamins?

3. waving?

4. tape?

ORGANIZING THE MESSAGE: D-4

Here is the last page of the index from a book called Your Hairdo.

- shampooing, 13-21; of wigs, 108 (see also acne, hair problems, and hair, types of) shampoos, 8-18, 16-17, 101 (see also shampooing)
- shaping, 12, 37, 49
- shingle cut, 37
- short hair, 40, 42, 51 (see also haircuts)
- side part, 32, 39
- skin irritations, see acne and dandruff
- skin tone, and hair color, 72-82
- snarls, how to avoid, 18
- split ends, 43, 60, 84-85
- spot permanents, 57
- straightening, 36, 60-61
- streaking, 65, 71
- styling, see hairstyling
- sun, effect of on hair, 9, 10, 70
- switches, 104, 105, 110-111
- tangles, how to avoid, 18
- tape, see cellophane tape
- tapering, 11, 12, 37, 49
- teasing, 47, 48-49
- teen-age problems, 92-99
- temporary color, 17, 18-19, 66-67, 102
- test curls, 59, 60
- thin hair, 16-17, 46, 109
- thinning, 37, 49
- tiaras, 115, 116
- tinting, 69-70, 105
- tipping, hair color, 71; salon attendants, 138-139
- tips, see ends
- toning, hair color, 69; make up, 77-78
- vinegar rinse, 9, 19, 20, 21, 59, 102
- vitamins, see diet
- water, in diet, 89; salt, 9, 70
- waving, see permanent waving and setting
- wiglets, 104, 105-107, 109-110, 111
- wigs, 104, 105-107; care of, 108-109
- winter, effect of on hair, 90, 91
- wiry hair, 12, 18

Use the index page to answer the following questions.

On what page or pages will you find information about:

1. how winter affects your hair? _____
2. how to avoid getting tangles in your hair? _____
3. wiglets? _____
4. the care of wigs? _____

Does the book give any information about:

1. how much to tip beauty salon attendants? _____
2. how straw hats help your hair? _____
3. shiny hair? _____
4. using temporary hair color? _____

ORGANIZING THE MESSAGE: D-5

To make an index, you must be able to arrange all of the subject items in alphabetical order.

When you alphabetize, you list first the word whose first letter is closest to a. For example, which should be listed first, bug or spider?

If two words start with the same letter, look at the second letter. The word whose second letter is closer to a goes first. For example, which should be listed first, pitcher or player? _____

If the first two letters are the same, the third letter decides which word goes first. For example, which should be listed first, please or plate? _____

In alphabetical order, which word goes first: candle, camel, copy, cozy, or castle? _____ Which of the words goes last? _____

Using the lines given, write each list below in alphabetical order.

gum	_____	said	_____	danger	_____
mink	_____	safe	_____	edge	_____
skunk	_____	wrong	_____	day	_____
king	_____	sad	_____	dead	_____
knife	_____	sorry	_____	deed	_____
finger	_____	right	_____	end	_____

Now you're ready to make an index.

ORGANIZING THE MESSAGE: D-5

Here are two columns of an index. In the first column are subjects from A to H.

In the second column are subjects from H on.

I

first date, 17-32
 accepting a date, 20-22, 34, 57
 asking for a date, 19-20, 35-36, 56
 blind date, 105-107
 dinner date, 99-103
 "friends" -- turning them to
 dates, 44-45
 dating, how often 150-155; and
 schoolwork, 157 (see also
 first date, blind date, dinner
 date)
 going steady, 156-159; how to avoid,
 160
 age, at first date, 108-109; yours
 and your date's, 110; does it
 count, 111
 dancing, 168-170
 height, 112-113
 drinking, 130-136
 bad date, how to end early, 146

II

preparing for a date, 23-24
 saying good night, 65-71
 home, calling for date at, 37-38,
 59, 181; inviting date into, 30,
 60, 108
 Party, giving, 203-210; inviting
 someone to, 204-205; meeting
 people at, 211-213; taking
 someone home from, 214
 meeting dates, ways to, 80-90;
 instead of calling for them
 39-40
 talk, what to talk about, 160-163;
 too much or too little, 164
 "playing the field," see going
 steady
 nervousness, 266
 money, who pays for what, 250-255;
 how much to spend, 255-256; how
 to get more, see parents
 manners, 301-303
 making up, after a fight, 260
 parents, 58-61; introducing date
 to, 28, 39-40
 hours, 267-270

Using the two columns above, answer the following questions.

1. Which subject should be first in column I? _____
2. Which subject should be first in column II? _____
3. Which subject should be last in column I? _____
4. Which subject should be last in column II? _____
5. What entry belongs just after the following?

dinner date _____	money _____
going steady _____	parents _____
first date _____	nervousness _____
"friends" _____	home _____
blind date _____	making up _____
6. Why is there no page number listed for "playing the field"?

Where Can You Find Out?

In your school or public library are many sources of information about modern wonders and the men and women who developed them. Each type of reference material meets a particular need. For example, if you wanted detailed information and background material on a subject, you might go to an encyclopedia. For certain specific bits of information you might consult a dictionary, an almanac, or Who's Who.

Among the reference materials found in most libraries are the following:

1. A set of encyclopedias containing fairly detailed articles, many of them illustrated, dealing with all fields of knowledge
2. Dictionaries
3. Science textbooks
4. A picture-history of science and invention including biographies of famous scientists and inventors; pictures, diagrams, and explanations of important inventions; and historical background
5. An almanac -- brief general reference book published every year, listing major events of the year, statistics of many kinds, and a great variety of useful facts and dates
6. Who's Who in America containing brief biographical information about important living Americans. A new volume containing up-to-date facts is published every year.
7. A nature atlas containing pictures and descriptions of rocks and minerals, trees and wildflowers, birds and animals found in different parts of the country
8. Biographies of scientists and inventors
9. Technical and scientific magazines containing news and informative articles about current research and scientific discoveries

In addition, a library usually contains two important "tools" that are designed to help you find particular kinds of materials:

10. Card catalog -- a card file listing every book in the library by title, author, and subject
11. Readers' Guide to Periodical Literature -- a monthly index to articles in current magazines, listed by subject and author

ORGANIZING THE MESSAGE: D-6

Which of the sources of information listed above would you go to first if you wanted to answer the following questions? (Indicate by number.)

1. Is Dr. Jonas Salk still alive and doing medical research? _____
2. Was dynamite the first explosive invented? _____
3. Are boils, abscesses, and carbuncles somewhat alike? _____
4. Were daguerreotypes shown at the Philadelphia Centennial Exposition in 1876? _____
5. What becomes of the wax when a candle burns? _____
6. What did the first steam engines look like? _____
7. What books about railroading does your public library contain? _____
8. Suppose you have been reading a story about the Frenchman who built the Eiffel Tower. Are the main facts in this book true? _____
9. What are the distinguishing characteristics of shale, granite, marble, and limestone? _____
10. What part of all the freight shipped in the United States is carried by trucks? _____
11. What kind of person was Thomas Edison? _____
12. What are the newest developments in space travel? _____
13. What magazine articles dealing with atomic research have been published in the last month? _____
14. What were the major scientific discoveries made last year? _____

The United States Coast Guard

The men in the Coast Guard service have a full-time job seeing to the safety of all who navigate rivers, lakes, and the oceans that border the United States and its possessions. One duty of the Coast Guard is to try to prevent marine accidents. Another duty assumed by the Coast Guard is rescuing the shipwrecked.

One way in which the Coast Guard prevents accidents is by regularly checking freighters to make sure that they are in shipshape condition. Inspectors examine the hull, the machinery, safety devices, and the rest of the ship's apparatus to see that nothing is out of order.

In the North Atlantic Ocean, there is a special Coast Guard "ice patrol" that cruises about watching for floating ice. At night and in stormy or foggy weather, the enormous chunks of ice are almost impossible to see. Ships in the area keep in radio contact with the "ice patrol" and thus know the precise location of floating ice.

Another section of the Coast Guard handles the "weather patrol" stations in the Atlantic and Pacific oceans. This patrol broadcasts frequent on-the-spot weather reports. The information alerts crews on ships and planes, so they can prepare for severe gales or alter their courses to avoid unusually bad storms.

Navigational aids operated by the Coast Guard include lighthouses on the coasts, lightships in the water, and foghorns. In the darkness and during storms, the boom of the horns and the flashing beam of the lights caution ships' pilots to watch out for dangerous reefs.

Occasionally an accident does occur. In such a situation the Coast Guard is instantly available to aid the victims.

If planes or ships, at sea are reported missing or are long overdue, the Coast Guard is notified and quickly goes into action. Its men comb the seas until the plane or ship is finally located.

When a shipwreck occurs, men of the Coast Guard make every effort to rescue the victims. This work calls for brave, well-disciplined men who must be able to handle small boats in the midst of wild storms.

The Coast Guard pioneered in saving lives by using helicopters. With these "whirly-birds," emergency cases of the injured and ill can be rushed from ships to the shore and be under medical care in a short time.

Each year thousands of people remember with gratitude the services performed by the many loyal young men who have enlisted for duty in the United States Coast Guard.

ORGANIZING THE MESSAGE: D-7

Activity

Write the following subheads under the appropriate main heads in the outline:

- Rescuing shipwreck victims
- Locating floating ice
- Rushing ill and injured to shore
- Broadcasting weather reports
- Inspecting freighters
- Hunting missing or overdue ships and planes
- Operating lighthouses, lightships, and foghorns

I. The Coast Guard helps prevent accidents by

- A. _____
- B. _____
- C. _____
- D. _____

II. The Coast Guard saves victims of accidents by

- A. _____
- B. _____
- C. _____

The Pattern of a Hurricane

The feel, the sound, and the sight of a hurricane are terrifying. The whole earth seems to come to life, to shudder and groan, to twist and struggle, to lie deathly still, and then to slowly revive and go its normal way again.

However, these terrifying storms always give advance warnings. The veteran of one hurricane knows when a new one is bearing down on him. He can see it. He can feel it. And there are people who insist that they can smell an approaching hurricane.

The people on the seacoast need not bother to look at the sky to know when a hurricane is approaching. The water warns them in two ways. The tide is unusually high; and huge, racing hurricane waves appear far in advance of the storm.

At almost the same time there will probably be advance warnings in the sky. The first hint is a change in the color of the light. An odd yellowish haze appears. If it is near the end of the day, a brilliant red sunset may be noticed. If it is night, there may be a circle around the moon.

The barometer begins falling. The air becomes damp and uncomfortable and still. There is a definite feeling that something is going to happen. The animals, birds, fish, and insects are keenly aware of the meaning of this change. They instinctively start moving toward shelter.

Another unmistakable warning of an approaching hurricane is the appearance of light, low, racing clouds that seem to be skimming along barely above the tops of trees and buildings. Light rain may fall from some of these clouds. Occasional sharp gusts of wind will swirl along, followed by periods of quiet.

As the storm draws closer, the racing clouds become heavier, the periods of sunlight shorter. The haze in the sky is more pronounced. The wind begins to blow more steadily, increasing both in sound and in fury. Then comes the dreaded monster itself.

When the full force of the hurricane wind sweeps over the land, the whining and sighing and whistling of the wind change to a rumbling roar that builds up to occasional shrieks. The storm lashes, whips, and drives across everything in its path.

The sky grows darker until it seems that night is approaching, though it may be noon. A weird, bluish-gray light breaks through at intervals. The stinging rain seems not to fall but to race along with the storm, moving horizontally. The wind is so powerful that a person facing into it cannot breathe.

The wind may build up to speeds of even 180 miles an hour. Mingled with the roar of the wind and the roar of the seas are overtones of tearing and breaking and crashing. Roofs are picked up and tossed about like giant leaves. Buildings sway and quake; some are demolished. People who try to move in the face of the blow must get down on all fours and crawl. Ancient trees are ripped apart or uprooted. Strangely, the palm, its long slender trunk reaching far into the sky, seems best able to withstand the fury of the storm. It bows before the force of each gust of wind; but clings stubbornly to the soil.

For a period of four to 12 hours the wind screams and rages, the sea pounds the shore, and the rain pours down. Then, suddenly, the wind ceases. If it is daytime, sunlight may break through. If it is night, stars may become visible.

The inexperienced person begins to hope that the storm is over. The hope is false. The huge "eye," or center of the hurricane, has settled on the weary, battered land. All around this area of calm the storm is still raging.

The calm may last as long as three hours, if the hurricane is a big one. Being in the dead-calm "eye" is the weirdest sensation that a person experiences in a hurricane -- the eerie feeling of being in that calm and knowing that all around it the winds are tearing along at 150 miles or more an hour.

There is a feeling of relief when the "other half" of the blow suddenly strikes. Though the wind's viciousness seems worse than anything before, its shrieking now indicates that the storm will soon be over.

The storm moves slowly inland after it passes the coast and gradually loses its power. It will finally break up when it reaches hills. On its way inland the hurricane continues to pour out tremendous torrents of water as it dies, or "dries out" as weathermen say. Left behind is a wreckage-scarred area that looks as though it would never rise from the catastrophe.

Activity

The ideas in this article fall under two main headings. After you have read the article, complete the outline below.

I. Advance warnings of the hurricane

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____

II. Stages of a hurricane

- A. _____
- B. _____
- C. _____
- D. _____

ORGANIZING THE MESSAGE: FINDING THE TOPIC SENTENCE, D-9

Read the following paragraphs.* Underline the topic sentence in each.

- I. That day, when he went to the candy store where the boys hung out, Steve had the feeling that they were mad at him. Joe kept on chewing his gum, not answering Steve's "Hi." Tony walked to the corner, and John crossed the street. The others didn't even look up from the magazines they had picked from the stand.
- II. If you brush your teeth properly, you will get a lot of benefits. Your teeth will be strong and white. Your gums will be bright pink, healthy and strong. Your breath will be fresh, and your smile will be attractive.
- III. Cynthia had to get up early to dress them and give them breakfast. She had to do the dishes before she left for school. With her mother sick, the work of running the house and caring for the younger children became Cynthia's. She could never stay after school to talk to friends or join a club. She had to hurry home to let the children in. By the time she cooked, served, and cleaned up after dinner, she was too tired even to think about her homework.
- IV. Fall blends into winter so well that it is hard to know just when winter arrives. Is it when just a few strong-willed leaves are left on the trees? Or when the temperature goes below a certain mark? Or is it when the first snowflakes fall?
- V. We get only sparrows and pigeons and an occasional robin. Why don't the really beautiful birds come to the city? The yellow- and blue- and green-feathered ones, with long pretty tails? Or the ones with beautiful songs, not just noisy chirps? How nice it would be to pass a flock of colorful birds on the way to school. Or to wake up to their lovely songs.
- VI. Patty dreaded dancing periods at school because she was always taller than her partner. She hated standing last in line just because she was the tallest. She hated when they asked her to move to a back row during movies. Somehow, in the last few months she had shot up. And there was nothing Patty hated more than being so tall, especially when everyone else -- meaning BOYS -- was so short. Why, the boys in her English class only came up to her shoulder.

*Taken from Countdown, Scope Study Skills 1, Scholastic Magazine, 1969

ORGANIZING THE MESSAGE: WRITING THE TOPIC SENTENCE, D-10

Instead of just finding the topic sentence, now you will be asked to write it. Each of the paragraphs below is missing a topic sentence.* You must decide what the main point of the paragraph is, or what conclusion can be drawn from it. Then write a sentence that tells it.

I.

_____ When people say, "I'm sorry," it is not always so, but may be just a way to get you to like them again. When you give someone a gift and he says, "You shouldn't have," of course he doesn't mean it. And when you break a dish and the owner tells you, "It's perfectly all right, it doesn't matter at all" -- then you KNOW that that person isn't really saying what he thinks.

II.

_____ If they are old enough to fight for their country, then 18-year-olds should at least have a say in selecting the leaders who will send them off to war. A person of 18 is as mature as a person of 21 -- and some 18-year-olds are even more mature than some 21-year-olds. So why shouldn't we change the laws?

III. People don't know this because girls always raise their hands in class so teachers think girls are smarter than boys. But it's not true.

_____ Boys could give better answers -- they really know much more than girls -- but boys just don't talk as much. Boys are smarter because, after all, who built this country and made most of the important contributions to it? Boys and men. The girls just sat and sewed -- that's about all they're smart enough to do.

IV. Adults think that kids are always happy, that there is nothing so wonderful as being young. But this is not the case.

_____ When you are young, no one understands you. And you don't even understand yourself. Adults are always telling you what to do -- and then they want to know why you don't act more grown-up. You get so that you don't even know if you're a child or an adult. You don't know who you are. How can adults think anyone as mixed up as that is happy?

V. It was easy enough for Winnie to skip breakfast. Of course, her stomach did growl around mid-morning. But a few drinks of water usually took care of that. She had been forcing herself to eat only an apple for lunch even though it was torture. But now that she was dieting, trying to lose 10 pounds, Winnie found the afternoons unbearable. Terribly hungry, she counted the hours until dinner and chewed gum in an effort to trick her empty stomach. Winnie had learned one thing from all of this.

VI. We first realized that something was happening when Mark started to take better care of his appearance. He shined his shoes and cleaned his nails. He even carried a pocket comb. And those weren't the only

ORGANIZING THE MESSAGE: WRITE THE TOPIC SENTENCE, D-10

signs. He turned red whenever Alice's name was mentioned and tried to change the subject. He stopped talking about "those awful people -- girls." He started saying things to himself in his room, when he thought no one was listening, things like, "Alice, would you go out with me Saturday night?" There was no doubt about it.

*Taken from Countdown, Scope Study, Skills 1, Scholastic Magazine, 1969

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Skimming

Skimming a page is a way to get information from it. When you skim a page, a story, or an article, you look down it quickly, not reading it. You skim for a particular purpose. You skim to find out something that you can learn without reading every word.

Skimming is only one way to study. It is not the only way.

One reason to skim an article is to find a specific fact. You may skim a story in your school paper to see if your name is in it, or to find the final score of a ball game, or to see what time a dance starts. To find such information you don't need to read the whole article. You just look down it quickly until you spot the information for which you are looking.

Below is a list of names. Skim the list to find what number the name "Anne" is.

- | | | |
|---------------|--------------|-------------|
| (1) Lillian | (2) Beatrice | (3) Gloria |
| (4) Katherine | (5) Hilda | (6) Susan |
| (7) Lisa | (8) Lauren | (9) Annette |
| (10) Dotty | (11) Meg | (12) Carol |
| (13) Martha | (14) Julie | (15) Anne |
| (16) Vicki | (17) Sandra | (18) Sharon |
| (19) Ray | (20) Lee | (21) Nan |
| (22) Toni | (23) Leonore | (24) Alice |
| (35) Jo | (26) Sara | (27) Andrea |

"Anne" is number _____. To find that out you did not have to read every name on the list. Your eyes should simply have moved along, quickly, until they recognized the name "Anne."

The following pages will give you practice in skimming various kinds of material.

ORGANIZING THE MESSAGE: GATHERING INFORMATION, D-11

Skimming To Find Facts

Skim the following newspaper column to find the answers to the questions that follow. (You should be able to do this in five minutes. Your teacher will stop you then.)

- | | | |
|-------|--|--|
| 12:00 | (2) Love of Life (C) | (7) General Hospital (C) |
| | (4) Jeopardy (C) | (9) Journey to Adventure: "A Flying Visit to South Africa" (C) |
| | (7) Bewitched: Comedy (R) | (11) Expedition |
| | (9) News: John Wingate, Marv McPhillips (C) | (31) Documentary Hour |
| | (11) Bozo the Clown (C) | 3:25 (2) News: Douglas Edwards (C) |
| 12:25 | (2) News: Joseph Benti (C) | 3:30 (2) Edge of Night (C) |
| 12:30 | (2) Search for Tomorrow | (4) You Don't Say (C) |
| | (4) Eye Guess (C) | (7) Dark Shadows (C) |
| | (7) Treasure Isle (C) | (9) Loretta Young Show (R) |
| | (9) Laurel and Hardy (R) | (11) Cartoons (C) |
| | (11) Cartoons (C) | 4:00 (2) The Secret Storm (C) |
| 12:45 | (2) Guiding Light (C) | (4) The Match Game (C) |
| 12:55 | (4) News: Edwin Neuman (C) | (7) The Dating Game (C) |
| 1:00 | (2) Dennis the Menace (R) | (9) Movie: "The Doctor Takes A Wife" (1940) Loretta Young, Ray Milland, Gail Patrick, Tart, diverting little comedy. (R) |
| | (4) P.D.Q. (C) | (11) The Fantastic 8th Man (C) |
| | (5) The New Yorkers: Bill Leyden, Joan Darling, Ed McMahon, Phyllis Newman, Josh White Jr. (C) | (31) Around the Clock |
| | (7) Dream House (C) | 4:25 (2) News: Floyd Kalber (C) |
| | (9) Broken Arrow (R) | 4:30 (2) The Mike Douglas Show: Lt. Gen. Joseph Moore, Jimmy Dean, Nancy Wilson, Skitch Henderson (C) |
| | (11) Movie: "Night Beat" (1950) Maxwell Reed, Anne Crawford, Ronald Howard. Three British ex-servicemen seek careers (R) | |
| 1:30 | (2) As the World Turns (C) | |
| | (4) Let's Make a Deal (C) | |
| | (7) Wedding Party (C) | |
| | (9) Whirlybirds (R) | |
| 2:00 | (2) Love is a Many Splendored Thing (C) | |
| | (4) Days of Our Lives (C) | |
| | (7) The Newlywed Game (C) | |
| | (9) Kingdom of the Sea (C) (R) | |
| 2:30 | (2) House Party (C) | |
| | (4) The Doctors (C) | |
| | (7) The Baby Game (C) | |
| | (9) Fireside Theater (R) | |
| | (11) People in Conflict | |
| 2:55 | (7) Children's Doctor | |
| 3:00 | (2) To Tell the Truth (C) | |
| | (4) Another World (C) | |
| | (5) Woody Woodbury Show: Elsa Lancaster, Fernando Lamas, George Lindsay (C) | |

1. At what time does "Expedition" come on? _____
2. How many times does the news come on? _____
3. Is there a program called:
 - a) "Big City Crime" _____
 - b) "Treasure Isle" _____
 - c) "Around the World" _____

Skimming To Find Facts

Skim this part of a page from the telephone directory to find the answers to the questions below it. (You should be able to do this within five minutes. Your teacher will stop you then.)

Betts Geo W 2823-2CAvS ----- 729-9211
 Betts Harold W 10717FranceAvS -- 884-5191
 Betts Howard M Mrs
 4923RouseHAvS -- 926-2184
 Betts Icy 3504-4AvS ----- 825-2350
 Betts Jack 406AldrichAvN ----- 374-4096
 Betts James E 911UptonAvN ----- 588-8738
 Betts Jas L 4054-29AvS ----- 722-9104
 Betts L 1951E Sattel Ln ----- 566-2363
 Betts La Vern
 4750-107AvNE CircPines -- 784-9200
 Betts Lawrence H 10717FranceAvS -- 884-5191
 Betts Lee L 955-27thSt NE Co. 425-4935
 Betts Richard L 1302NE Madison -- 738-0541
 Betts Robert 1201-44AvN ----- 522-1686
 Betts S J 1009ECCo Rd ----- 757-2922
 Betts Samuel Fagerstrom Pt Wayz -- 471-5240
 Betts Tom M E 814-73-Ex ----- 474-3182
 Betty's Bakery
 2525-10thSt NE Shop ----- 935-2725
BETTY CROCKER KITCHENS
 Betty's
 540-2521
 Betty's Information ----- 540-2187
 Betty's Tours ----- 540-2526
 Betty's Crocker Pie Shop
 4250-10thSt NE AvS ----- 888-9233
 Betty's St
 861-7278
 Betty's Super Market
 535-5130
 Betty James W 8225-432-Circ ----- 544-0815
 Betty Jane's Hair Styling by Sa
 4351-10thSt NE ----- 522-5221
 Betty Lou
 445-5577
 Betty's Bakery
 332-1675
 Betty's Bakery
 Betty's Shoppe
 4250-10thSt NE AvS ----- 922-4600
 Betty's Super Shop 3501-63AvN ----- 561-4540
 Betty's Super Shop 1502-137St ----- 926-6889
 Betty's Super Shop
 4747-10thSt NE AvS ----- 825-6533
 Betty's Nursery School The
 30116-2A.S ----- 888-5915
 Betty's Tavern 4159CentralAvNE ----- 788-9987
 Betty's Tavern 5041-10thSt NE ----- 522-4205
 Betty's Tavern 6600-10thSt NE ----- 941-7646
 Betty's Tavern 5513-10thSt NE ----- 929-2784
 Betty's Tavern 912-4325 ----- 827-4255
 Betty's Tavern 861-5677
 Betty's Tavern 786-4498
 Betty's Tavern 370-0152
 Betty's Tavern 561-4449
 Betty's Tavern 521-5076
 Betty's Tavern 474-3476
 Betty's Tavern 786-6790
 Betty's Tavern 561-3589
 Betty's Tavern 443-3693
 Betty's Tavern 239-5740
 Betty's Tavern 890-6426
 Betty's Tavern 734-3764
 Betty's Tavern 475-4807
 Betty's Tavern 588-6156
 Betty's Tavern 535-1249
 Betty's Tavern
 210HermanTer Hop -- 936-6677
 Betty's Tavern
 3028LouisianaAvS -- 922-0561
 Betty's Tavern 1315-25AvN ----- 521-4372
 Betty's Tavern 568-6154
 Betty's Tavern 561-7482
 Betty's Tavern
 472-4528

Betzold Warren R 8807TretbaughDr. 831-6037
 Beuch Eric Livi ----- 469-2913
 Beuch Gerald H 1240E4 Shakopee -- 445-4284
 Beuch Melvin. Prior Lk ----- 447-2639
 Beucher Diana 940-39AvNE ----- 781-7793
 Beucher Geo 124-5AvNE Osseo -- 425-2838
 Beucher Marian L
 2645VagabondLane Wayz -- 473-2758
 Beucus Harold T
 2845CambridgeLane Meund -- 472-4726
 Beucus Raymond H 3100BloomAv -- 724-6921
 Beug Bernice 907-11AvS Hop ----- 935-4059
 Beug Lila 4304LateDr ----- 537-2281
 Beug Sandra 907-11AvS Hop ----- 935-4059
 Beugen Allan 2411GettysburgAvS -- 544-4503
 Beugen Arthur A
 2841InglewoodAv -- 926-3433
 Beugen Ben 9108CluteRd ----- 544-9731
 Beugen Francis W
 4216BasswoodRd -- 926-0582
 Beugen Ivan & Johnson
 2300CentralAvNE ----- 761-2788
 Beugen Jack Joseph
 4201S CedarLkRd Noka -- 546-4888
 Beugen Jack Martin
 4216BasswoodRd -- 926-0582
 Beugen Jos Benj 2840SunsetBlvd -- 926-1127
 Beugen Michael Robert
 4829BeeneCirc -- 535-4192
 Beugen Morris 3655VirginiaAvS -- 935-0046
 Beugen New Flowers 116-57St -- 333-5357
 Beugen Newton David
 2526BasswoodRd -- 922-9692
 Beugen Paule 4829BeeneCirc -- 535-4192
 Beugen Robert J 4218BasswoodRd -- 926-4308
 Beugen Robert J
 2825ElkIsleBlvd -- 822-1000

1. What number do you call to ask about Betty Crocker Kitchen Tours? _____
2. Is there more than one Betty Crocker Pie Shop listed? _____
3. Whom do you call to reach Betty Lou's? _____
4. Is there a listing for: _____

Arlis Betz _____
 Dennis Betz _____
 William Betz _____



Skim these articles from the sports page of a magazine to find the answers to the questions. (You should be able to do this within five minutes. Your teacher will stop you then.)

THREE-TIME WINNERS

Two women athletes won their Olympic events three times in a row. Dawn Fraser, the great Australian swimmer, won the 100-meter free style in 1956, 1960, and 1964. Sonja Henie, of Norway, won in figure skating in 1928, 1932, and 1936.

1. Where is Dawn Fraser from? _____
2. What event was Sonja Henie in? _____

"MR. FULLBACK": MAN OF MANY RECORDS

The pro gridirons are cooking with fast, strong runners. But face it, none of them is a Jimmy Brown.

The big fullback hung up his cleats a few years ago. But he shouldn't be forgotten on the football fields for 40 or 50 years. He left behind a lot of records. Here are a few:

1. Most seasons leading the league in yards gained rushing -- eight.
2. Most yards gained rushing in a career -- 12,312.
3. Most yards gained rushing in a single season -- 1,863.
4. Most yards gained rushing in one game -- 237.
5. Most games rushed for 100 yards or more -- 58.
6. Highest average gain per carry in a career -- 5.22.
7. Most touchdowns scored rushing in a career -- 106.
8. Most total yards gained in a career -- 15,459.

Jimmy had to be the greatest fullback of all time. A 228-pound slab of muscle, he hit like a tank. And once he found daylight, he was gone.

1. How much did Jimmy Brown weigh? _____
2. How many touchdowns did he score rushing in his career? _____
3. Are the most yards gained rushing in one game 287? _____

FOOTBALL'S "HIT" RECORDS

The average football fan rarely talks about records. The truth is he doesn't know any. Still, the National Football League keeps records. And these records match anything in the baseball guide. Get a load of these dazzlers:

Most consecutive games played -- 180 by Dick Modzelewski, 1953-66. Why was this unusual? Dick was a defensive tackle. And he didn't miss one game in his entire career!

Most consecutive games scored in -- 107 by Lou "The Toe" Groza, 1950-59.

Most points scored in a quarter -- 29 by Don Hutson, Green Bay vs. Detroit in 1945; scored four touchdowns and five extra points in second quarter.

Most consecutive games scoring a touchdown -- 18 by Lenny Moore, 1963-65.

Most consecutive points after touchdown -- 234 by Tommy Davis in 1959-65.

Longest field goal -- 56 yards by Bert Rechichar, 1953.

Best percentage field goals season -- 88.5 by Lou Groza (23 out of 26), 1953.

Highest average gain per carry, season -- 9.9 by Beattie Feathers, 1934.

1. When did Lenny Moore make a record? _____
2. How long was the longest field goal? _____
3. Who holds the record for the most consecutive games scored in? _____
4. During what game was the record for most points scored in a quarter made? _____

Skimming To Form a Question

I. Read the following passage:

Suppose you want to learn material in a chapter. Should you read everything and hope that you'll be lucky enough to remember the important parts?

Why leave everything to luck? Here is a simple way to remember the main points in what you read: Ask yourself questions before you read.

When you are looking for an answer to a specific question, your reading has a purpose. When you can answer the question, you have located some meaningful information and taken it out from the rest.

How do you know what to ask yourself? Skim a passage to get an idea of what it is about. Then form a question. After that read the passage to find the answer.

Here is a passage. Skim it -- do not read it -- and then decide which question you think it will answer.

The idea in basketball is to put the ball through the hoop. But to get the best "percentage" shot, your team must work the ball quickly and accurately. Good movement and good passing will open up the defense -- freeing men for those easy shots around the hoop. That's why everyone should learn to pass.

Which question does this passage answer: _____

1. How do you get the ball through the hoop?
2. Why should everyone learn to pass?
3. How do you work the ball quickly and accurately?

II. Skim the next passage -- do not read it. Then ask a question that you think it will answer.

The U.S. rat population is now about 100 million. This means there are about half as many rats as people.

Rats came to the U.S. in ships with the early settlers. At first, they stayed in the harbors. Then they moved to barns and houses in search of garbage to eat. Finally, they spread to places throughout the country.

1. What is the question that you asked? _____

If your question was, "How many rats are there in the U.S. and how did they get here?" or something like that, then you've got the idea.

ORGANIZING THE MESSAGE: SKIMMING AND SCANNING, D-12

First you ask the question, then you read the passage to find the answer to it. Talk to yourself if necessary -- it might help you to remember the question and answer.

III. Skim each of the following passages. Then, below each, write a question that you might expect the paragraph to answer. SKIM -- DO NOT READ!!

1. The year was 1909. Many Negro and white leaders were worried. Hundreds of Negroes were being lynched. Many more were being killed in race riots. Most Negroes were poor. Many were kept from voting. Their future looked hopeless.

That year, 60 Negro and white leaders formed an organization to help Negro people. It was called the National Association for the Advancement of Colored People (NAACP). Its purpose was to get equal rights for Negro Americans.

This probably will answer the question: _____

2. In football games, no back has more responsibilities than the quarterback in the T formation. Except for kicks, he handles the ball on every play. That means the success of every play depends squarely on the quarterback's ability to deliver the ball quickly and easily to the other backs.

This probably will answer the question: _____

IV. Often, you can turn the subhead or the first sentence into a question. Then you can skim or read to find the answer to it. For example, if the subhead is "George Washington Carver's Contributions," you can ask yourself, "What were George Washington Carver's Contributions?" If the subhead is, "Increase of Trade," you can ask, "Why was there an increase of trade?" or "What were the results of the increase of trade?"

If the subhead is "The Uses of the Dictionary," what question would you ask? _____

Write the question that you could ask based on each of the following headings or subheads:

1. Jujitsu-The Japanese Art of Self-Defense

2. The Sounds that Say "Now"

3. Safety Features of the New Cars

ORGANIZING THE MESSAGE: SKIMMING AND SCANNING, D-12

4. Muhammad Ali--(Cassius Clay)

5. The Movies and Fashion

6. Summer Jobs for Teenagers

- V. Now try making the first sentence into a question. If a paragraph begins, "There were three things that finally brought the United States into World War II," you could ask, "What were the three things that finally brought the United States into World War II?"

If the first sentence says, "Chimpanzees act very much like children," you might ask, "In what ways do chimpanzees act like children?"

Read the first sentence of each of these paragraphs. Then form a question from it. Skim the passage. Does it answer the question you asked? It should.

1. A store detective, to be good, must have more than average imagination and guts. "You need imagination, because no two shoplifters steal anything the same way," one detective says. "And you need guts, because it's not easy to walk up to strange people and suggest they've done something wrong." The question you could ask is:

2. The United Nations Food and Agriculture Organization (FAO) fights against hunger in many ways. It teaches farmers how to grow more food on their land. It helps them clear jungles and drain swamps to grow food. It gives hints on the best crops to grow. It also fights against insects and diseases that cut down the amount of food. The question you could ask is:

3. The first movies were not shown on screens. You saw them by looking into a box. You put a penny into a slot in the box. Then you looked through an opening at the top. A light went on inside. Then as you turned the handle at the side, pictures moved inside. You could see a girl doing a dance. She might shake her hips -- and even show her knees!! Or you might see a small boy pour water on a well-dressed man.

These first movies ran for about a minute, depending on how fast you turned the handle. They were called "peep shows." You saw them in places called "penny arcades." The question you could ask is:

ORGANIZING THE MESSAGE: PARAPHRASING AND SUMMARIZING, D-13

Assume that you are an equal opportunity employer. You have a job available. Write a 100-word job description.

Write a classified ad offering for sale a vest-pocket exercising kit, an untraceable poison, or a bed-making machine.

● ORGANIZING THE MESSAGE: D-14 (T)

Notetaking

- A. Teacher reads aloud (or perhaps presents verbally from notes) a five to seven minute piece of business. Have students take notes. Teacher and students reconstruct the information using only notes taken by students. The teacher can clue students before hand to such key phrases as "the main idea..." "the three points to be concerned..." as a means of organizing their notes so that they obtain the most significant information.
- B. Prepare a transparency of a page of reading material. -Complete the task in much the same way as above.

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Selecting the Best Topic Sentences

The topic sentence for each of the following paragraphs has been omitted; a blank indicates where it should be. Carefully read each paragraph to determine its central idea. Then from the three topic sentences suggested below each paragraph, choose the one that best expresses this central idea. Indicate your choice by circling the letter of the selected topic sentence.

1. _____ My first experience at working for a pay envelope was doling out frozen custard in a dairy bar. There I learned indoor jobs were not for me. Deciding I wanted to spend more time out of doors, the next summer I delivered groceries for a supermarket. The third year I was interested in building muscles, so I wielded a pick and shovel with a railroad section gang repairing roadbed. The last summer I found the ideal vacation job. While working as a counselor for a group of lively eight-year-olds at Camp Big Eagle, I spent the summer swimming, riding, hiking, and camping -- all this and a pay check too.
 - a. There are many summer jobs available to teen-age boys.
 - b. I have had a variety of jobs during the past four summers..
 - c. Summer jobs can be very interesting.

2. _____ Candy makers, for instance, use a special process to make candy wrappers smell as appetizing as the candy itself. Some department stores perfume the air about their counters, with selected fragrances to get customers in a spending mood. A number of used-car dealers even spray their bargains with a special scent -- to give them that "new car smell."
 - a. To increase sales, merchandisers have added a new approach -- nose appeal.
 - b. The last five years have brought about an amazing number of different ways in which merchandisers encourage sales.
 - c. Merchandisers spend more time on increasing the appeal of products than on raising their quality.

3. _____ Typical reservation Indians have had little education; some of them even have difficulty in speaking English. Since unemployment has long been one of the chief problems on reservations, Indians have little or no money saved to tide them over while they look for suitable jobs in other parts of the country. Besides, reports from friends -- as well as unhappy experiences of their own -- have made them fear the racial discrimination they are likely to run up against in seeking work away from home.
 - a. Racial discrimination against Indians seems to me especially unfair.
 - b. Most Indians, unfortunately, do not have the qualifications necessary to get good jobs.
 - c. These are the main reasons why so many Indians hesitate to leave the reservations to find employment and a better life elsewhere.

Supplying Details

A good writer should not only supply enough details to make his ideas clear and interesting to the reader, but he should make sure that the details he uses in each paragraph are relevant to his purpose. Of the many details he might use, he must choose the ones that will best develop the topic idea of the paragraph.

After each of the following numbered topic sentences are listed three or four items, labeled a, b, c, and d. The lettered items in each group suggest various kinds of details that might be used to develop the topic sentence. Decide which of the three or four suggested kinds of details would be best to use for each of the paragraphs. Indicate your choice in the blank preceding the item.

1. Every high school ought to have a course in driver education.

To develop this topic sentence, I would supply details

- a. Explaining what a driver-education course consists of
 b. Describing a driver-education course I read about in a magazine
 c. Giving three or four reasons why driver courses are important for all schools -- whether in small towns or large

2. Of all the candidates currently being suggested _____ is far and away the best.

To develop this topic sentence, I would supply details

- a. Enumerating the various rival candidates and describing the drawbacks of each
 b. Defining my idea of what a "good candidate" should be
 c. Describing the qualifications of my candidate that make him the best choice

3. After working on both a cattle ranch and a fruit farm, I have decided that fruit farming suits me better.

To develop this topic sentence, I would supply details

- a. Pointing out differences between the two kinds of work that make my preference for fruit farming seem reasonable
 b. Enumerating the advantages of working on a fruit farm
 c. Explaining the reasons why work on the cattle ranch was unpleasant

4. Television crime shows seem to me an important factor in juvenile delinquency.

To develop this topic sentence, I would supply details

ORGANIZING THE MESSAGE: D-15

- _____ a. Describing the plot of one or two typical TV crime shows
- _____ b. Explaining the effect that watching TV crime shows may have on impressionable teenagers I know, who have too much leisure and too little supervision
- _____ c. Enumerating other possible causes that may, like crime shows, lead to delinquency

5. In Sam Weller, Dickens created one of the funniest characters it has ever been my pleasure to read about.

To develop this topic sentence, I would supply details

- _____ a. Enumerating and briefly describing other "funny" characters in books who do not quite match Weller for humor
- _____ b. Giving one or two incidents from Dickens' novel illustrating how humorous Weller was
- _____ c. Defining my idea of what "humor" is

6. "If you don't like the weather, just wait a minute; it'll change." I believe this aged joke must have originated in the Oklahoma-Texas panhandle region.

To develop this topic sentence, I would supply details

- _____ a. Pointing out the contrast between the changeable weather in the panhandle region and that in another section of the country
- _____ b. Giving the causes and effects of sudden shifts in weather
- _____ c. Giving three or four examples from my experience of sudden shifts of weather in the panhandle region

7. Why do so many adults in this country read so few books?

To develop this topic sentence, I would supply details

- _____ a. Giving statistics on the average number of books read by adults
- _____ b. Giving three or four reasons why adults do not read more
- _____ c. Pointing out a comparison between the reading done by adults and that done by high school students
- _____ d. Describing the kind of books that are most popular with adults and reasons for their popularity

8. In spite of the many advantages, being a celebrity can be a real headache.

To develop this topic sentence, I would supply details

- _____ a. Enumerating several celebrities and briefly describing the circumstances that made them public figures
- _____ b. Contrasting the commonplace life of an ordinary person with his exciting life after becoming a celebrity
- _____ c. Enumerating the problems that arise as soon as a person becomes famous

ORGANIZING THE MESSAGE: D-15

Detail Sheet

I. Fill out this sheet completely before writing your paragraph.

1. Topic sentence:

2. Key words: (subject and attitude) Have students list them and then go on to number three.

3. Synonyms for key words:

- | | |
|---|----|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

4. Details: List details that develop the key words.

- | | |
|---|----|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

5. Place details in sentences.

II. List 60 neutral details about selling a house. Come up with a short paragraph suitable for inclusion with a photograph of a house that is being offered for sale.

Arrange sentences in best order.

SECTION IV
FORMING THE MESSAGE

129

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FORMING THE MESSAGE: ASSUMPTIONS

1. Messages may take a variety of forms which are dependent upon audience, occasion, and purpose.
2. All messages express a point of view.
3. Forming a message depends upon language choices which determine the message itself.
4. Conventions of form contribute to the efficiency of message-sending.
5. The effective sender has at his command a variety of language tools that enable him to choose the most effective way to send a message.

FORMING THE MESSAGE: OBJECTIVES

1. To demonstrate ability to construct an outline based on a reading selection.
S-48 S-2 S-3
2. To practice the conventions of outlining.
S-48 S-1
3. To identify the topic sentence (main idea) of a paragraph.
S-4 S-5 S-9
4. To recognize the essential parts of a topic sentence.
S-6
5. To formulate a topic sentence for a paragraph.
S-7
6. To develop specific details for a topic sentence.
S-10 S-11 S-12 S-13
7. To differentiate between specific and general language choices.
S-8, S-9
8. To arrange details in a logical space order.
S-15
9. To arrange details in a logical time order.
T-1 (S-14), S-16
10. To arrange details by their order of importance.
S-17
11. To differentiate between cause and effect.
S-18 S-19
12. To discern analogous relationships.
S-20 S-21
13. To arrange details for compare/contrast topics.
S-22
14. To connect details in a paragraph so that a logical order is apparent.
S-23 S-24 S-25
15. To demonstrate ability to use first, second, and third person point of view appropriately.
S-50 S-51
16. To demonstrate ability to identify the attitude of a writer in a given passage.
S-49 S-51
17. To practice changing misused passive voice to active voice.
S-52

FORMING THE MESSAGE: OBJECTIVES

18. To demonstrate ability to distinguish among four major kinds of topics (why, what, how, compare/contrast) and choose the appropriate methods of development.

S-11 S-12 S-13 S-22 S-50

19. To become acquainted with prepared forms of business and society and to demonstrate skill in completing them.

S-29 S-37 S-38

20. To demonstrate skill in writing business correspondence.

S-26 S-27 S-28 S-30 S-31 S-32 S-33 S-34 S-35 S-36 S-37 S-39
S-40 S-41 S-45 S-46 S-47, T-2

21. To demonstrate skill in writing social correspondence.

S-42 S-43 S-44

Outlining

Outlining depends on the process of classification (see packet C, Unit 3 for practice). It is useful because it helps a writer to concentrate on one section or paragraph of a message at a time while still having an overall organizational plan in front of him. Outlining can be very formal or very informal. Once again the situational factors influence a sender's choices.

Read the following explanation of a standard form for outlining.

Main topics begin at the left margin.
Items of lesser importance are indented.
All items of equal importance have the same indention.

TOYS THAT FLY

The outline at the right shows the conventional system of numbering and indenting outline headings and subheadings. Main topics are numbered in Roman numerals, and their subtopics are listed by capital letters.

Divisions of the lettered subtopics are listed by Arabic numerals.
Subdivisions of the numbered topics are listed by small letters. It is seldom necessary to make a more detailed outline than this.

Items of equal importance should be stated in parallel forms. For example, these headings are nouns with modifiers. These headings are prepositional phrases.

Each topic begins with a capital letter.

In a topical outline the headings are not followed by periods. (Periods are used in headings of sentence outlines only.)

A heading is never followed by just one subheading, as it cannot be divided into less than two parts. This is because each subheading describes a division of the heading above it.

I. Boomerangs

A. Return boomerangs

- 1. Banana-shaped
- 2. Cross-shaped

B. Hunting boomerangs

II. Kites

A. High-altitude kites

- 1. Diamond kites
 - a. Simple-tailed kite
 - b. Tailless Malay kite
- 2. Box kites

B. Acrobatic kites

C. Entertaining kites

- 1. In fancy shapes
- 2. With musical pipes

III. Models

A. Gliders

B. Rubber-band-powered airplanes

C. Engine-powered airplanes

FORMING THE MESSAGE: S-1

Below is a short outline that contains some errors in the form used. On the line before each number write OK if the heading is correct and X if the heading contains an error.

Otters

- ____(1) I. River otters.
- ____(2) A. Value to man
- ____(3) 1. Fur
- ____(4) 2. Trained by fisherman
- ____(5) B. life habits
- ____(6) II. Sea otters
- ____(7) A. Life habits
- ____(8) 1. Live in cold waters
- ____(9) 2. Eat shellfish

FORMING THE MESSAGE: S-2

Read each of the main headings in the sentence outline below. Then choose the sentences at the bottom of the page that should be listed under each main heading. Write the sentences on the lines provided.

I. It is important to have a proper setting for study.

- A. _____
- B. _____
- C. _____
- D. _____

II. All necessary materials should be collected before studying.

- A. _____
- B. _____
- C. _____
- D. _____

III. Regular study hours help develop good study habits.

- A. _____
- B. _____

Good lighting is essential for reading without eyestrain.

A straight but comfortable chair should be available.

Have on hand a supply of sharpened pencils and pen and ink if needed.

Time should be set aside each day for studying.

If there are no immediate assignments, spend some study time reviewing material.

Organize your notebooks, including your assignment notebook, for easy use.

A quiet place is necessary for concentration without distraction.

Keep rubber bands, paper clips, and file folders handy.

Keep a supply of paper in your home study area as well as at school.

A table or desk is needed when writing must be done.

Make sure you have all your textbooks and dictionary.

Watching television will help you relax while studying.

Read the following article on technical magazines and note the main ideas. Then, referring to the article, complete the outline.

TECHNICAL MAGAZINES

The man who gets ahead in any trade or profession is the man who constantly tries to improve himself. The lazy, inefficient, dull worker gets fewer opportunities and, of course, less money, than his more ambitious companion.

One of the great aids to increased efficiency on the job is the reading of magazines in a worker's own field. Technical magazines suggest more skillful ways of doing things and improving the worker's output.

Not only are technical magazines valuable to men already on the jobs, but they are also good guides to students who are thinking of entering the trades.

They give a glimpse of working conditions, problems, and skills that cannot be gained as quickly in any other way. If you are seriously thinking about a trade, it will pay you to examine magazines connected with that trade. If you are seriously interested in, and qualified for, the particular trade, the magazines will strengthen your determination to be a good worker. On the other hand, if you are doubtful, not really interested in the work, the magazines may save you from taking a serious misstep.

Technical magazines may be divided into two main groups; those for the general public (like Popular Mechanics) and those for particular trades. In technical magazines you will usually find such information as the following:

- A. New inventions explained,
- B. New processes introduced
- C. New twists and short cuts for the workman

FORMING THE MESSAGE: S-3

- D. Plans, blueprints, suggestions for the building of various things
- E. Illustrations of new ideas in action
- F. Opportunities in various trades
- G. Special problems in various trades
- H. The appeals of various occupations
- I. General trade information

To be sure, in no one magazine are found all the items mentioned above.

Many are certain to be included, though. Whether you have already made up your mind about your career, or whether you are still hesitating, it will pay you to examine a number of the good technical magazines published throughout the country.

Technical Magazines

I.

A. Workers

1. _____
2. Suggest improvements in worker's output

B.

1. _____
2. May strengthen determination to enter a trade
3. _____

II. Some factors in the make-up of technical magazines

A.

1. General public
2. _____

B.

1. Deals with new processes, inventions, ideas, short-cuts
2. _____
3. _____
4. General trade information

A paragraph is a series of connected sentences that develop an arranged unit of thought. A paragraph may contain a few details or many details, but there is one idea that relates all of the sentences in the paragraph. This main idea is contained in the topic sentence.

Read each of the following paragraphs. Then underline the sentence that states the main idea (the topic sentence). The first one is done for you.

1. In professional football, the crossbar of the goal posts was placed even with the goal line. In college football, the crossbar was back of the line. Also, professional teams were allowed to use a two-platoon system. This was not permitted in college football. College and professional football rules were not exactly the same.
2. Basketball is a fast-moving sport. There never seems to be a dull moment in a basketball game. The players keep moving from one end of the court to the other, sometimes with lightning speed. Each time one team makes a basket, the other team gets the ball. Both teams try to score as many points as they can as quickly as they can.
3. Never swim alone. Stay in shallow water until you can swim well. Never dive headfirst into water until you know how deep it is. Leave the water when you feel tired or chilled. When swimmin remember these safety rules that may save your life.
4. For both fans and player, one of the greatest thrills in baseball is a grand slam. Every time a batter steps into the batter's box with three men on base, he hopes to get that very special hit. Many games have been won in the last inning when a batter has hit a ball out of the park with the bases loaded.

5. Several forms of exercise are popular with people of different ages. Some fathers may jog around the block with their children, while others do push-ups. Adults as well as boys and girls ride bicycles. Swimming is enjoyed by many families as a pleasant way to keep fit. Some people take up sports like golf to get exercise and to enjoy the outdoors.

FORMING THE MESSAGE: S-5

Read each paragraph below and the three sentences below that. Choose the sentence that best tells the main idea of the paragraph. Then put an X in the blank that has the same letter as that sentence.

1. Iron is a plentiful metal and one of the most useful materials on earth. A surgeon's knife, steel beams in a building, and even the wire in a spiral notebook may be made of iron. Another quality of iron is its ability to be magnetized. Its many uses make iron valuable in numerous ways.

a. ~~Iron is a useful metal.~~

_____ a.

b. Iron is very plentiful.

_____ b.

c. Steel beams are made of iron.

_____ c.

2. Casey leaned out of the cab window and looked back toward the caboose for the brakeman's signal. Then he checked his watch again. People depended upon the freight getting into the station on time. Other men helped him, but it was Casey's responsibility as engineer to see that his train arrived when it was due.

a. A train is easy to run.

_____ a.

b. Freight is due on time.

_____ b.

c. Casey's watch had stopped.

_____ c.

3. It is important to protect every kind of animal wildlife. In areas where mountain lions and coyotes are no longer found, herds of deer have grown too large for the food supply. Thus many deer starve. By allowing seemingly harmful animals to live, a better balance of nature can be maintained.

FORMING THE MESSAGE: S-5

- a. Nature's balance is best. _____ a.
- b. Some animals starve easily. _____ b.
- c. Coyotes are extinct. _____ c.

4. Jason stumbled down the corridor. He was still cramped from the inactivity of sleep. However, there was no time to warm-up his aching muscles. Only an emergency could have triggered the computer to wake Jason before his three-year space sleep had been completed.

- a. Jason was on a space ship. _____ a.
- b. Jason's muscles ached. _____ b.
- c. Something was wrong _____ c.

5. In cold weather, people can put on warmer clothing and stay indoors more. Wild animals must find other ways to survive. Some leave for a warmer climate, while others crawl into a cave and sleep until spring arrives. Many grow heavier coats of fur. Animals seem well equipped to survive even under conditions of extreme cold.

- a. Animals suffer from cold. _____ a.
- b. People stay inside in winter. _____ b.
- c. Animals survive winter differently. _____ c.

6. In 1986 people around the world will look for the return of a very special comet. Since it was first observed in 240 B.C., Halley's comet has been seen about every 75 years. It is not the only comet seen, but because of its brightness and regular appearance, it has always been of great interest.

- a. Comets are seen every night. _____ a.
- b. Halley's comet is special. _____ b.
- c. Only one comet is important. _____ c.

FORMING THE MESSAGE: S-6

A topic sentence contains the main idea of the paragraph. Each topic sentence contains the subject of the paragraph and the point of view (the writer's attitude or physical location in viewing the subject). Sometimes the pattern of development is suggested.

The following sentences are potential topic sentences. Underline the subject of the sentence once, the point of view (attitude or physical location) twice, and the suggested arrangement three times.

Examples:

Satchel Paige was one of the greatest pitchers in baseball history. (no arrangement suggested)

Planning is just as important as ingredients and skill in cooking.

1. Safety rules make traveling safer for everyone.
2. Physically and psychically women are by far the superior of men.
3. Dogs are actually rather stupid animals.
4. The television newscast will never replace the newspaper.
5. Not every student should go to college.
6. There are three reasons why life was better 50 years ago.

FORMING THE MESSAGE: S-7

Using the following lists of subject and attitude words, develop 10 potential topic sentences. Try to create a sentence that is interesting and clear. Whenever possible indicate the development the paragraph will follow.

Subject words

1. sports
2. books
3. movies
4. school
5. winter

Attitude words

1. dreary
2. amusing
3. ridiculous
4. exotic
5. impressive

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Specific support

A topic sentence is a general statement that summarizes the main idea of the paragraph. In order to make the reader understand your point of view about this generalized statement, you must give him some specific concrete statements that develop and support that idea.

The two words in each pair below are related in meaning to one another. One of the words is a general term, while the other conveys a more specific meaning. Circle the word that is the more specific term in the pair.

- | | | | |
|--------------|------------|----------------|----------|
| 1. sports | swimming | 2. convertible | car |
| 3. homework | lab report | 4. beagle | dog |
| 5. rose | flower | 6. language | English |
| 7. book | dictionary | 8. dish | bowl |
| 9. furniture | desk | 10. game | monopoly |

FORMING THE MESSAGE: S-9

Read the following paragraph:

Almost no feature of the interior design of our current cars provides safeguards against injury in the event of collision. Doors that fly open on impact, inadequately secured seats, the sharp-edged rear view mirror, pointed knobs on instrument panel and doors, flying glass, the overhead structure--all illustrate the lethal potential of poor design. A sudden deceleration turns a collapsed steering wheel or a sharp-edged dashboard into a bone- and chest-crushing agent. Penetration of the shatterproof windshields can chisel one's head into fractions. A flying seat cushion can cause a fatal injury. The apparently harmless glove-compartment door has been known to unlatch under impact and guillotine a child. Roof supporting structure has deteriorated to a point where it provides scarcely more protection to the occupants, in common roll over accidents, than an open convertible. (from Ralph Nader, The Safe Car You Can't Buy)

1. Which sentence is the topic sentence? _____

2. List 10-12 specific details that support the main idea.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

FORMING THE MESSAGE: S-10

Using two of the sentences that were created in S-7, think of three possibilities for supporting each of these two topic sentences. Use examples, facts, incidents, reasons, but be specific.

Sentence One: _____

Supporting statements

1. _____

2. _____

3. _____

Sentence Two: _____

Supporting statements

1. _____

2. _____

3. _____

FORMING THE MESSAGE: S-11

How Topic

Explaining how to do something involves giving specific statements. What may be a simple process for you may be very difficult for another person unless he knows the specific steps to follow.

Think of something that you know how to do. For example, you may know how to create a macrame belt or how to play Monopoly or how to play the guitar. But can you explain the action to someone else?

Select a general process to explain. Write a brief description of it here.

List the details in order of the way you would explain that process to someone who does not know how to do it. Do not use complete sentences.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Why Topic

Give three specific reasons why you personally would want or not want to do one of the following.

1. Buy a car

- a. _____
- b. _____
- c. _____

2. Go to college

- a. _____
- b. _____
- c. _____

3. Finish high school

- a. _____
- b. _____
- c. _____

4. Drop out of high school

- a. _____
- b. _____
- c. _____

5. Go out for athletics

- a. _____
- b. _____
- c. _____

6. Work on a car

- a. _____
- b. _____
- c. _____

7. Buy a motorcycle

- a. _____
- b. _____
- c. _____

8. Get a job

- a. _____
- b. _____
- c. _____

FORMING THE MESSAGE: S-12

9. Go steady

- a. _____
- b. _____
- c. _____

10. Have a hobby

- a. _____
- b. _____
- c. _____

What Topic.

Give three specific reasons or facts from your general knowledge of information in the public domain for doing each of the following activities:

1. Finish high school

- a. _____
- b. _____
- c. _____

2. Get a job

- a. _____
- b. _____
- c. _____

3. Go to college

- a. _____
- b. _____
- c. _____

4. Go to a vocational school

- a. _____
- b. _____
- c. _____

5. Conserving natural resources

- a. _____
- b. _____
- c. _____

6. Read books

- a. _____
- b. _____
- c. _____

FORMING THE MESSAGE: S-13

7. Drive safely

- a. _____
- b. _____
- c. _____

8. Develop good study or work habits

- a. _____
- b. _____
- c. _____

9. Buy a particular kind of car

- a. _____
- b. _____
- c. _____

10. Pay taxes

- a. _____
- b. _____
- c. _____

FORMING THE MESSAGE: T-1 (3-14)

The arrangement of the details in a paragraph is important. Each paragraph needs a definite plan so that the reader will not be confused.

Have students select a cartoon story from a newspaper, cut the frames apart, and give the cartoon story to another classmate to re-arrange in proper sequence.

What determined the arrangement?

Is there a logical pattern that has been followed?

FORMING THE MESSAGE: S-15

In many paragraphs the details are arranged according to a definite plan. The order in which the details are presented depends on the purpose of the paragraph and the kinds of details used.

Write details for one of the following scenes. Choose an arrangement for the details: move from front to back, back to front, up to down, etc. Indicate the arrangement you have chosen. One point in the scene will be a focus. Will you start with it or end with it? You must consider how you will deal with it. Do not write in complete sentences.

1. An abandoned farm house
2. An old fisherman at the pier
3. A Christmas tree
4. A parade in summer
5. A campsite
6. A restaurant.

Method of arrangement: _____

Focus point in scene: _____

Details:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

etc. _____

FORMING THE MESSAGE: S-16

One way of arranging details is to consider how they occurred in time. You will have to decide whether you should begin at the beginning and work to the end, begin at the end and work back, or start in the middle and move in either direction. There is no set way to develop the time. The subject must be explained as clearly as possible for the reader.

Develop details for one of the following. Indicate what time sequence you are following. Do not use complete sentences.

1. Getting ready for school in the morning
2. Building a fire
3. Reporting an accident

Topic: _____

Kind of time sequence: _____

Details:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

etc. _____

An effective way to present ideas is by writing them in order of importance. This approach involves a decision about the least important idea and the most important idea to be presented. Generally, the least important ideas are presented first and the most important last. This way you will build an effective and logical case in your reader's mind.

Develop details for one of the topics listed below. Organize the details from least important to most important.

1. Reasons for having an after-school job
2. How to prepare for a test
3. Why the study of _____ is important
4. Reasons for preserving the environment
5. The value of being alone

Topic: _____

Details:

1. _____ (least important)
2. _____
3. _____
4. _____
5. _____ (most important)

Relationships: Cause-Effect

A camper was careless with his campfire and the forest burned. The carelessness of the camper was the cause of the incident. The forest fire was the effect.

Read the following paragraphs. On the line after CAUSE, write what caused the incident. On the lines after EFFECT, write what happened as a result.

1. When the Smiths' baby would not stop crying, the baby sitter called the number Mrs. Smith had left with her.

CAUSE: _____

EFFECT: _____

2. The judges thought that Ray's experiment deserved first place in the school science fair, for he had done the experiment carefully and kept accurate records.

CAUSE: _____

EFFECT: _____

3. After Ted forgot to watch where he was going and ran into a parked car, he saw that the front rim of his bike was bent.

CAUSE: _____

EFFECT: _____

4. When Larry scored the winning basket in the last second of the championship game, a big cheer went up from the happy Central High students and fans.

CAUSE: _____

EFFECT: _____

Relationships: Cause-Effect

The four paragraphs below discuss some forecasts for the future. Read each paragraph and the question that follows it. Then place a check on the line in front of the best answer.

1. By the year 2001, three fourths of the world's population may live in an urban environment. This will make city planning more important. In some cases, completely new cities will be planned as a whole, and the entire city will be built as one tremendous project. One such city -- Reston, Virginia -- has already been built. This approach will help reduce some of the problems which face the cities of today.

Why will city planning be more important in the future?

- a. Most people will live in cities.
- b. Most people will visit cities.
- c. Most cities are crowded.

2. Because your favorite television programs do not always come on at the time best for you, communications engineers are working on electronic video recording. In the future, when this is fully developed, you will be able to buy TV programs in cartridges and play them just as you now play records, whenever and as often as you choose. Home video recorders may also become available.

Why will electronic video recording be more convenient than the present system?

- a. Cartridges will give better reception than broadcast TV.
- b. Present programs take up too much storage space in the home.
- c. Programs in cartridges can be viewed whenever desired.

3. Since human beings would find it hard to adjust to a steady diet of pills alone, food is likely to be with us far into the future. However, there will be some changes. One thing that may be common in the kitchen of the future is an extra faucet -- for milk! Pipelines may carry it directly from the dairy to your home. Also, improved freezing methods will probably make frozen fruits as popular as frozen vegetables are now.

Why will food not be replaced by pills for a long time?

FORMING THE MESSAGE: S-19

- a. Man prefers pills to food.
- b. Man prefers food to pills.
- c. Frozen foods are more convenient.

4. In the field of transportation, it is likely that commercial submarines will be used to carry freight and passengers. Travel by submarine has advantages over travel by surface ship. For example, distances between many world ports are shorter by polar route under the ice than by way of the Panama Canal. Another advantage is that submarines are not endangered by hurricanes and other bad weather.

Why would travel by commercial submarine be faster than by surface ship?

- a. The submarine will use the Panama Canal route.
- b. The submarine will be able to use the polar route.
- c. The submarine will be endangered by unexpected hurricanes.

Relationships: Analogy

An analogy expresses some similarities between things that are otherwise unlike. For example, both geese and airplanes are capable of flying in V-shaped formations, but there are many differences between a goose and an airplane.

Read the following article. Then read and follow the directions on the next page.

Often 50 or 60 geese, hissing and honking in their excitement, fly southward together in the fall of the year. As they soar upward into the air, they gradually form a wedge, or huge V, in the sky.

Usually at the point of the wedge is a fearless old gander that leads the flight. Each year he faithfully pilots the flock to the South, where the geese spend the winter. Early in the spring, he leads them back to the northern wilderness. There, concealed in the tall reeds of a lake, the geese make their nests and raise their young.

During their long flight, the geese must have places to rest where they can recover their strength. Many lakes and marshes hidden in forests are used by the geese as resting and feeding stations. The pilot gander always seems to know where each of the lakes is located. He stops briefly so that his followers can rest and eat.

An airplane pilot might eat and rest while the plane is in flight. Eventually the plane must stop to refuel, but it can cover great distances without stopping.

When planes fly in groups, they often fly in the same formation as geese in their flight. As the planes soar upward into the sky, they look like silver geese flying toward some distant point known only to the pilot.

Flying in the V-shaped wedge helps the planes in several ways. The plane that flies ahead of the others leads the way safely. The pilot of each plane has a clear view ahead of him. This would not be possible if the planes flew in a straight line.

The strong wind caused by the thrust of the planes' jet engines results in some air-disturbances. By flying in a V-shaped formation, the planes can avoid the blasts of air from the jets.

FORMING THE MESSAGE: S-20

Put G before statements that are true about flying geese.

Put A before statements that are true about flying airplanes.

Put A and G before statements that are true of both geese and airplanes.

- ___ 1. Groups often fly in a wedge.
- ___ 2. The leader takes them to hidden stopping places.
- ___ 3. The one at the point of the wedge is the leader.
- ___ 4. They create air disturbances.
- ___ 5. They only make two trips a year.
- ___ 6. The thrust of the engines stirs up a strong wind.
- ___ 7. While in a V-formation, each one has a clear view.
- ___ 8. They nest in northern lakes.

Relationships: Analogy

Draw a line under the word that completes each analogy. The first one is done for you.

- | | | | |
|---|---------|----------|--------------|
| 1. Cave is to bear as nest is to _____. | home | tree | <u>bird</u> |
| 2. Hop is to rabbit as waddle is to _____. | cat | duck | kangaroo |
| 3. Ant is to insect as salmon is to _____. | river | fish | food |
| 4. Halter is to horse as leash is to _____. | dog | rope | harness |
| 5. Fang is to snake as stinger is to _____. | poison | hurt | bee |
| 6. Bat is to baseball as racket is to _____. | tennis | game | court |
| 7. Lead is to pencil as ink is to _____. | paper | pen | chalk |
| 8. Garage is to car as hanger is to _____. | pilot | engine | airplane |
| 9. Cone is to pine as acorn is to _____. | nut | oak | maple |
| 10. Hair is to dog as feather is to _____. | bird | hat | plume |
| 11. Spring is to summer as autumn is to _____. | winter | fall | cold |
| 12. Water is to ship as air is to _____. | wing | car | plane |
| 13. Runner is to sled as wheel is to _____. | wagon | watch | axle |
| 14. Rake is to tool as saucer is to _____. | plate | cup | dish |
| 15. Ring is to bell as toot is to _____. | blow | horn | noise |
| 16. Bacon is to eggs as cheese is to _____. | milk | crackers | snack |
| 17. Sour is to lemon as sweet is to _____. | peach | salt | bitter |
| 18. Apple is to tree as grape is to _____. | fruit | purple | vine |
| 19. Sugar is to candy as flour is to _____. | bread | sift | wheat |
| 20. Peel is to orange as shell is to _____. | button | beach | walnut |
| 21. Cone is to ice cream as hanger is to _____. | coat | airplane | closet |
| 22. Up is to down as left is to _____. | turn | right | side |
| 23. Write is to right as weak is to _____. | week | weed | strong |
| 24. June is to month as Tuesday is to _____. | Monday | week | day |
| 25. Thaw is to spring as freeze is to _____. | sherbet | winter | refrigerator |

Relationships: Comparison Patterns

We often see relationships between things and ideas. To be able to compare these relationships in writing, some general developmental patterns are used point by point and block.

1. Point by Point Pattern

After a subject for comparison has been selected, the main points of similarity or dissimilarity must be determined. Each point is discussed about both subjects before proceeding to the next point.

Outline one of the following using the point by point pattern.

1. High school -- junior high
2. High school -- college
3. Water skiing -- snow skiing

2. Block Pattern

Again the subjects for comparison and the main points of correlation are selected. In this pattern the subjects are discussed separately, but the order of the points compared remains in the same general order.

Outline one of the following using the block pattern.

1. Book -- its movie version
2. Two television heroes of the same type (doctor, detective, western)

Coherence/Transition

A paragraph is said to be coherent when the sentences are carefully linked so that the reader can follow the train of thought from sentence to sentence. The first step in achieving coherence is to arrange your ideas in a logical, meaningful order. The second step is to make the relationship or connection between sentences clear.

Coherence through transitional expressions

Read the following paragraph. Note the underlined words and phrases.

We do not learn to typewrite, play golf, or talk well in public merely by reading about how to do these things. In learning to typewrite we progress stepwise, beginning with the location of the keys and then associating each key with the particular finger which is to strike it. After forming the correct habits for manipulating the middle row of letters, we pass successively to the top and then the bottom row, typing not letters but words and then complete messages. We type well when we can actually execute all of the complex movements easily, not when we can describe or discuss the rules of typing. In similar manner, the football coach trains his men. First (there is) instruction in the elements of the game, then practice, and later a description of plays and diligent practice in their execution as a member of a team. Each man must understand what he is to do, but in addition he must be able to perform his part in exact relation to what the other players are doing. There is a vast difference between knowing what to do and knowing how to do it. We know when we can produce a set of movements which in their concreteness correspond to the description of what we are to do. (Learning More by Effective Study by Charles and Dorothy Bird)

What specific purpose does each of the underlined words have?

What words could be used to do each of the following? Find several transitional words for each.

- | | | | | |
|---|------------------|-------|-------|-------|
| 1. To add an idea or fact | example: also | _____ | _____ | _____ |
| 2. To establish space order | example: above | _____ | _____ | _____ |
| 3. To establish time order | example: then | _____ | _____ | _____ |
| 4. To show cause and effect | example: because | _____ | _____ | _____ |
| 5. To restrict, contradict, or contrast | example: however | _____ | _____ | _____ |



Coherence/Use of Linking Expressions and Pronouns

Read the following paragraph. Note the underlined words.

Of course I had to live somewhere, and the somewhere turned out to be Montrouge, a workman's quarter, just beyond the Porte d'Orleans, for a friend sublet me his apartment there, in the place Jules Ferry, where there were a few blocks of modern apartment buildings. My place, in one of these, was like that whole winter, curiously empty and curiously crowded. It was chiefly a studio, empty except for a large glass bottle made into a lamp, a mattress on the floor beside it, a phonograph, and some records -- my friend was a dancer. The living quarters were on a small balcony above this chill vacuum, and they were extremely crowded, containing as they did a bed, a desk, bookshelves, chairs, a fireplace, all in a small place. A tiny kitchen and bath opened off on one side of this balcony, and on the other side it gaped draftily onto the unheated studio. This strange apartment was on the ground floor, and I lived there acutely aware of every footstep on the pavement outside. I was lonely at first, and frightened. ("That Winter in Paris" by May Sarton)

What does each of the underlined words connect or refer to?

Write six sentences about a single person or thing. Do not repeat his/its name. Use a linking expression or pronoun.

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

Coherence/Repetition

Read the following paragraph. Note the underlined words.

We talk of "looking" for spring, but I think we country folk smell the oncoming spring long before any signs are visible. These first scents are manifold and usually fleeting -- the smell of the earth on those rare sunny days which rejoice our hearts early in February, the scent of the wind when it blows from the south after a long spell from the northeast, the scent of the young grass when it first pushes up in the pasture, the scent of birch and larch when they first come into leaf. To lovers of sweet scents those familiar smells are as much part of the music of spring as the song of birds, the busy hum of bees, and the bleating of young lambs. (The Scented Garden by Eleanor Sinclair Rochle)

The use of repetition as a transitional device demands a knowledge of synonyms and antonyms. A useful reference book for finding words of various shades of meaning is the Thesaurus. A Thesaurus groups words according to meaning. The entries are followed by synonyms, antonyms, and related phrases. Using a Thesaurus, find three words that have similar meanings to each of the following words:

- 1. neglect _____
- 2. interesting _____
- 3. good _____
- 4. fear _____
- 5. job _____
- 6. young _____
- 7. ugly _____
- 8. beautiful _____
- 9. personality _____
- 10. time _____

The Language of Business Letters

The language of a business letter should be simple, clear, concise, and direct. Avoid being rigidly formal and wordy. The following are some types of expressions to avoid.

1. Please advise us of the action you intend to take.
2. Attached hereto is the agreement for your signature.
3. Enclosed please find your copy of the minutes of our last meeting.
4. I have your letter under date of October 9.

Which of the following versions do you consider more effective in a business letter? Check the one which is more appropriate in each version.

1. a. Enclosed please find a transcript of my grades, as per your request.
b. I am enclosing a transcript of my grades, as you requested.
2. a. Will you please let us know when we can expect to receive the electrotypes.
b. Please advise us as to how long a delay we can expect before the electrotypes will be ready to be forwarded to us.
3. a. This letter is to inform you that to date I am not yet in receipt of the merchandise I ordered six weeks ago.
b. On March 12 I ordered from your spring catalogue a pair of binoculars, Model Z-23, priced at \$18.75, to be sent to me by parcel post. Though six weeks have passed, the binoculars have not yet arrived.
4. a. I am in receipt of your letter of recent date, and in reply to your question, regret to state that I have reached the decision, after due consideration, not to renew my subscription to the magazine MOUNTAIN TRAILS, which you publish.
b. In answer to your inquiry of June 10, I have decided not to renew my subscription to MOUNTAIN TRAILS.
5. a. Please send me in addition any leaflets you may have on the subject of weed control. Thanking you in advance for the favor, I remain,
Respectfully yours,
b. I would also appreciate your sending me any leaflets you may have on the subject of weed control.
Very truly yours,
6. a. This is to acknowledge receipt of your letter.
b. Thank you for your letter.

FORMING THE MESSAGE: S-26

7. a. We are crediting your account as per instructions.
b. As you instructed, we are crediting your account.
8. a. I beg your indulgence in this matter,
b. I hope you will allow me another month in which to pay this bill.
9. a. You have been placed on our preferred list of customers due to the fact that you always pay promptly.
b. Since you always pay your bills promptly, we are pleased to place you on our list of preferred customers.
10. a. In response to your inquiry, I wish to state that we can furnish you with the items you specified.
b. We can furnish you with the steel plates you need.

In the space below, write a brief paragraph explaining why you consider the checked sentences better than the others. Include in your paragraph specific examples of various kinds of faults in the ineffective sentences and the ways in which these faults are avoided in the effective sentences.

Letters of Application

Below are the opening paragraphs from five letters of application written by high school students or graduates. Read the paragraphs critically, and in the space below each, tell why you think it is effective or ineffective. Consider such questions as these: Is the language clear and appropriate? Are all the words spelled correctly? Is the punctuation correct? Does the paragraph give all the information that you consider necessary for the opening of such a letter? Does it go straight to the point? Is it interesting and attention-getting? Does it make the writer sound like someone you would want to hire if you were the prospective employer?

1. I wish to secure a position as typist in your organization. According to your advertisement in last Sunday's Times, you have such a position vacant.

2. This is in regards to you're add in a resent local paper for a stockroom boy.

3. Since I plan to make my living in newspaper work and want all the experience I can get, I would very much like the job of copy boy that you advertised in last Sunday's Times.

4. If you are looking for a salesman who is well-dressed, bright, persuasive, ambitious, and an all-round "live-wire," then I know you'll hire me!

5. I am sixteen years old and have just finished my junior year at Bryant High School, with high grades in English, typing, and bookkeeping.

Writing Accident Reports

Assume that a short time ago you were a passenger in a friend's car when it was involved in a minor accident. Your friend pulled out from the curb without looking or signaling and struck a passing car. The result was a damaged fender on each car.

Now your friend's insurance company has asked you to write a brief report of the accident as you witnessed it. Besides describing the collision itself, you are to include the exact day, the place where the accident occurred, the weather conditions, the condition of the road, the location of any traffic signals that may have had an effect on the driver's movements, and any irregularities in the road or any obstructions to the driver's view. You are to be accurate and give all the facts, whether they are favorable or unfavorable to your friend.

Use the format of the business letter. Write to a specific insurance company (real or imaginary) and to a specific person. Also give your friend a name.

FORMING THE MESSAGE: S-29

Assume that you had an automobile accident with approximately \$500 damage to each car. The driver of the other car did not stop at a four-way stop sign and hit you broadside. Obtain and fill out the insurance accident report and the Minnesota Motor Vehicle Accident forms.

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FORMING THE MESSAGE: T-2

Have students bring to class examples of as many types of letters as they can collect at home or from business friends. Discuss:

- a. The kind of letter it is.
- b. Why the letter was written.
- c. The overall appearance of the letter.
- d. Clarity, completeness, and correctness.

When evaluating the letters, it might be helpful to draw two columns on the blackboard:

Message conveyed

The price of the book is \$5.95.
etc.

Goodwill feature

We would like the opportunity
to serve you again.

Bring to class sample letterheads. Evaluate the effect the style, printing, color, etc., have on the image the company portrays to the reader.

From BUSINESS ENGLISH AND COMMUNICATION

- A. Rewrite the following letter. Paragraph it correctly and use connecting words that will aid clarity and make the ideas flow better.

Your order No.7432 for pencil sharpeners was received today. We do not manufacture pencil sharpeners. We cannot fill your order. We looked up the nearest manufacturer. We found it to be the American Sharpener Company. Their address is 701 Wharf Street, Boston, Massachusetts. We are sending you a catalog of our products. Perhaps we can be of further service to you in the future. Thank you for writing to us.

- B. Each of the sentences below is "writer slanted"; that is, each takes the writer's point of view. Rewrite each sentence so that it is "reader slanted."

1. We are eager to receive your order.
2. Help us meet our sales quota by sending us your order now.
3. Send your remittance now so that we may balance our books.
4. Your overdue account prevents us from paying out bills promptly.

- C. If each of your letters meets the following 10 requirements, the chances are that you will be a successful letter writer. A good business letter does the following:

1. Creates a favorable first impression.
2. Appeals to the reader's point of view.
3. Is correct in every detail.
4. Is courteous, friendly, and sincere.
5. Promotes goodwill.
6. Is clear and complete.
7. Is concise.
8. Holds together.
9. Is well paragraphed.
10. Avoids jargon.

Now, criticize this letter on the basis of the 10 requirements for a successful letter.

Dear Mrs. Barker:

We do not believe you have any cause for complaint concerning the shipment of your order for Princess Priscilla blouses. Our seamstresses have been working night and day trying to catch up on a multitude of orders. It is not our fault that the blouses you ordered have been so popular that everyone wants them.

FORMING THE MESSAGE: S-30

Besides, you should have ordered them earlier. We are just not prepared for the big run on our stock. One of the problems was that at first the textile mills were not sending us enough of the yard goods from which the blouses are made. So, they were behind; but they have caught up now. If you will just be patient, we will do our best to get your order shipped. You ask whether you can have these blouses in time for Easter. That is a good question. It looks like we could, and I am sure you will, but still one never knows, do they? As a matter of fact, our production manager said this morning that we will ship all orders by the end of next week. This means you would be receiving them two weeks before Easter.

Yours truly,

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The Format of the Business Letter

1. The heading

- A. Letterhead -- Companies have their own
- B. Typed headings -- used when there is no letterhead

Correct form:

1694 Boone Avenue North
Minneapolis, Minnesota 55427
July 10, 1972

- C. Dateline -- when the letter was written -- see B above for proper placement in typed heading; see sample forms for proper placement when letterhead is used.

2. The opening

- A. The inside address: the name of the addressee, which should always be preceded by a courtesy title (except in the case of M.D.'s and a few others), is usually the first line of the inside address. It is also common courtesy to include the person's job title when it is known -- either on the same line as his name or on a separate line in the inside address. The name of the addressee's company, the street address, the city, state, and ZIP code numbers are also included,

Examples: Mr. John Raymond, President
Hardware Hank
943 Nicollet Avenue
Minneapolis, Minnesota 55420

Richard Jones, D.D.S.
952 West Broadway
Robbinsdale, Minnesota 55422

Ms. Jane Williams
942 37th Avenue South
Crystal, Minnesota 55426

Ms. Belle Smith
Home Economics Department
Armstrong High School
10635 36th Avenue North
Plymouth, Minnesota 55441

- B. Salutation -- There are several accepted forms of salutations, and each form reflects a different tone. The following are examples of salutations and the tones they reflect:

<u>Singular</u>	<u>Plural</u>	<u>Tone</u>
Sir: Madam:	Sirs: Mesdames:	Extremely formal -- cold
Dear Sir: Dear Madam:	Dear Sirs: Dear Mesdames:	Still very formal -- cool
Dear Mr. Allen: Dear Mr. Cooper:	Dear Meesrs. Allen and Cooper	Formal but cordial
Dear Mrs. Allen: Dear Mrs. Cooper:	Dear Mmes. Allen and Cooper	
	Gentlemen: Ladies:	Very commonly used when the letter is addressed to a company or to a group consisting entirely of men or of women

Dear Bill

Very informal -- implies a personal friendship

- C. Attention line -- not always used. When a letter is addressed to a company or to a department within a company, rather than to a specific person, an attention line may be used to speed up handling of the letter. This line is typed below the inside address and above the salutation. The following are various styles of attention lines. Remember that an attention line, even if it includes the name and/or title of a specific person, has no bearing on the salutation.

ATTENTION: Mr. John J. Hughes

Attention of the District Director

Attention Mr. John J. Hughes

ATTENTION -- Sales Office

3. The body -- the body of the letter is, of course, the most important section of the letter -- from both the writer's and the reader's point of view. It is here that the writer makes every effort to get his thoughts across to the reader effectively.

- A. The subject line -- optional -- If the writer wishes to give the reader advance notice of what the letter is about, he can do so in a displayed subject or in re line that precedes the message.

Examples: SUBJECT: New Life Insurance Policy

IN RE: Policy No. 4639

- B. The message -- the most important part of the letter. The message of every business letter usually consists of at least two paragraphs, even if the second paragraph is nothing more than "Thanks and best wishes."

4. The closing

- A. The complimentary closing -- like salutations, they vary in form and tone. The important thing to remember is to match the tone of the complimentary closing with that of the salutation as closely as possible. The most used forms are

Very truly yours,
Yours very truly,
Very sincerely yours,

Yours very sincerely,
Yours sincerely,
Sincerely yours,

Less Formal

Very cordially yours,
Yours very cordially,
Yours cordially,
Cordially yours,

- B. The company signature -- The typed name of the company -- the company signature -- is usually considered an optional part of the closing. Some companies require that the typewritten name of the firm appear, on the theory that the company, not the writer, is the legal entity. If the company's name is shown, it would appear in a form such as one of the following:

MENNESOTA MINING AND MANUFACTURING COMPANY

JOHNSON'S INCORPORATED

- C. Writer's signature -- This is simply the handwritten signature of the writer.
- D. The writer's identification -- In most instances, the name of the writer and his title (and/or department) are typed below his signature.

Examples: John B. Jones, Manager

A. George Wilson
Manager, Credit Department

Sales Department

(Mrs.) Joan Smith

Administrative Assistant to
Robert Johnson

E. Reference initials -- If the writer's name is included in the writer's identification, his initials may be omitted in the reference initials. However, the initials of the typist or secretary should be included unless the writer specifically requests that they be omitted. If the writer's name is not included in the writer's identification, his initials or his full name may be indicated in the reference initials. Various styles follow. Remember that, when used, the writer's name or initials are written first:

J. G. Jones/abc

abc

JGJ:ABC

JGJ/abc

F. Enclosure notation -- When something is included with the letter in the same envelope or container, this fact should be indicated by an enclosure notation. These are widely used enclosure-notation styles:

Enclosure

Enclosures (2)

Enclosures: 1. Contract

2. Check

Enclosure: Contract

Enclosures:

3. Return Envelope

Contract

4. Memo

Check

G. cc (carbon copy) notation -- When a writer wishes to send a copy of the letter to one or more persons and wishes the addressee to know he is doing so, a cc notation is indicated on the original and all duplicate copies of the letter.

Examples: cc: Mrs. John James
Ms. Ann Matson

cc: Legal Department

THE ENVELOPE

The information contained in the envelope address should be identical with that in the inside address. Remember:

1. As a general guide, begin the mailing address half way down and half way across the envelope.
2. Avoid two-line addresses. This can be done by typing the state and ZIP code number on a separate line from the town or city.
3. Double space three-line addresses; single space addresses containing more than three lines.
4. Leave three spaces between the state and ZIP code number.

FORMING THE MESSAGE: S-31

5. Type the attention line in the lower left corner of the envelope.
6. If special mailing services are required, indicate the service below the stamp.
7. If the envelope does not contain a printed return address, be sure to type a return address in the upper left corner -- not on the back of the envelope.

Most of the following letter parts have one or more errors of form. In the spaces opposite each make the necessary corrections:

1. 1430 Ridgecrest Avenue;
Milwaukee, Wis.;
October 10, 1972.
2. Dear sir:
3. Sincerely Yours,
Joan Smith
4. Mr. John T. Matsonk
Editor, Science Department,
421 West 47th Street
School Book publishing company
New York, N.Y. 10016

5. Yours Very Truly:-
6. October 9, 1972
922 North Broadway Ave.
Chicago, Illinois 60623

7. Mrs. John Jones
432 1st St.
Danville, Ill. 60556

My Dear Mrs. Jones,

8. Turner, Vt. 53289
817 Oak St.
Nov. 13, 1973

9. L. J. Tyler Company
35 Main Street
Dubuque, Iowa

Attention: Mr. James Carlson
Gentlemen:

10. Elite Beauty Salon
68 Fremont Avenue
Edgehill, Nebraska 54321

Ladies:

11. September 5th, 1973
12. Mr. John Bennett
Beaver, Idaho 83803

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FORMING THE MESSAGE: S-32

In the spaces provided write (a) the salutation and (b) the complimentary close that you would use if you wrote each of the letters described below.

1. A letter to Mr. George Kent, whom you met two summers ago, asking for a job as a waiter or waitress at his summer resort.

a. _____ b. _____

2. An order letter addressed to a business firm in a neighboring city and directed to the attention of Mr. Paul Crandall.

a. _____ b. _____

3. A letter of complaint to a business firm owned by a group of women.

a. _____ b. _____

4. A rather formal letter of inquiry to Mrs. Paul Pierce, a magazine editor.

a. _____ b. _____

5. A letter to a college registrar, whose name you do not know, asking about entrance requirements at the college.

a. _____ b. _____

6. A letter to a good customer, Andy Berk, congratulating him on his new child.

a. _____ b. _____

7. A letter to a senator from Minnesota, asking him to support a Congressional bill in which you are particularly interested.

a. _____ b. _____

8. A letter to a friend, inviting him to a party.

a. _____ b. _____

9. A letter to your doctor, thanking him for his recent attention when you were ill.

a. _____ b. _____

FORMING THE MESSAGE: S-33

Pretend the spaces below are envelopes (9 1/2 by 4 1/8). Make whatever corrections are necessary in each of the following and prepare the envelope as it should appear.

1. Ferris Window Co.
1283 State St.
Charlotte, N.C. 28208

2. John J. Johnson
249 Lincoln Ave.
New Haven, Connecticut 06301

3. Mr. Thomas Falls
President
Ames Desk Company
1411 Main St.
Minneapolis, Minn. 54432

4. Cochran Furniture Company
High Point, South Car. 22763
Attention/J.M. Smith

5. Doctor Douglas Mohns, M.D.
Professional Building
2624 1st St.
Norman, Okla. -73078

Writing an Asking Letter

Asking letters are those that request something; these are often responses to advertisements. The writer must always ask himself when asking for something: What kind of a letter would I like to receive if I were being asked for something? In composing this type of message, the writer generally should:

- A. Be as brief as possible
- B. Include complete information
- C. Be courteous, tactful

1. Write an asking letter in response to one of the following advertisements:

- a. Breezy Point Resort. Howard Lake, MN, 15 mod. hskpg. cabins, play yard, trailer & campsites, boats, bait, pontoons. PH. 543-3601
- b. Winemaking Kit -- \$4.98. Free catalogue and recipes. Jim Dandy Wine Supplies, Box 30230X, Cincinnati, Ohio, 45230.
- c. Bookstore for sale -- Doing very well. Large midwest city, university community. Partial sale considered. Box H-572 this magazine.
- d. Adirondack Summer Workshops. Ceramics, weaving, sculpture. Brochure (SR), Bront Lakes Art Center, Bront Lake, New York 11793.
- e. Men-Women needed now to fill out income tax forms at home. We show you how. Simple, easy to learn. \$700 per month earnings possible. Details mailed free. No salesman. Hurry. Federated Tax Service, 2086 Montrose, Chicago, 60618.

FORMING THE MESSAGE: S-35

Write a letter to the Town House Hotel, 148 East Broad Street, Philadelphia, Pennsylvania 19102, in which you ask for a reservation. You will be attending a convention at the Town House, and you will be staying three days. Supply dates and other details.

FORMING THE MESSAGE: S-36.

Assume that you work for Mr. Kenneth Johnson, a lawyer who has a small office in a rural community, and you need to order some supplies from your nearest stationer, the Wadley Stationery Company, 14 Hamilton Street, Centerville, Iowa 52544. One of the salesmen, William Andrews, usually handles your order. You need the following items: 12 boxes of paper clips, two bottles of permanent blue ink, six reams of white bond paper, six black typewriter ribbons, and one ream of onionskin paper. Write the order letter.

From Business English and Communication, p. 368

Job Applications

When you apply for a job, employers may ask for different types of applications. A number of these are:

1. The letter of application
2. The qualifications summary (also called a data sheet, resume, or personal record)
3. An application form

I. The letter of application

A. Appearance

The appearance of the letter gives the employer a clue to the personality and work habits of the writer. (See Business English and Communication, pp. 447-454.)

- #### B.
- When you are asked to include references, you should request the other person's permission to do so. This permission may be obtained in person, by telephone, or by writing an asking letter.

II. The qualifications summary

Sometimes the qualifications summary accompanies the letter of application. Other times an employer may request it at the interview or it may be mailed to an employer without a formal letter of application. Be sure to check what your prospective employer desires.

Generally, qualifications summaries contain four main headings:

1. Position applied for
2. Experience
3. Education
4. References (used only with permission)

III. Employment forms

- #### A.
- These are standardized forms developed by each company which you have to fill out either before or after you are hired.

B. The following rules generally apply:

1. Write in ink.
2. Have your Social Security number readily available.
3. Avoid asking unnecessary questions. Become familiar with the types of questions usually asked on an application form.
4. Write legibly.
5. Be accurate and careful. Recheck all the information you have included.
6. Don't leave any blanks. If the information asked for does not apply to you, draw a line through that space or mark it, "Does not apply."
7. Follow directions exactly.

Prepare a qualifications summary for yourself. Assume that you will graduate from high school in a few weeks and are interested in a full-time job.

FORMING THE MESSAGE: S-38

Obtain a job application blank from a local business. Fill it out as completely
as possible.

186

189

FORMING THE MESSAGE: S-39

Write a letter to one of your former teachers requesting permission to use his or her name as a reference.

FORMING THE MESSAGE: S-40

You receive a letter notifying you that you have been selected to fill a vacancy for which you applied. Write a letter accepting the position.

Letters of Application

Write a letter of application based on one of the following want ads. If you wish, you can find your own ad.

TO ARRANGE, MOTIVATE, INCREASE EFFICIENCY OF NATIONAL STAFF

The Personnel Director of our business service corporation must be a professional careerist. The needs of our staff cover the usual caretaking operations of pay scales, benefits, taxes, record-keeping, recruiting. IN ADDITION, our Director should apply creative techniques to personnel motivation & analysis—to developing an environment for efficient & rewarding work output. You'll have full support of our present compact personnel dept. & of our management. Immediate opening at Mpls. Home Office. Applications will be handled by chief executive officer. Please send resume, salary history & other information to help us invite you for an interview.

WRITE INC-552

ELECTRONIC TECHNICIANS

(Quality Test)

Join Univac in the checkout and evaluation of large scale computer systems. Technical school or military electronic school required plus a minimum of 2 years computer related checkout work experience. Must be able to work a rotating shift.

Apply 2276 Highcrest Drive, Room 111
or call Barbara Story-633-6170 ext. 5785

LIBERTY RAND
An Equal Opportunity Employer M/F

SITUATIONS WANTED

BUTLER-COOK-CHAUFFEUR, 30 years exp. in 4 states. Excellent references. Box 11-654

GOVERNESS/HOUSEKEEPER needed three children, educational, country environment, unlimited opportunity. Box H-663.

HISTORY, SPANISH TEACHERS - mature, experienced, creative, energetic. Call 803-785-2297.

CREATIVE EDUCATORS, early childhood. With experience in parent staff training. New program of intensive on-site video tape training of staff in N.Y. City day care centers. Extensive recent teaching experience with children required, also good organizational skills. Full openings. Send resume to: 161 Clinton Street, Brooklyn, N.Y. 11201.

GOOD JOB in Appalachia for writer who can write in style of Forster Book by Eliot Wigginton, Box H-676.

OWN TEXAS RANCH, found oil and gas show. Need help test for pay. Good geology, references, full information. R.M. Cooksey, 318 North 14th Street, Corsicana, Texas 75110.

CLERICAL

Permanent and temp positions available immediately

COMPUTER OPERATOR

Day hours, 1-3 days per week.

GENERAL CLERICAL

Flexible hours, 1-5 days per week

KEY PUNCH OPERATORS

Flexible day hours & rates \$9

TYPISTS

Day hours, 1-3 days per week

APPLY EMPLOYMENT OFFICE

11th FLOOR, DOWNTOWN

Hours 9:30-11:45 a.m. - 1-5 p.m.

DAYTON'S

An Equal Opportunity Employer

CLERICAL

NO EXPER. REQ. REQUIRED

A variety of duties including typing, filing and data checking

APPLY PERSONNEL DEPARTMENT

American Hardware Mutual

Insurance Company

1012 EXCELSIOR BLVD

970-1100

PHOTO TECHNICIAN

Experience in the processing and making up of film for the production of feature lengths. Attractive salary, excellent benefits & excellent salary progression.

Bureau of Engraving, Inc.

215 E. 11th St., Dept. 107

215 E. 11th St., Dept. 107

An Equal Opportunity Employer

EMPLOYMENT OPPORTUNITIES

TWO MOTHER'S HELPERS for two neighboring Brooklyn Heights families with 10-11 children. Day rooms and bath. Ideal for students. Starting mid-September. Box H-625

Thank You Letters

Many times, people neglect to acknowledge gifts they have received. This is very inconsiderate because the sender doesn't know if the gift has been received and/or appreciated. As a general rule, gifts should be acknowledged as soon as possible.

When writing a thank you note, make specific reference to the gift itself and what use you intend to put it to.

Write a brief letter which acknowledges one or two or three of the following:

1. A graduation gift from your grandmother of \$50
2. A wedding gift of a place setting of your china from friends of your parents
3. A Christmas gift from a pen pal in Europe
4. A group gift of luggage from the people at the office to take with you on your trip to Europe
5. The hostess' thoughtfulness for planning and giving you a shower

Sympathy Notes

Sympathy notes, or letters of condolence, are some of the most difficult types of messages to handle effectively. The writer must be particularly aware of the feelings of the receiver of the message and the difficulties inherent in the occasion. Although it is possible to purchase a sympathy card, it is generally considered more personal and appropriate to compose one's own message. Sympathy notes should be brief and dignified, yet they should try to express warmth and sincerity. The writer should avoid being overly sentimental or recalling too vividly the grief recently suffered.

Sympathy notes should be hand written in blue or black ink on white or ivory stationery. Bright-colored paper is inappropriate for this occasion.

Example:

Dear Joan,

I was saddened to learn of the death of your father. Please accept my sincere sympathy.

My thoughts are with you and your family during this difficult time.

Sincerely yours,

Claudia

Compose the message you would send in the following situations.

1. You have never liked your next door neighbor because he was so noisy. However, his mother visited your family quite often, and you thoroughly enjoyed her visits. Yesterday your neighbor died suddenly of a heart attack, and you want to express your sympathy to his mother.
2. You were the driver of a car which was involved in an accident. One of your friends, who was a passenger, was seriously injured and will be in the hospital for at least another month. Write a letter to your friend in the hospital, and then compose a note to your friend's parents.

Telegrams

For long distances, telegrams are cheaper than telephone calls. Telegrams also attract attention because people usually view telegraphed messages as urgent.

Western Union is the only domestic telegraph company. Messages can be placed at any of the numerous offices or by telephone for almost immediate delivery.

The cost of a telegram is based on the number of words it contains. The minimum charge for a full-rate telegram currently is based on 15 words. Additional words are charged by the word. Because of this, telegrams should be kept brief.

However, it is still necessary to keep the message clear and complete.

Suppose that you are involved in the following situations and need to send a telegram to get immediate action. Compose a message of 15 words or less for each situation.

1. You are going to visit New York tomorrow, March 6. A friend recommended that you stay at the Taft Hotel where a double room costs \$20 a night, the highest rate you can afford. You will be sharing a room with your friend. You also want a private bathroom. You will be checking into the hotel about 9 p.m. Ask the hotel to confirm the reservation.
2. You are going camping in northern Minnesota next week. You ordered a new sleeping bag from Thermo-King in Denver two weeks ago and you must have it before you can leave. Send a telegram to Thermo-King for immediate shipment of the sleeping bag.
3. Your grandfather had a heart attack this morning and died almost immediately. Send a telegram to your brother on vacation in Florida and ask him to come home for the funeral on Friday.
4. Your high school basketball team just won the state championship and your best friend is the center on the team. The team is staying at the Curtis Hotel. Send a telegram to your friend in which you congratulate him and the team.

Writing Memorandums

FORMAL OR INFORMAL?

In writing a memorandum one must decide whether his message should be formal or informal. Most often an employer will indicate a preference for one or the other. Another determining factor is the position held by the writer in relation to the position held by the person to whom he is writing. A store clerk writing a memo to the president the department store chain would write formally but to another store clerk he would write informally. Below are examples of the differences between the formal (third person) and informal (first person) style?

Formal (third person)

"It is believed that..."
"It will be seen that..."
"It is recommended that..."
"The requested report has been completed..."

Informal (first person)

"I believe..."
"You can see that..." (second person)
"I recommend..."
"I have completed the report you asked for."

Note: The trend is to use informal style for memo writing. Unless your employer tells you otherwise, write informally. If in doubt, ask.

PARTS OF A MEMORANDUM

1. The heading
2. The subject
3. The message

Heading: The heading is usually printed. It includes the name of the company and TO, FROM, DATE, and SUBJECT sections. In the To section use the titles Mr., Mrs., Miss, Ms., Dr., etc.; but in the FROM section use your name without title.

Example:

TO: Mr. George Rathbone, Manager

FROM: John Practice, Stock Assistant

SUBJECT: The subject is a brief statement of what the memo is about. Often the Latin word RE is used for "subject" and means the same.

Example: SUBJECT: Suggestion for additional stock purchase

Message: The message contains four parts:

1. The reason for the memo
2. The information
3. Suggestion for future action, request for guidance, or request for reply
4. As a matter of convention, use either your initials or full name following message.
(Find sample memo to be included in this lesson.)

FORMING THE MESSAGE: S-46

Your office manager would like to set up a standard form for printed memos. Draw up a sample memorandum form and send it to him, together with a memorandum that indicates the standards you followed.

FORMING THE MESSAGE: S-47

Write a memo to your English teacher describing the contract you have designed for a four-week independent study unit. Point out briefly the content of the unit and request an appointment to work out the details. Remember to include all four parts of the memo message.

Outlining: Advanced

Below are listed some of the commonly accepted guidelines and conventions of outlining.

1. An outline divides general categories into more specific ones. For example, the topic "Careers in the Auto Industry" can be divided into salesmen, dealers, mechanics, etc.
2. An outline as a whole needs a general idea to follow as a basis for dividing the main points of a topic. For example, the topic "Jobs Available to High School Students" might be divided into main points on the basis of the level of skill needed. The main points under the general topic might then be "Highly skilled occupations," "Semi-skilled occupations," etc.
3. The idea which serves as the basis for dividing should stay the same in a list of points which have equal importance. This aids the receiver of the message in reading the message quickly and with more understanding. For example, in the topic "Jobs Available to High School Students," the basis for dividing the topic into main points was "level of skill required." If through an outline three different levels of skills were decided on as the main points, it would be confusing to add a fourth main point, "Jobs at Snyders." It is not of equal value to the other divisions of the topic. (It might be useful, however, at some other point of the outline as a subheading.)

Example:

Topic: Jobs Available to High School Students

- I. Highly skilled occupations
- II. Semi-skilled occupations
- III. Unskilled occupations
- IV. Jobs at Snyders

4. Categories in an outline should not overlap one another. Two categories should be separate enough so that they do not include any of the same details. For example, in the topic: "Jobs Available to High School Students," the basis for division is level of skill required. An outline which would indicate an overlapping problem is the following:

Topic: Jobs Available to High School Students

- I. Highly skilled occupations
- II. Highly skilled part-time occupations

Some of the occupations mentioned under I. would appear also in II. and the problem of overlapping occurs.

5. The subdivisions of any point in an outline should be equivalent to that point itself. For example if the topic was "Medical Careers" and the basis of dividing the main points was "Level of formal training," the subdivisions would be incomplete if the following outline occurred:

Topic: Medical Careers

- A. College degree
- B. No formal training

Although a number of levels of training were ignored, at least one omission is obvious: "Medical School." A way out of this problem is to include all levels of training as main points or to restrict the topic to "Some Medical Careers."

6. Often the way in which the items in an outline are arranged suggests itself. Sometimes the arrangement of items demand some special thought. The common ways of ordering items in an outline are as follows: time, space, (for example, top to bottom) and less important to more important.
7. To keep an outline simple, avoid using the topic itself as the first Roman numeral. No other idea in the outline could be equal to it and single division would result. State the topic and perhaps a thesis sentence separately from the outline.
8. An outline should be balanced regarding the extent to which a point is subdivided. It's a temptation to include minor details in an outline, but their inclusion might give a faulty impression to the reader. The following outline form shows an overbalanced outline because too many minor details were included in it under the second Roman numeral.

I.

- A.
- B.
- C.

II.

- A.
 - 1.
 - 2.
- B.
 - 1.
 - 2.
 - a.
 - b.
 - (1)
 - (2)
 - (a)
 - (b)
 - (c)

FORMING THE MESSAGE: S-48

9. Avoid using words in heading which do not make a statement related to your specific topic. They are often meaningless. Some of the words to be avoided in headings are as follows: Introduction, Summary, Conclusion, and Example.

Go to the guidance office and select a pamphlet which describes in some detail a particular occupation which interests you. Construct an outline for that information. Consider as some of the main headings the following: education, training, requirements, opportunities for advancement, daily routine, etc.

POINT OF VIEW

Point of view is the writer's attitude or physical location in viewing his subject.

Attitude

A writer presents his attitude in his choice of subject matter, his development of the topic, his sentence patterns, and his choice of words. Of these elements, word choice reveals the writer's attitude most clearly. The writer may choose words that state his view directly or ironically. Or he may use words that appear quite objective but in combination reveal a particular bias.

Direct Statement: "We must withdraw from Vietnam immediately."

The words "must withdraw...immediately" reveal a very firm conviction in no uncertain terms. Certainly this writer could make a direct statement of less intensity such as, "The situation in Vietnam is a difficult dilemma." Here the writer reveals the attitude of concern for the difficulty in evaluating both sides of the issue, but he does not indicate that he knows the solution.

Ironic Statement: "If it weren't for Vietnam we would miss all the fun of burning women and maiming infants." We can guess that this writer presents an attitude quite the opposite of what he appears to be saying. The chances are that he is not a sadistic psychopath who enjoys this kind of violence. Still we cannot be certain until we read further into his paragraph.

Word Choice: In the following paragraph from "Can War Be Abolished" by Bertrand Russell, a mathematician and philosopher, the author presents attitudes concerning war, law, mankind, etc. Read the paragraph carefully. Then underscore the words and word combinations that by their connotations reveal the author's attitude. Finally, state as completely as you can what those attitudes are.

From "Can War Be Abolished?"

By Bertrand Russell

Is it possible to induce mankind to live without war: War is an ancient institution which has existed for at least six thousand years. It was always wicked and usually foolish, but in the past the human race managed to live with it. Modern ingenuity has changed this. Either man will abolish war, or war will abolish man. For the present, it is nuclear weapons that cause the gravest danger, but bacteriological or chemical weapons may, before long, offer an even greater threat. If we secure the abolition of nuclear weapons, our work will not be over. It will never be done until we have secured the abolition

FORMING THE MESSAGE: S-49

of war. To secure this we need to persuade mankind to look upon international questions in a new way, not as contests of force, in which the victory goes to the side which is most skillful in massacre, but by arbitration in accordance with agreed principles of law. It is not easy to change age-long mental habits, but this is what must be attempted.

Russell's attitudes:

USE OF FIRST, SECOND, AND THIRD PERSON IN EXPOSITORY WRITING

First Person

First person is the style of presenting a message through which the writer involves himself as part of the topic. He refers to himself through the first person pronouns: I, me, we, us, my, mine, our. The writer chooses first person when the topic calls for his personal views, feeling, or experiences and when the style should be informal. Personal experiences, autobiographical sketches, and informal why topics are most conducive to first person style.

For examples of first person style, refer to The American Experience: Non-Fiction "University Days" by James Thurber; "The Texas of the Mind" by John Steinbeck; "My Dungeon Shook: Letter to My Nephew" by James Baldwin; "Why Don't We Complain?" by William F. Buckley, Jr.

Second Person

Second person is a style of presenting a message to a specific person or group of persons. Most often it is used to describe a simple process or to give directions. Examples might be tuning an engine, baking a cake, or describing how to get from point A to point B. In other words, topics using second person you are simple how topics. At times a writer will use second person to write an informal essay in which he places his readers in an experience by asking them to participate.

CAUTION: Second person is very often misused as indefinite reference. Indefinite reference means that the pronoun does not refer to a specific person or thing. If the writer addresses the same person or persons whenever he uses you in his development of an informal topic, he is justified in his choice of second person. The following sentence is stylistically incorrect "When my grandfather was a child, you were supposed to be absolutely silent at the table." To whom does you refer? grandfather? children? another person whom the writer is addressing? If children were substituted for you, the sentence would be much clearer.

RULE: In any formal writing the use of you is inappropriate.

Third Person

Third person is a style of presenting a message through which a writer writes about a subject, person, or thing. The writer refers to these items as he, she, it, him, her, his, hers, they, them, their, these, and those. When the writer is not directly part of the subject (i.e., his opinions, feelings, experiences, and perceptions are unimportant to the development of the topic), he should choose third person. If the topic lends itself to third person, the writer should maintain the style even when he finds it necessary to insert his own opinion. Thus he will state his opinion in third person.

A topic such as "The Changing Roles of Macbeth and Lady Macbeth" is a what topic which demands that the writer analyze and present evidence to support his point of view. The burden of the topic is upon the analysis and on the writer only insofar as he used the analytical skills effectively. The primary purpose for such a topic is to inform the reader about the characters of the famous play based on the play itself and not to reveal a series of personal opinions. The writer's personal opinion or even his theory of thesis is secondary to the analysis. Thus the writer chooses third person throughout.

On the other hand, the topic "My Views on the Character of Macbeth" is clearly a why topic; i.e., it calls for the writer's personal opinion. Since the topic involves the writer, the writer should use first person. This does not mean that he must use I or me extensively. It may be necessary to refer to himself only once to indicate his involvement. The topic is still about Macbeth to whom the writer refers as he, third person. The use of both first and third person is stylistically proper because of the less formal nature of the topic.

- CAUTION:
1. When writing a why topic which depends upon one's opinion, logic, feelings, and perception, the writer should not present unsupported general statements or shabby evidence. Opinion does not relieve the writer from the burden of proof. For the writer to say, for example, that "Macbeth has a sick mind" (if that is his opinion) and leave it unsupported gives the reader the impression that the writer has no firm basis for his opinion. Further, for the writer to expect that such a statement, even with support, should go unchallenged because it is his opinion shows an egocentric lack of concern for the communication process.
 2. The tendency in presenting one's personal opinion is to overuse "I" phrases such as "I think," "I believe," "it seems to me," and "in my opinion." These phrases clutter the writing with unnecessary wordiness and also give the reader the sense that the writer feels so insecure that he must continually qualify his statements. After the writer makes it clear to his reader that he is involved in the topic, he should avoid the above passages. It is no longer necessary to say "I think Macbeth has a sick mind." The statement is clearly the writer's opinion without "I think."

For each of the following topics determine whether (1) the topic is what, why, how, or compare/contrast; (2) the topic calls for formal or informal development; (3) the first, second, or third person should predominate; (4) more than one person is appropriate.

A. The Mechanics and Function of the Carburetor in an Internal Combustion Engine

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

B. How To Build a Cabinet

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

C. What I Think of National Election News Coverage

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

D. Leisure Time Activities for Suburban Youth

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

E. The Changing Role of Women in Society

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

F. You and Your Goose Bumps

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

FORMING THE MESSAGE: S-51

Choose any topic that appeals to you and determine how it should be developed according to the four criteria in the previous activity. Then write the paragraph following the chosen guidelines. Consider the attitude you wish to present in your word choice and emphasis.

FORMING THE MESSAGE: 1-3

To the Teacher

For discussion on point of view in creative writing, refer to Story and Structure, "Point of View"; Ginn Writing 2B, "Achieve Unity Through Point of View"; Ginn Writing 3C, "Use Third Person Point of View"; and Ginn Writing 1B, "Show Accuracy in Spatial Relations."

In passive voice the subject is the object of the action. For example, "The Impala was driven by John." In this sentence the subject, "Impala," receives the action of being driven by John. Since John is doing the action, why not make him the subject of the sentence? The revised sentence reads "John drove the Impala." Better, isn't it!

A writer can use passive voice appropriately. In a paragraph a writer wants to maintain his subject from sentence to sentence. Therefore he may use a passive construction to maintain consistency and avoid confusion. In this paragraph I am using "writer" as the subject of the paragraph and of each sentence though I refer to the writer as he or as in this sentence, I. I must maintain that subject so that I am clearly understood. Did you notice the passive construction in the previous sentence? I might have said "so that the reader understands me clearly" but my focus should remain on the writer.

In each of the following sentences, including this one, is a bulky and inappropriate use of passive voice which should be re-written in concise and active language. (Do it.) One can never duplicate an experience in another person's mind. The best that can be hoped for is to approximate that experience with carefully chosen words. A clear written message must be appropriate to the audience and the purpose and occasion should be considered as well. If language is not clear, concise, and appropriate, it will not be understood by the receiver. One of the problems in using passive voice is that the writer forces the reader to change subjects during a unit of thought. The message should be made clear by the writer when he writes. Another problem in using passive voice is that more words are used by the writer than necessary to communicate his message. A third problem is that passive voice reduces the action of what should be a direct and action-packed experience, for example;

The basketball was thrown through the hoop with a swish by the Falcons' star forward for a last-second victory.

Finally, passive voice should not be used when active voice can be substituted without threatening the clarity of the sentence.

SECTION V:
MECHANICS

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Each of the units is divided into two parts. The first section deals with particular spelling problems; the second deals with vocabulary skills based on roots, prefixes, and suffixes. Most of the material in the spelling section is a reordering of materials in Warriner's English Grammar and Composition (Harcourt, Brace and Company, 1957). The vocabulary lessons are based on lists of prefixes, suffixes, and roots found in Ward Miller's Word Wealth, (Holt, 1958).

Included in this guide are pretests designed to be administered before the unit is given to the students. A student who can complete the pretest with 90 percent accuracy may be exempt from completing the skillpac for that lesson.

After the student has completed the worksheets with 100 percent accuracy, the teacher may administer the suggested post-test to the student. If the student is unable to score 90 percent on the post-test, he should be asked to study the skillpac some more before re-taking the post-test.

Following is a list of the contents of each of the units.

SPELLING

Skillpac I -- spelling rules

- A. ie and ei
- B. Use of il-, in-, im-, un-, dis-, mis-, re-, and over-

Skillpac II -- spelling rules

- A. Use of suffixes -ness, -ly
- B. Dropping and retention of final e with suffixes
- C. Doubling a consonant when adding suffixes

Skillpac III -- forming the plural of nouns

Skillpac IV

- A. Rules for hyphenating words
- B. Homonyms
 - already
 - all ready
 - all right (alright)
 - altar
 - alter
 - altogether
 - all together
 - born
 - borne
 - brake
 - break
 - capital
 - capitol
 - cloths
 - clothes

Skillpac V

- A. Rules for hyphenating words at the end of a line
- B. Homonyms
 - coarse
 - course
 - complement
 - compliment
 - consul
 - council, councilor
 - counsel, counselor
 - desert'
 - des'ert
 - dessert
 - formally
 - formerly
 - its
 - it's
 - later
 - latter
 - lead
 - led

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Skillpac VI

Homonyms

loose
lose
miner
minor
moral
morale
passed
past
peace
personal
personnel
plain
plane
principal
principle
quiet
quite

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

VOCABULARY

Skillpac I

Prefixes

anti-
counter-, contra-
ob-, op-
in-
non-
un-
ab-
di-
dis-
ex-
se-
sub-

Roots

-clude-, clus-
-fact-, -fect-, -fict-
-ject-, -jaculat-
-lude-, -lus-
-mit-, -miss-
-move-, mote-, mob-
-pend-, -pense-
-pon-, -pose-, -posit-
-solve-, -solu-
-tort-, -torqu-
-tract-
-volve-, -volu-

Skillpac II

Prefixes

mis-
ad-
circum-, peri-
in-
per-
pro-
re-
trans-
post-
pre-, ante-
inter-
con-, syn-

Roots

-cede-, -ceed-, -cess-, -gress
-duce-, -ducat-, -duct
-fer-, -late-
-fuse-
-pel-, -pulse-
-scribe-, script-
-serve-
-son-
-spec-, -spect-, -spic-
-vide-, -vis-
-spire-, -nale-
-vene-, -vent-
-vert-, -verse-
-voke-, -vocat-
-tain-, -ten-
-port-, -portat-

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Skillpac III

Roots

-aqua-, -aque-	-merge-, -merse-
-audi-, -audit-	-mort-, -thana-
-cide-, -cis-, -sect-	-nounce-, -nunci-, -sert-
-cord-, -cardi-,	-nov-
-cur-, -curs-, -course-	-pen-, -pevit-
-dict-	-plac-
-loqu-, -low-	-placa-
-fid-, -fide-	-press-
-flagr-, -pyr-	-rect-
-flect-, -flex-	-sanct-
-fract-, -rupt-	-sent-, -path-
-here-, -hes-	-stringe-, -strict-
-luc-, -lumen-, -lumin-, -photo-	-vince-, vict-
-mand-	

Skillpac IV

A. Number prefixes

uni-, mono-
du-, bi-
tri-
quadr-, tetr-
quin-, pent-
sex-, hex-
sept-, hept-
oct-
non-, nov-, ennea-
dec-, deci-
cent-, hect-
mill-, milli-, kilo-
equ-
multi-, poly-
semi-, demi-, hemi-
super-, ultra-, hyper-

B. Roots

-annu-, -enni-
-arch-
-gamy-
-gon-
-later-
-logue-, -logy-
-meter-
-ped-, -pede-, -pod-
-pli-, -plic-

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Skillpac V

A. Prefixes

ambi-, amphi-
magna-, magni-
mal-
man-, chiro-
retro-

B. Roots

-anim-, -animate-
-carn-
-chron-
-cogn-, -scien-
-corp-, -corpor-
-ferv-, -ard-
-helio-
-parl-
-pet-
-plen-, -plent-
-rog-
-therm-, -thermo-
-vi-, -via-

Skillpac VI

Roots

-alter-, -hetero-
-ambul-
-dexter-
-domin-, -domit-
-flu-, -flux-
-fort-
-frater(n)-, -fratri-
-grati-
-gratu-
-mari-, -marine-
-mater(n)-, -matr-, -metro-
-mute-
-nasc-, -gen-
-naut-
-patri(i)-
-polit-, -civi-
-urb-, -poli-
-scend-
-sist-, -stit-
-termin-, -fini-
-terr-, -terra-, -geo-
-vir-, -anthropo-

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS



*"Deer Mom, Wud you belive I lost my job at the offise today? I gess
sumwun thair doesnt like me."*

Phi Delta Kappan
May, 1973

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Teacher _____

SPELLING PRETEST I

Indicate the letter of the word that is spelled correctly.

- _____ 1. (a) brief (b) breif
- _____ 2. (a) neice (b) niece
- _____ 3. (a) hankerchief (b) handkercheif (c) handkerchief
- _____ 4. (a) believe (b) beleive
- _____ 5. (a) sleigh (b) sliegh (c) sleig
- _____ 6. (a) mispell (b) misspell (c) misspel
- _____ 7. (a) unnatural (b) unatural (c) unnaturel
- _____ 8. (a) imovable (b) immovible (c) immovable
- _____ 9. (a) unecessary (b) unnecessary (c) unnecessery
- _____ 10. (a) overran (b) overan (c) overann

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VOCABULARY PRETEST I

What is the meaning of the underlined prefixes and roots in the following sentences?

1. A subcellar is a cellar _____ a cellar.
2. An obtrusive person is one who thrusts himself _____ the wishes of others.
3. A counterplot is a scheme _____ a plot.
4. _____-the-beginning inhabitants are called aborigines.
5. Illimitable stretches of desert are expanses which are _____ limited.
6. A conjecture is a _____ at the truth.
7. Dis solu tion means the _____ of the body from its physical life.
8. A tract able person is easy to _____ along with you.
9. To dis tort the truth is to _____ it the facts.
10. To dis miss a person is to _____ him _____.
11. To de pose a King is to _____.
12. Emotion is a _____ of feeling.

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SPELLING PRETEST II

Check () those words in the following list which are spelled correctly.

- _____ 1. planned
- _____ 2. writting
- _____ 3. occured
- _____ 4. moveing
- _____ 5. accidentalaly
- _____ 6. forgetting
- _____ 7. unecessary
- _____ 8. truely
- _____ 9. misspell
- _____ 10. ilustrious
- _____ 11. habitually
- _____ 12. happiness
- _____ 13. thankfullness
- _____ 14. preferred
- _____ 15. receipt
- _____ 16. completely
- _____ 17. cordialy
- _____ 18. appearing
- _____ 19. lustyness
- _____ 20. useable

VOCABULARY PRETEST II

Based on your knowledge of roots and prefixes, match the definitions in column II with the underlined words in column I. Some may be used more than once; others not at all.

- _____ 1. circumvent an enemy
- _____ 2. divert attention
- _____ 3. retain one's hope
- _____ 4. interject a word
- _____ 5. accede to a request
- _____ 6. invoke a law
- _____ 7. produce new products
- _____ 8. collaborate on a book
- _____ 9. regress to old habits
- _____ 10. thoughts permeate
- _____ 11. miscalculates a problem
- _____ 12. adverse publicity
- _____ 13. transcends the limits
- _____ 14. writes a synthesis
- _____ 15. preserves the land
- _____ 16. a detention home
- _____ 17. a spectator sport
- _____ 18. inhale deeply
- _____ 19. state of vertigo
- _____ 20. Tuesday's convocation

- A. hold back or onto
- B. pull against
- C. work together
- D. turn away
- E. spread through
- F. come or get around
- G. lean back
- H. go back
- I. calling together
- J. hurl in between
- K. lead forward
- L. go toward, grant
- M. take wrong action
- N. go beyond
- O. bring together
- P. breathe in
- Q. turning around
- R. look at
- S. saves

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SPELLING PRETEST III

Form the plural of the following nouns:

- | | |
|-------------------------|-------------------------|
| 1. chair _____ | 16. passer-by _____ |
| 2. box _____ | 17. court martial _____ |
| 3. birch _____ | 18. appendix _____ |
| 4. salary _____ | 19. man-of-war _____ |
| 5. enemy _____ | 20. 5 _____ |
| 6. monkey _____ | 21. trout _____ |
| 7. roof _____ | 22. Chinese _____ |
| 8. loaf _____ | 23. b _____ |
| 9. calf _____ | 24. handful _____ |
| 10. hero _____ | 25. piano _____ |
| 11. potato _____ | 26. child _____ |
| 12. mosquito _____ | 27. chief _____ |
| 13. soprano _____ | 28. dwarf _____ |
| 14. ox _____ | 29. radio _____ |
| 15. mother-in-law _____ | 30. crisis _____ |

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VOCABULARY PRETEST III

In the blank at the left of each number, write the meaning of the underlined word. Use your knowledge of roots and prefixes to help you.

- | | |
|---|---|
| _____ 1. an <u>aquatic</u> sport | _____ 21. <u>euthanasia</u> |
| _____ 2. <u>inaudible</u> presentation | _____ 22. a <u>mortal</u> wound |
| _____ 3. a battle <u>sector</u> | _____ 23. <u>assert</u> the truth |
| _____ 4. <u>incisors</u> | _____ 24. <u>denounce</u> dishonesty |
| _____ 5. a <u>discursive</u> speech | _____ 25. a <u>novel</u> idea |
| _____ 6. the <u>concourse</u> of two rivers | _____ 26. a golf <u>novice</u> |
| _____ 7. a <u>loquacious</u> person | _____ 27. a <u>penal</u> colony |
| _____ 8. an <u>interlocutor</u> | _____ 28. <u>placate</u> an enemy |
| _____ 9. a <u>diffident</u> person | _____ 29. a <u>placid</u> lake |
| _____ 10. to <u>confide</u> in a friend | _____ 30. <u>repress</u> a laugh |
| _____ 11. saw a <u>conflagration</u> | _____ 31. <u>rectify</u> a mistake |
| _____ 12. a funeral <u>pyre</u> | _____ 32. a <u>sanctuary</u> |
| _____ 13. <u>inflexible</u> rules | _____ 33. <u>pathos</u> in writing |
| _____ 14. <u>infraction</u> of the rules | _____ 34. <u>antipathy</u> for someone |
| _____ 15. <u>inherent</u> traits | _____ 35. <u>sympathy</u> for another |
| _____ 16. <u>adhesive</u> tape | _____ 36. <u>stringent</u> rules |
| _____ 17. a <u>lucid</u> discussion | _____ 37. <u>restrict</u> privileges |
| _____ 18. <u>photosynthesis</u> | _____ 38. <u>eviction</u> of tenants |
| _____ 19. <u>countermand</u> an order | _____ 39. <u>invincible</u> ruler |
| _____ 20. <u>immerse</u> a dish | _____ 40. unusual <u>sentimentality</u> |

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SPELLING PRETEST IV

Indicate whether A or B illustrates the proper use of the hyphen.

<u>A</u>	<u>B</u>
_____ 1. a three-fourths majority	a three fourths majority
_____ 2. two-thirds of the students	two thirds of the students
_____ 3. rosy-colored glasses	rosy colored glasses
_____ 4. a second story room	a second-story room
_____ 5. beautifully-made table	beautifully made table
_____ 6. anti-Russian	anti Russian
_____ 7. after-school meeting	after school meeting
_____ 8. semiinvalid	semi-invalid
_____ 9. un American	un-American
_____ 10. all star	all-star

Check () those sentences which use the underlined words correctly.

- _____ 1. I had all ready seen the show.
- _____ 2. He did alright on the test.
- _____ 3. The minister prayed at the altar.
- _____ 4. We were altogether for the holiday.
- _____ 5. The brakes on the car were stuck.
- _____ 6. St. Paul is the capitol of Minnesota.
- _____ 7. He bought some cloths to clean his car with.
- _____ 8. Be sure to use capital letters.
- _____ 9. She wears expensive cloths.
- _____ 10. They have borne the test of time.

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VOCABULARY PRETEST IV

Indicate the meaning of each underlined prefix or root in the blank to the left of each number.

- _____ 1. A septet is a group of _____ performers.
- _____ 2. An octo-syllable is a word of _____ syllables.
- _____ 3. An archbishop is the _____ bishop.
- _____ 4. A tetralogy is a set of _____ related plays.
- _____ 5. To quintuple a figure, multiply it by _____.
- _____ 6. Duplex means _____ fold.
- _____ 7. A monotonous voice is one which stays on _____ tone most of the time.
- _____ 8. A hexarchy is a group of _____ allied rulers.
- _____ 9. Monogamy is _____ to _____ person.
- _____ 10. A septenary celebration occurs once in _____ years.
- _____ 11. Heptameter has _____ in a line
- _____ 12. A tetrarch ruled one _____th of a province.
- _____ 13. A polygon has _____.
- _____ 14. Pedate is a term in zoology which means _____-like.
- _____ 15. Ichthyology is the _____ of fish.
- _____ 16. A multilateral contract would have _____.
- _____ 17. A decasyllable is a line of _____ syllables.
- _____ 18. The centigrade thermometer has _____ degrees or steps.
- _____ 19. A hecatomb was the public sacrifice of _____ oxen.
- _____ 20. At the time of the equinox, the days and nights are of _____ length.
- _____ 21. Prometheus was a demi-god.
- _____ 22. An architect is literally a _____ builder.

SPELLING PRETEST V

Indicate whether the hyphen is placed properly in A or B for division of a word at the end of a line.

<u>A</u>	<u>B</u>
_____ 1. bann-er	ban-ner
_____ 2. hoped (no hyphen)	hop-ed
_____ 3. hopp-ed	hop-ped
_____ 4. recon-cile	reco-ncile
_____ 5. camer-a	cam-erá
_____ 6. the Rev. (one line) Smith (next line)	the Rev. Smith
_____ 7. pref-er	pre-fer
_____ 8. unusu-ally	unusual-ly
_____ 9. John C. Jones	C. Jones John
_____ 10. e-ventful	event-ful

Write the correct word in the blank to the left.

- _____ 1. He wore a suit of (coarse, course) cloth.
- _____ 2. His language was very (course, coarse).
- _____ 3. The golf (coarse, course) is on the east side of town.
- _____ 4. His part of the job (compliments, complements) mine.
- _____ 5. She (complimented, complemented) me on my cooking.
- _____ 6. The American (council, counsel, consul) in Berlin helped us during our visit.
- _____ 7. The (consul, counsel, council) met to consider the matter.
- _____ 8. I went to see my (counselor, councilor),
- _____ 9. We flew across the (dessert, desert).



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VOCABULARY PRETEST V

Fill in the blank with the proper word.

- _____ 1. Helium got its name from the fact that it was first observed in the atmosphere of the _____.
- _____ 2. An isotherm is a line connecting points on the earth having the same mean _____.
- _____ 3. A prerogative is a prior _____ that amounts to a privilege.
- _____ 4. A plenipotentiary has _____ power to act for his country.
- _____ 5. Prescience is _____ beforehand.
- _____ 6. Heliotherapy is treatment of disease by means of _____.
- _____ 7. A parley between captains is a _____.
- _____ 8. Clocks which have been synchronized keep _____ together.
- _____ 9. To cogitate is to _____.
- _____ 10. To reanimate a club is to _____.
- _____ 11. Amphibious life exists _____ in water and on land.
- _____ 12. A magnate is a _____ figure in business.
- _____ 13. Malice is _____ will.
- _____ 14. A malingerer is one who pretends _____.
- _____ 15. Chirography is _____.
- _____ 16. The retro renal area is _____ the kidneys.
- _____ 17. A manuscript was originally a book or paper written by _____.
- _____ 18. Incorporeal spirits are not in _____ form.
- _____ 19. Legal parlance is a legal way of _____.
- _____ 20. Carnivorous animals are _____-eating animals

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SPELLING PRETEST VI

Write the proper word in the blank to the left.

- _____ 1. The animals broke (loose, lose).
- _____ 2. When did you (lose, loose) your books?
- _____ 3. A (miner, minor) cannot vote.
- _____ 4. A (miner, minor)'s job is sometimes dangerous.
- _____ 5. His good conduct showed him to be a (morale, moral) person.
- _____ 6. He raised only (miner, minor) objections.
- _____ 7. The (moral, morale) of the army is low.
- _____ 8. The class understood the (morale, moral) of the story.
- _____ 9. He (passed, past) me at the finish line.
- _____ 10. Some persons prefer to live in the (past, passed).
- _____ 11. I went (past, passed) the house without realizing it.
- _____ 12. Everyone prefers (piece, peace) to war.
- _____ 13. They each ate a (peace, piece) of cake.
- _____ 14. He gave his (personnel, personal) opinion.
- _____ 15. John is (quiet, quite) tall.
- _____ 16. The judge accused the criminal of having no (principles, principals).
- _____ 17. He went to the (principle's, principal's) office.
- _____ 18. (Plain, Plane) geometry is a study of imaginary flat surfaces.
- _____ 19. The (personal, personnel) of the company ranged a great deal in age.
- _____ 20. She lives in a very (plane, plain) home.

VOCABULARY PRETEST VI

Which word from column II best completes the meaning of the sentence.

- | | | |
|-------|---|-----------------|
| _____ | 1. To have dominion over 20 tribes is to _____ them. | a. pleasing |
| _____ | 2. To perambulate in the part is to _____ it. | b. departing |
| _____ | 3. A patrimony is an inheritance from one's _____. | c. earth |
| _____ | 4. To ingratiate oneself with John's mother is to make oneself _____ to her. | d. skill |
| _____ | 5. Geography is the science which describes the _____. | e. walk through |
| _____ | 6. Railroad lines which are coterminous have their _____ together. | f. strength |
| _____ | 7. If you have no alternative, you have no _____ choice. | g. ends |
| _____ | 8. A dexterous seamstress has a great deal of _____. | h. govern |
| _____ | 9. The confluence of two rivers is their _____ together. | i. brother |
| _____ | 10. If you comfort a child, you offer _____ and sympathy. | j. flowing- |
| | | k. other |
| | | l. father |
| _____ | 1. Which word refers to motherhood? | a. anthropoid |
| _____ | 2. Which word describes something one is born with. | b. gratuity |
| _____ | 3. Which word describes an ape that is manlike? | c. urbane |
| _____ | 4. Which word pertains to the sea? | d. congenital |
| _____ | 5. Which word is a synonym for a tip? | e. terrain |
| _____ | 6. Which word describes the killing of a brother? | f. metropolis |
| _____ | 7. Which word describes a mother city? | g. maternity |
| _____ | 8. Which word describes something that is just coming into being? | h. virile |
| _____ | 9. Which word describes manliness? | i. infinite |
| _____ | 10. Which word describes a person who is acquainted with the manners of city society? | j. fratricide |
| | | k. nascent |
| | | l. maritime |

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SPELLING POST-TEST I

To the teacher:

Dictate the following words to the student.

Satisfactory completion is 90 percent.

1. foreign
2. conceive
3. grief
4. handkerchief
5. receipt
6. thief
7. veil
8. ceiling
9. retrieve
10. achieve
11. overrate
12. disagreement
13. immaterial
14. irrelevant
15. misspell
16. unnatural
17. immovable
18. unavoidable
19. uninteresting
20. unpleasant

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VOCABULARY POST-TEST I

For each of the following phrases, write one substitute word which is built from the underlined meaning of a root or prefix studied in this unit.

1. A spy who spies against spies: _____
2. Disaster which hangs over or against one: _____
3. That which moves one to act: _____
4. To loosen away a solid substance by a liquid: _____
5. The act of shutting one out from something: _____
6. A form of written make-believe: _____
7. A bridge hung under its supports: _____
8. Noises or actions pulling one away from what he is doing: _____
9. Twisting or squeezing money from a person: _____
10. Something which is not legal: _____
11. A movement opposed to war: _____
12. The theory that explains how living things developed by rolling forward: _____
13. To place money from your supply into a bank: _____
14. To send students away from class: _____
15. A building where things are made: _____
16. A down cast person: _____
17. A group sent somewhere for a reason: _____
18. An object that is not possible to move: _____
19. A moving forth of feeling: _____
20. Someone who places himself against you: _____

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SPELLING POST-TEST II

Dictate the following words to the student:

1. agreement
2. naturally
3. stubbornness
4. thankful
5. improbable
6. mistreated
7. accidentally
8. ninety
9. propelling
10. running
11. famous
12. preferable
13. moving
14. overreach
15. dissatisfied
16. forcible
17. truly
18. unnecessary
19. illegitimate
20. writing

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VOCABULARY POST-TEST II

Supply a word from the following roots and prefixes to fit each definition in parenthesis.

Prefixes

mis-
 ad-
 circum-
 peri-
 in- im-
 per-
 pro-
 re-
 trans-
 post-
 pre-
 ante-
 con-
 syn-
 inter-

Roots

-cede-	-scribe-
-ceed-	-script-
-cess-	-serve-
-gress-	-son-
-duce-	-spec-
-ducat-	-spect-
-duct-	-spic-
-fer-	-vide-
-late-	-vis-
-port-	-spire-
-portal-	-hale-
-fuse-	-tain-
-per-	-ten-
-pulse-	-vene-
-vert-	-vent-
-verse-	
-voke-	
-vocat-	

1. A sieve won't _____ water. (hold together)
2. "_____ to high ideals," he urged. (breathe or work toward)
3. We must _____ new life into the school. (pour in)
4. The girl should _____ the boy through a door. (go before)
5. He told about the canoe _____. (act of carrying)
6. He _____ the earth. (sailed around)
7. America _____ cars from Japan. (brings in)
8. His name was _____ on the cornerstone. (written on)
9. A _____ person seldom speaks out. (easy to keep under)
10. The group spoke in _____. (one sound)
11. The minister gave the _____. (calling upon)
12. Bob could _____ the entire scene. (see in his mind's eye)
13. Can you _____ English into French? (carry across)
14. Her cheerfulness will help to _____ the gloom. (drive away)

VOCABULARY POST-TEST II

15. He is too much inclined to _____ and brooding. . (looking within)
16. The shore line began to _____ as the ship moved away from the land. ? (go back)
17. Spinach is a vegetable for which some children have a great _____.
(turning away from)
18. An _____ orchestra will be organized. (between schools)
19. It was necessary to _____ Junior's activities. (limit by writing around)
20. A _____ will be held in June. (a calling together)

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SPELLING POST-TEST III

Forming the Plural of Nouns

Form the plurals of the following words correctly.

1. alumnus _____
2. master sergeant _____
3. father-in-law _____
4. donkey _____
5. soprano _____
6. curriculum _____
7. pocketful _____
8. F _____
9. handkerchief _____
10. crutch _____
11. mosquito _____
12. appendix _____
13. datum _____
14. passer-by _____
15. hero _____
16. potato chip _____
17. hostility _____
18. key _____
19. shelf _____
20. mess _____

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VOCABULARY POST-TEST III

Matching. In the blank at the left write the letter of the matching group of words from the second column.

- | | |
|---|--|
| _____ 1. A <u>flagrant</u> insult | a. Self-distrustful; hesitant |
| _____ 2. A <u>pathetic</u> mistake | b. ordered, required |
| _____ 3. <u>Translucent</u> plastic | c. unintentional |
| _____ 4. <u>Subaqueous</u> foliage | d. unbending |
| _____ 5. Sincere <u>sentiment</u> | e. inclined to cling together |
| _____ 6. <u>Mandatory</u> participation | f. very sympathetic |
| _____ 7. A <u>penitent</u> brother | g. glaring or blazing |
| _____ 8. <u>Inflexible</u> discipline | h. under the water |
| _____ 9. A <u>diffident</u> cousin | i. letting light through |
| _____ 10. A <u>cohesive</u> family | j. sorry for wrongdoing |
| | k. arousing feelings of pity |
| | l. feeling emotion |
| _____ 1. <u>Fidelity</u> in marriage | a. after death |
| _____ 2. A <u>post-mortem</u> examination | b. squeezing together |
| _____ 3. A <u>brief colloquy</u> | c. mercy killing |
| _____ 4. Rectification of old errors | d. a hearing |
| _____ 5. Legality of <u>euthanasia</u> | e. breaking apart into components |
| _____ 6. <u>Diffraction</u> of light | f. period of newness, apprenticeship |
| _____ 7. A delayed <u>audition</u> | g. tooth for cutting |
| _____ 8. Missing <u>incisor</u> | h. confirmation |
| _____ 9. <u>Compression</u> of ideas | i. faithfulness |
| _____ 10. A long <u>novitiate</u> | j. a talking together |
| | k. act of making right |
| | l. statement or declaration of intention |

SPELLING POST-TEST IV

Is A or B correct?

<u>A</u>	<u>B</u>
___ 1. ninety four hours	ninety-four hours
___ 2. semi-involved	semiinvolved
___ 3. pro-German	pro German
___ 4. an after-dark raid	an after dark raid
___ 5. a nose to nose confrontation	a nose-to-nose confrontation
___ 6. a well-executed drive	a well executed drive
___ 7. a shot of fifty one yards	a shot of fifty-one yards
___ 8. a house on the fourth block	a house on the fourth-block
___ 9. three-fourths of the crowd	three fourths of the crowd
___ 10. self-appointed judge	self appointed judge

Write the correct word in the blank to the left.

- _____ 1. The damage has (all ready, already) been done.
- _____ 2. John was (all together, altogether) too surprised.
- _____ 3. Events have (born, borne) out my beliefs.
- _____ 4. If you (break, brake) a dish, you will have to pay for it.
- _____ 5. Bismarck is the (capitol, capital) of North Dakota.
- _____ 6. Everyone was wearing his best (cloths, clothes).
- _____ 7. How many states had (capital, capitol) punishment:
- _____ 8. He is feeling (allright, alright).
- _____ 9. We will (altar, alter) the building to suit the new tennants.
- _____ 10. I applied the (brakes, breaks) as soon as possible.

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VOCABULARY POST-TEST IV

Replace the following words or phrases with one built from the roots and prefixes in this unit.

1. a person 100 years old _____
2. equal-sided _____
3. a nine-sided figure _____
4. half-god _____
5. five-measure verse _____
6. the Ten Commandments _____
7. a machine to make 100 copies _____
8. a thousand-year period _____
9. marriage to many women _____
10. easily bent _____
11. half-circle _____
12. a many-sided figure _____
13. a word of eight syllables _____
14. something with one side _____
15. a celebration held every 10 years _____
16. multiply by six _____
17. had five babies at one time _____
18. measure around something _____
19. an animal with two feet _____
20. marriage to two people at the same time _____
21. something which occurs every six months _____
22. an excessively critical person _____
23. one thousandth of a gram _____
24. a thousand grams _____
25. a four-sided figure _____

SPELLING POST-TEST V

Write the correct word on the blank to the left.

- _____ 1. Mr. Jones (complemented, complimented) me on my good grades.
- _____ 2. Have you discussed this problem with your (councilor, counselor)?
- _____ 3. We were blown several miles from our (course, coarse).
- _____ 4. The amount of vegetation in the (dessert, desert) surprised us.
- _____ 5. Mrs. Johnson (formally, formerly) taught here.
- _____ 6. Every nation must conserve (its, it's) resources.
- _____ 7. My companion (lead, led) me down a dark passage.
- _____ 8. His (coarse, course) manners were not funny.
- _____ 9. I have read all of Steinbeck and Hemingway, and I prefer the (later, latter).
- _____ 10. (Its, It's) time to think about getting a job.
- _____ 11. Members of the (counsel, council, consul) are elected annually.
- _____ 12. (Coarse, course) wood absorbs more paint than fine-grained wood.
- _____ 13. His work and mine are (complimentary, complementary).
- _____ 14. The company embarked on the strongest advertising campaign in (its, it's) history.
- _____ 15. Why didn't you follow your (counselor's, councilor's) instructions?
- _____ 16. Mrs. Smith gave us (complimentary, complementary) tickets.
- _____ 17. The American (consul, council, counsel) helped us a great deal.
- _____ 18. It feels as if it is made of (lead, led).
- _____ 19. The mother (desserted, deserted) her children.
- _____ 20. He behaved very (formerly, formally) at the party.

SPELLING POST-TEST V

Which of the following indicates the proper division of words at the end of the line?

<u>A</u>	<u>B</u>
___ 1. matt-er	mat-ter
___ 2. maint-ain	main-tain
___ 3. Dr. Charles Osgood	Dr. Charles Osgood
___ 4. out-burst	outbur-st
___ 5. sport	spo-rt
___ 6. radi-o	ra-dio-
___ 7. contract-ion	contrac-tion
___ 8. pro-ducts	prod-ucts
___ 9. he-lpful	help-ful
___ 10. bott-le	bot-tle

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VOCABULARY POST-TEST V

Matching: Indicate the letter of the meaning in column II of the underlined words or phrases in column I.

- | | |
|---|---------------------------------|
| _____ 1. <u>Incorporate</u> a business | a. declare it out of existence. |
| _____ 2. <u>Obviate</u> a difficulty | b. ponder or meditate |
| _____ 3. <u>Abrogate</u> an agreement | c. ridicule the follies of |
| _____ 4. <u>Replenish</u> the supply | d. move backward |
| _____ 5. <u>Cogitate</u> carefully | e. give it a legal body |
| _____ 6. <u>Reanimate</u> a group | f. handwriting |
| _____ 7. <u>Retrogression</u> of a business | g. do wrongly |
| _____ 8. Study of <u>chirography</u> | h. find a way around |
| _____ 9. Convict of <u>malpractice</u> | i. large of spirit |
| _____ 10. Act <u>magnanimously</u> | j. bring it to life again |
| _____ 1. An <u>amphibian</u> animal | k. sparkle and fizz |
| _____ 2. <u>Carnivorous</u> animals | l. make it full again |
| _____ 3. A <u>chronic</u> disease | |
| _____ 4. <u>Recognize</u> a word | a. to know again |
| _____ 5. A <u>corpulent</u> body | b. discussion |
| _____ 6. An <u>ardent</u> fan | c. makes slight attacks |
| _____ 7. Takes part in a <u>parley</u> | d. has too much flesh |
| _____ 8. A <u>petulant</u> person | e. releases heat |
| _____ 9. A <u>plenary</u> session | f. lives on both land and water |
| _____ 10. A <u>derogatory</u> remark | g. asks questions |
| | h. lasts a long time |
| | i. says something against |
| | j. glowing with hope |
| | k. full or complete |
| | l. flesh-eating |

Name _____
Section _____
Teacher _____

SPELLING POST-TEST VI

Write the correct word in the blank to the left.

- _____ 1. I went (passed, past) your house without realizing it.
- _____ 2. He stumbled in the (lose, loose) sand.
- _____ 3. We crossed the (planes, plains) in two days.
- _____ 4. He understands the (principals, principles) of mathematics.
- _____ 5. The (principal, principle) cause of accidents is carelessness.
- _____ 6. I had (quite, quiet) forgotten his advice.
- _____ 7. A study hall should be (quiet, quite).
- _____ 8. Try not to (lose, loose) your temper.
- _____ 9. Success is the best (moral, morale) builder.
- _____ 10. We had been told not to ask for a second (peace, piece) of pie.
- _____ 11. Jack (passed, past) the ball to Jim.
- _____ 12. The mission was accomplished without loss of (personal, personnel).
- _____ 13. What are the (principal, principle) products of Puerto Rico?
- _____ 14. Her (plain, plane) clothes did not detract from her beauty.
- _____ 15. The (principals, principles) of democracy have always been attacked.
- _____ 16. The car had a (loose, lose) seat belt.
- _____ 17. Because (passed, past) events seem more interesting some people prefer them.
- _____ 18. The carpenter used a (plain, plane).
- _____ 19. His objections were only (minor, miner).
- _____ 20. One is a (minor, miner) until he reaches legal age.

Name _____
Section _____
Teacher _____

VOCABULARY POST-TEST VI

Which of the lettered items is most nearly opposite in meaning to the word in the first column?

- _____ 1. dexterous: a. unwise b. clumsy c. crafty d. serious
e. sour
- _____ 2. effluence: a. poverty b. humility c. distress
d. self-denial e. self-containment
- _____ 3. dominate: a. submit b. apologize c. resent d. become small
e. subvert
- _____ 4. terrestrial: a. unmagnetic b. celestial c. urbane
d. unexciting e. unstable
- _____ 5. infinite: a. earthly b. cautious c. extensive d. limited
e. difficult
- _____ 6. consistent: a. erratic b. disrespectful c. without standing
d. enduring e. egotistical
- _____ 7. magnate: a. without magnetism b. left-handed c. nonentity
d. failure e. rogue
- _____ 8. mutable: a. variable b. talkative c. proud d. irregular
e. smooth
- _____ 9. nascent: a. congenital b. uncongenial c. dexterous
d. ungrateful e. dying out
- _____ 10. urbane: a. beneficial b. robust c. unpolished
d. trustworthy e. disagreeable

Which word from the list in Column II may be substituted for the phrases in Column I?

- | <u>Column I</u> | <u>Column II</u> |
|---|------------------|
| _____ 1. flowing beyond what is necessary | a. suburb |
| _____ 2. sleep walker | b. fraternity |
| _____ 3. brotherhood | c. manuscript |
| _____ 4. the color of sea water | d. maternal |
| _____ 5. the kind he was born with | e. superfluous |
| _____ 6. without end | f. congenital |
| _____ 7. handwritten selection | g. nautical |
| _____ 8. stand together | h. somnambulist |
| _____ 9. area near a city | i. immutable |
| _____ 10. can not change | j. consistent |
| | k. interminable |
| | l. aquamarine |

SKILLPAC I:
SPELLING AND VOCABULARY

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SKILLPAC I: SPELLING AND VOCABULARY

STUDENT DIRECTIONS

1. After you have mastered Spelling I, ask your teacher to give you the spelling post-test. Satisfactory completion is 90 percent accuracy.
2. In Vocabulary I, first complete the worksheet at the end of the unit. After your teacher has checked the worksheet and you have mastered the definitions of the prefixes and roots, ask your teacher for the vocabulary post-test. Satisfactory completion is 90 percent accuracy.

Rule 1: Write ie when the sound is ee, except after c. Write ei when the sound is not ee, especially when the sound is a.

Examples: believe, thief, ceiling, freight, neighbor, weigh, height

Exceptions: seize, either, weird, leisure, friend, mischief

Learn to spell the following words correctly.

- | | |
|-----------------|-------------|
| 1. foreign | 6. thief |
| 2. conceive | 7. veil |
| 3. grief | 8. ceiling |
| 4. handkerchief | 9. retrieve |
| 5. receipt | 10. achieve |

Rule 2: When the prefixes il-, in-, im-, un-, dis-, mis-, re-, and over- are added to a word, the spelling of the word itself remains the same.

Examples: il + legal = illegal
un + necessary = unnecessary

Learn the proper spelling of the following words:

- | | | |
|-----------------|----------------|------------------|
| 1. overrate | 5. misspell | 9. uninteresting |
| 2. disagreement | 6. unnatural | 10. unpleasant |
| 3. immaterial | 7. immovable | |
| 4. irrelevant | 8. unavoidable | |

SKILLPAC I: SPELLING AND VOCABULARY

VOCABULARY I

1. Prefixes

Prefixes which mean against, opposing, opposed to

- | | |
|---|---|
| <p>a. anti-
antipathy
antidote
antonym
antiseptic</p> | <p>c. ob-, op-
objection
obstruct
oppresses</p> |
| <p>b. counter-, contra-,
counterclaim
counterplot
contradict
contraband</p> | |

Prefixes which mean not

- | | |
|---|---|
| <p>d. in-
ineligible
incapable
inconsistent</p> | <p>f. un-
unsophisticated
unnatural
unattached
unbearable</p> |
| <p>e. non -
nonviolent
nonsense</p> | |

Prefixes which mean down, out, and from

- | | |
|---|--|
| <p>g. ab-: from, away; down from
absent
abrupt
abdicate
abhor</p> | <p>j. ex-: out, from, forth
excerpt
excommunicate
ex-president</p> |
| <p>h. de-: from, down from, down
depopulate
depress
despise
deter</p> | <p>k. se-: away, apart
secede
select
seclude</p> |
| <p>i. dis-: away, away from
dismiss
disarm
disaster</p> | <p>l. sub-: under, beneath
subcontract
subhuman
submarine</p> |

SKILLPAC I: SPELLING AND VOCABULARY

2. Roots

- a. -clude-, -clus-: shut, close
exclude
occlusion
preclude
- b. -fact-, -fect-, -fict-: made; do
factory
manufacture
fictitious
- c. -ject-, -jaculat-: cast, hurl
projectile
object
eject
- d. -lude-, -lus-: play (in sense of
lead or run)
delude
elude
elusive
- e. -mit-, -miss-: send, sent
emit
dismiss
mission
emissary,
- f. -move-, -mote-, -mob-: move
remove
demote
emotion
mobile
- g. -pend-, -pense-: hang, weigh
expend
appendix
impend
suspension
- h. -pon-, -pose-, -posit-: place, put
opponent
exponent
depose
deposit
- i. -solve-, -solu-: disunite,
loosen, free
dissolve
solvent
absolution
- j. -tort-, -torqu-: twist
distort
torque
extortion
- k. -tract-: draw, drag, pull
distract
abstract
extract
- l. -volve-, -volv-: roll, turn
evolve
voluble
devolve

SKILLPAC I: SPELLING AND VOCABULARY

Vocabulary Worksheet

Complete the following worksheet and ask your teacher to check it. When you have completed this worksheet with 100 percent accuracy, take Vocabulary Post-test I.

- A. Find two words, other than the examples given, which use the following prefixes. Indicate the definition of the word.

	<u>Words</u>	<u>Definitions</u>
1. anti-		
2. counter-		
contra-		
3. ob-		
op-		
4. in-		
5. non-		
6. un-		
7. ab-		
8. de-		
9. dis-		
10. ex-		
11. se-		
12. sub-		

SKILLPAC I: SPELLING AND VOCABULARY

B. Using the following roots and stems, follow the same procedure as above.

	<u>Words</u>	<u>Definitions</u>
1. -cluse-		
-clude-		
2. -fact-		
-fect-		
-fict-		
3. -ject-		
-jaculat-		
4. -lude-		
-lus-		
5. -mit-		
-miss-		
6. -move-		
-mote-		
-mob-		
7. -pend-		
-pense-		
8. -pon-		
-pose-		
-posit-		
9. -solve-		
-solu-		
10. -tort-		
-torqu-		
11. -tract-		
12. -volve-		
-volu-		

SKILLPAC I: SPELLING AND VOCABULARY

- C. Write five sentences in which you include words which are derived from the roots and prefixes in this unit.

Underline the roots and prefixes you use. Your sentence must demonstrate that you know how to use the words correctly.

SKILLPAC - II:
SPELLING AND VOCABULARY

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SKILLPAC II: SPELLING AND VOCABULARY

SPELLING II

- Rule 1: (Skillpac I) Write ie when the sound is ēē, except after c. Write ei when the sound is not ēē, especially when the sound is ā.
- Rule 2: (Skillpac I) When the prefixes il-, in-, im-, un-, dis-, mis-, re-, and over- are added to a word, the spelling of the word itself remains the same.
- Rule 3: When the suffixes -ness and -ly are added to a word, the spelling of the word itself usually remains the same.

Examples: finally, greenness, keenness

Exception: words ending in y change the y to i before a suffix:
ready - readiness; happy - happiness

- Rule 4: Drop the final e before a suffix beginning with a vowel.

Examples: care + ing = caring; use + able = usable

Exceptions: Keep the final e before a or o if necessary to retain the soft sound of c or g preceding the e

Examples: courageous, noticeable

- Rule 5: Keep the final e before a suffix beginning with a consonant.

Examples: care + ful = careful; hope + less = hopeless

Exceptions: true + ly = truly; argue + ment = argument
acknowledge + ment = acknowledgment

- Rule 6: Words of one syllable and words accented on the last syllable, when ending in a single consonant preceded by a single vowel, double the consonant before a suffix beginning with a vowel. When the last syllable is not accented, do not double the consonant.

Examples: plan + ing = planning (one-syllable word)

forget + ing = forgetting (accent on last syllable)

Profit = ed + profited (accent not on last syllable)

SKILLPAC II: SPELLING AND VOCABULARY

Spelling II Worksheet

Write the correct spelling of the indicated words. On the blank before the number, indicate the number of the rule which applies.

- ____ 1. agree + ment: _____
- ____ 2. natural + ly: _____
- ____ 3. stubborn + ness: _____
- ____ 4. thank + ful: _____
- ____ 5. im + probable: _____
- ____ 6. mis + treated: _____
- ____ 7. accidental + ly: _____
- ____ 8. nine + ty: _____
- ____ 9. propel + ing: _____
- ____ 10. running + ing: _____
- ____ 11. fame + ous: _____
- ____ 12. prefer + able: _____
- ____ 13. move + ing: _____
- ____ 14. over + reach: _____
- ____ 15. dis + satisfied: _____
- ____ 16. force + able: _____
- ____ 17. true + ly: _____
- ____ 18. un + necessary: _____
- ____ 19. il + legitimate: _____
- ____ 20. write + ing: _____

After your teacher has checked your worksheet and you are sure that you can spell all 20 of the above words correctly, take Spelling Post-test II.

Ninety percent accuracy is required.

SKILLPAC II: SPELLING AND VOCABULARY

Vocabulary II

A. Prefixes

- | | |
|--|---|
| <p>1. mis-: wrongly, incorrectly
misbehaves
miscalculate
misconduct</p> <p>2. ad-; (also at-) to, toward; against
adhere
attract
adverse</p> <p>3. circum-, peri-: around, about
circumnavigate
pericardium
perimeter</p> <p>4. in- (im-): to, toward; into
inject
imbibe
involved</p> <p>5. per-: through
percolate
perceptive</p> <p>6. pro-: for; forward; before; favoring
prologue
procrastinate
pro-Democrat</p> | <p>7. re-: back(ward), again
regress
retract
reiterate</p> <p>8. trans-: across, beyond
transverse
transport</p> <p>9. post-: after
posterity
postwar</p> <p>10. pre-, ante-: before, ahead
of time
premeditate
precede
antedate</p> <p>11. inter-: between, among
interval
intermission</p> <p>12. con-, syn- (col-, com-):
together, with
synthesis
commotion
convene</p> |
|--|---|

B. Roots and Stems

- | | |
|--|---|
| <p>1. -cede-, -ceed-, -cess-, -gress:
go, move
excess
aggression
secede</p> <p>2. -duce-, -ducat-, -duct-: lead
educate
conduct
reduce</p> <p>3. -fer-, -late-: carry, bear; bring
different
relate
translate</p> <p>4. -fuse-: pour
infuse
refuse
profuse</p> | <p>5. -pel-, -pulse-: drive, push
repel
impulse
propel</p> <p>6. -scribe-, -script-: write,
written
subscribe
describe
scripture</p> <p>7. -serve-: keep; save
reserve
preserve
deserve</p> |
|--|---|

SKILLPAC II: SPELLING AND VOCABULARY

- | | |
|---|---|
| <p>8. -son-: sound
 assonance
 resonant
 unison</p> <p>9. -spec-, -spect-, -spic-: look (at), see
 spectator
 suspicion
 specter</p> <p>10. -vide-, -vis-: see
 visualize
 vista
 provide</p> <p>11. -spire-, -hale-: breathe
 expire
 inhale
 halitosis</p> <p>12. -ven-, -vent-: come, a coming
 convention
 intervene
 prevent</p> | <p>13. -vert-, -verse-: turn
 reverse
 advertise
 vertigo</p> <p>14. -voke-, -vocat-: call
 vocation
 vocal
 invoke</p> <p>15. -tain-, -ten-: hold
 detention
 tenet
 maintain</p> <p>16. -port-, portat-: carry,
 bring
 deport
 transport
 portable</p> |
|---|---|

Vocabulary II Worksheet

<u>Root/Prefix</u>	<u>Word</u>	<u>Definition</u>
1. mis- _____		
2. ad-(at-) _____		
3. circum-, peri- _____		
4. in-, im- _____		
5. per- _____		
6. pro- _____		
7. re- _____		

SKILLPAC II: SPELLING AND VOCABULARY

<u>Root/Prefix</u>	<u>Word</u>	<u>Definition</u>
8. trans-		
9. post-		
10. pre-, ante-		
11. inter-		
12. con-, syn-, col-, com-		
13. -cede-, -ceed- -cess-, -gress-		
14. -duce-, -ducat-, -dust-		
15. -fer-, -late-		
16. -fuse-		
17. -pel-, -pulse-		
18. -scribe-, -script-		
19. -serve-		
20. -son-		
21. -spec-, -spect- -spic-		

SKILLPAC II: SPELLING AND VOCABULARY

<u>Root/Prefix</u>	<u>Word</u>	<u>Definition</u>
22. -vide-, -vis-		
23. -spire-, -hale-		
24. -vene-, -vent-		
25. -vert-, -verse-		
26. -voke-, -vocat-		
27. -tain-, -ten-		
28. -port-, -portat-		

Choose 10 words from your list above and use them in sentences which demonstrate that you can use them properly. You may use more than one word in a sentence if you wish.

After your teacher has indicated that you have satisfactorily completed this worksheet, take Post-test II. Ninety percent accuracy is required.

SKILLPAC III:
SPELLING AND VOCABULARY

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SKILLPAC III: VOCABULARY AND SPELLING

Forming Plurals of Nouns

Rule 1: The regular way to form the plural of a noun is to add an s.

Examples: book, books

Rule 2: The plural of some nouns is formed by adding es because the e is necessary to make the plural form pronounceable, especially when the words end in s, sh, ch, and x.

Examples: dress, dresses
box, boxes

Rule 3: The plural of nouns ending in y following a consonant is formed by changing the y to i and adding es.

Examples: lady, ladies
fly, flies

Rule 4: The plural of nouns ending in y following a vowel is formed in the usual way.

Example: donkey, donkeys

Rule 5: The plural of most nouns ending in f or fe is formed by adding s. The plural of some nouns ending in f or fe is formed by changing the f to v and adding s or es.

Examples: Add s: roof, roofs
dwarf, dwarfs
Change f to v and add s or es:
knife, knives
calf, calves

Rule 6: The plural of nouns ending in o following a vowel is formed by adding s. The plural of most nouns ending in o following a consonant is formed by adding es.

Examples: rodeo, rodeos
hero, heroes
tomato, tomatoes

Rule 7: The plural of most nouns ending in o and referring to music is formed by adding s.

Examples: alto, altos
solo, solos

Rule 8: The plural of a few nouns is formed by irregular methods.

Examples: child, children
goose, geese

SKILLPAC III: VOCABULARY AND SPELLING

Rule 9: The plural of compound nouns is formed by making the modified word plural

Examples: son-in-law, sons-in-law
man-of-war, men-of-war
passer-by, passers-by

Rule 10: The plural of compound nouns ending in -ful is formed by adding s

Example: handful, handfuls

Rule 11: The plural of foreign words is sometimes formed as they are in the foreign language.

Examples: curriculum, curricula
alumnus, alumni
datum, data

Rule 12: The plural of other foreign words may be formed either as in the foreign language or by adding s or es.

Examples: index, indices or indexes
appendix, appendices or appendixes

Rule 13: The plural of numbers and letters is formed by adding an apostrophe and s.

Examples: 6's; D's

Rule 14: Some nouns are the same in the singular or plural.

Examples: sheep, deer, perch, Japanese

Spelling III Worksheet

In the blank at the left of each word, indicate the number of the rule that applies. To the right indicate the proper spelling of the plural. Use a dictionary to check those words you are unsure of.

- | | |
|----------------------------|-----------------------------|
| ___ 1. alumna _____ | ___ 11. species _____ |
| ___ 2. analysis _____ | ___ 12. church _____ |
| ___ 3. phenomenon _____ | ___ 13. wharf _____ |
| ___ 4. major general _____ | ___ 14. cello _____ |
| ___ 5. French _____ | ___ 15. 8 _____ |
| ___ 6. spoonful _____ | ___ 16. daddy _____ |
| ___ 7. gas _____ | ___ 17. woman _____ |
| ___ 8. niece _____ | ___ 18. sister-in-law _____ |
| ___ 9. cameo _____ | ___ 19. George _____ |
| ___ 10. turkey _____ | ___ 20. bacillus _____ |

After you have had your teacher check the worksheet and you are sure you understand the rules, take Post-test III. Ninety percent accuracy is necessary to complete unit.

SKILLPAC III: VOCABULARY AND SPELLING

VOCABULARY III

Roots

- | | |
|---|--|
| <p>1. -aqua-, -aque-: water
aqueduct
aquatic
aquarium</p> <p>2. -audi-, -audit-: hear, listen to
auditorium
audience
audition</p> <p>3. -cide-, -cis-, -sect-: cut
incision
dissect
section</p> <p>4. -cord-, -cardi-: hear
concord
cardiogram
record</p> <p>5. -cur-, -curs-, -course-: run, running
cursory
concourse
concur</p> <p>6. -dict-: command, say
-loqu-, -locu-: talk, speak
dictator
loquacious
elocution</p> <p>7. -fid-, -fide-: faith, trust
infidel
diffident
confide</p> <p>8. -flagr-, -pyr-: flame, fire
conflagration
pyre
pyromania</p> <p>9. -flect-, -flex-: bend
reflect
reflex
deflect</p> <p>10. -fract-, -rupt-: break, burst
fracture
rupture
disrupt</p> <p>11. -here-, -hes-: stick, cling
cohere
inherent
adhesive</p> | <p>12. -luc-, -lumen-, -lumin-, -photo: light
translucent
luminous
photograph</p> <p>13. -mand-: order, command
mandate
demand
mandatory</p> <p>14. -merge-, -merse-: dip, plunge, sink
merge
immersion
submerge</p> <p>15. -mort-, -thana-: death
mortality
thanatopsis
euthanasia</p> <p>16. -nounce-, -nunci-, -sert-: declare
pronounce
assert
desert</p> <p>17. -nov-: new
innovate
novel
novice</p> <p>18. -pen-, penit-: punish(ment); sorrow
for sin
penalty
penance
penitentiary</p> <p>19. -plac-: please; -place-: appease
placate
placid
implacable</p> <p>20. -press-: squeeze, press
depress
opress
repress</p> <p>21. -rect-: right
rectify
erect</p> <p>22. -sanct-: holy, sacred
sanction
sanctity
sacrosanct</p> |
|---|--|

SKILLPAC III: VOCABULARY AND SPELLING

23. -sent-, -path-: feel
sentimental
sympathy
apathy
24. -stringe-, -strict-: draw together
astringent
restrict
stricture
25. -vince-, -vict-: conquer, overcome,
convince, evict, invincible

SKILLPAC III: VOCABULARY AND SPELLING

Vocabulary Worksheet III

A. For each of the roots listed below, find two words not used in the examples. Give a brief definition of each that indicates the way the root establishes the meaning.

<u>Root</u>	<u>Word</u>	<u>Definition</u>
1. -aqua-, -aque-		
2. -audi-, -audit-		
3. -cide- -cio- -sect-		
4. -cord-, -cardi-		
5. -cur- -curs- -course-		
6. -dict- -loqu- -locu-		
7. -fid-, -fide-		
8. -flagr-, -pyr-		
9. -flect-, -flex-		
10. -fract-, -rupt-		
11. -here-, -hes-		
12. -luc-, -lumen- -lumin-, -photo-		
13. -mand-		

SKILLPAC III: VOCABULARY AND SPELLING

<u>Root</u>	<u>Word</u>	<u>Definition</u>
14. -merge-, -merse-		
15. -mort-, -thana-		
16. -nounce- -nunci- -sert-		
17. -nov-		
18. -pen-, -penit-		
19. -plac-, -placa-		
20. -press-		
21. -rect-		
22. -sanct-		
23. -sent-, -path-		
24. -stringe- -strict-		
25. -vince-, -vict-		

SKILLPAC III: VOCABULARY AND SPELLING

- B. Choose 10 of the words you have listed above. Show that you understand how to use them by writing sentences using them. You may use more than one word in a sentence.

- C. Have your teacher check the worksheet. After you have mastered this material, take Vocabulary Post-test III. Ninety percent accuracy is required.

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SKILLPAC IV :
SPELLING AND VOCABULARY

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SKILLPAC IV: SPELLING AND VOCABULARY

SPELLING IVRules for Hyphenating

Rule 1: Hyphenate compound numbers from twenty-one to ninety-nine. Hyphenate fractions when used as adjectives before the words they modify.

Example: twenty-eight chickens
a two-thirds majority
two thirds of the voters

Rule 2: Hyphenate a compound adjective.

Example: Door-to-door selling
selling from door to door
well-planned celebration

Rule 3: When one of the modifying words is an ~~adverb~~ ending in -ly, omit the hyphen.

Example: quickly prepared meal
beautifully dressed woman

Rule 4: Use a hyphen with all prefixes before proper nouns and with the prefixes ex-, self-, all- and the termination -elect with any nouns.

Example: un-American pro-German president-elect
ex-president all-school
self-praise anti-French

Rule 5: Use a hyphen to prevent confusion or awkward spelling.

Example: re-form prevents confusion with reform
re-enlist prevents the awkwardness of reenlist

Spelling IV Worksheet

Place the hyphen correctly in the following words and phrases.

- | | |
|----------------------------------|----------------------------|
| 1. Eighty eight answers | 7. Softly phrased comments |
| 2. Three fourths of the material | 8. Semiinterested |
| 3. A meeting after school | 9. Self initiated |
| 4. A face to face meeting | 10. President elect |
| 5. Pan American games | 11. Well organized lesson |
| 6. Blue colored ribbons | 12. Anti American |

SKILLPAC IV: SPELLING AND VOCABULARY

Homonyms

Homonyms sound alike but have different meanings and usually different spellings. Study the explanations of the following words:

1. already -- previously
2. all ready -- all are ready
3. all right -- there is no such word as alright; it is a misspelling of all right
4. altar -- table or stand in a church or a place for outdoor offerings.
5. alter -- to change
6. altogether -- entirely
7. all together -- everyone in the same place
8. born -- given birth
9. borne -- carried
10. brake -- device to stop a machine
11. break -- to fracture, shatter
12. capital -- city: punishable by death; of major importance
13. capitol -- building
14. cloths -- pieces of cloth
15. clothes -- wearing apparel

Spelling IV Worksheet

Study the list of definitions: then write the correct word on the blank to the left.

- _____ 1. I had (already, all ready) seen the movie twice.
- _____ 2. Give the signal when you are (all ready, already).
- _____ 3. If we are late, we will (alter, altar) our plans.
- _____ 4. When were you (born, borne)?
- _____ 5. Columbia is the (capital, capitol) of South Carolina.
- _____ 6. The letters have (all ready, already) been mailed.
- _____ 7. The new (altar, alter) is made of white marble.
- _____ 8. There was (all together, altogether) no truth to the story.
- _____ 9. A (capital, capitol) offense will cost you your life.
- _____ 10. Everything is (all ready, already).
- _____ 11. When you are (all together, altogether), I'll take your picture.
- _____ 12. His performance was not outstanding, but it was (alright, all right).
- _____ 13. We use old sheets for cleaning (cloths, clothes).
- _____ 14. The dome on the (capitol, capital) is illuminated at night.
- _____ 15. Cars are (born, borne) across the river on a ferry.

SKILLPAC IV: SPELLING AND VOCABULARY

- _____ 17. A defective (break, brake) caused the accident.
 _____ 18. Try not to (break, brake) any dishes.
 _____ 19. The family were (all together, altogether) on my birthday.
 _____ 20. One should learn to use (capital, capitol) letters properly.

VOCABULARY IVNumber Prefixes

- | | |
|------------------------|--|
| 1. uni-, mono-: one | 7. sept-, hept-: seven |
| 2. du-, bi-: two | 8. oct-: eight |
| 3. tri-: three | 9. non-, nov-, ennea-: nine |
| 4. quadr-, tetr-: four | 10. dec-, deci-: ten |
| 5. quin-, pent-: five | 11. cent-, hect-: one hundred |
| 6. sex-, hex-: six | 12. mill-, milli-, kilo-: one thousand |

Quantity Prefixes

- | | |
|---|---|
| 13. equ-: equal
equidistant
equation
equilibrium | 15. semi-, demi-, hemi-: half
semiannual
demigod
hemisphere |
| 14. multi-, poly-: many, several
polytheism
multiply
polygon | 16. super-, ultra-, hyper-: beyond,
excessive; exceeding
superior
ultra modern
hypersensitive |

Number-linked Roots

- | | |
|---|---|
| 17. -annu-, -enni-: year
annual
perennial
biennial | 21. -later-: side
lateral
unilateral |
| 18. arch-: chief, principal, ruler
archangel
anarchy
patriarch | 22. -logue-, -logy-: speech, science
prologue
dialogue
biology |
| 19. -gamy-: marriage
polygamy
bigamy | 23. -meter-: measure, measurer
speedometer
kilometer |
| 20. -gon-: angle
pentagon
polygon | 24. -ped-, -pede-, -pod-: foot
impede
biped
centipede |
| | 25. -pli-, -plic-: fold
pliable
triplicate
multiplication |

SKILLPAC IV: SPELLING AND VOCABULARY

Vocabulary IV Worksheet

A. Using the number roots and prefixes, indicate in a few words what each of the following are.

1. A quadrangle
2. An ennead
3. Hexameter
4. A centimeter
5. Polytheism
6. The Trinity
7. A duplex house
8. A unique drawing
9. A tercentennial
10. tetrahedron
11. A decathlon
12. An ultra-loyal citizen
13. A multi-cellular plant
14. A pentagon
15. A super abundance
16. A lateral gesture
17. Annular rings
18. A multiplicity of plans
19. A millipede
20. A demitasse of coffee (tasse = cup)

SKILLPAC IV: SPELLING AND VOCABULARY

B. List at least 10 words which incorporate the -logy root. Indicate the meanings.

C. Explain folio, quarto, octavo, and sixteenmo as words used about books.

When you have completed this worksheet satisfactorily, take Post-test IV. Ninety percent accuracy is required.

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SKILLPAC V:
SPELLING AND VOCABULARY

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SKILLPAC V: SPELLING AND VOCABULARY

SPELLING V

Dividing Words at the End of a Line -- Rules for Hyphenating

Rule 1: Divide a word at the end of a line between pronounceable parts only. One-syllable words should never be divided.

Example: wrong: pray-ed (one-syllable word)
right: prayed

wrong: demonstr-ate (parts not pronounceable)
right: demon-strate

Rule 2: A word having double consonants should be divided between the consonants.

Example: hap-piness
com-mand

Rule 3: Do not divide a word so that a single letter stands alone. If possible, do not divide a word so that only two letters are carried over to the next line.

Rule 4: Do not divide proper names or separate title, initials, or first name from a last name.

Example: Mr. Johnson
J. M. Johnson
John Melvin Johnson

All parts of name always on same line

Rule 5: Words having prefixes and suffixes should be divided between the prefix and the root of the word or between the root of the word and the suffix.

Example: pre-dict
usual-ly
atten-tion

SKILLPAC V: SPELLING AND VOCABULARY

Spelling V Worksheet

Indicate the proper division at the end of a line for the following words
 Indicate the number of the rule that applies.

	<u>Division</u>	<u>Rule</u>
1. baseball	_____	_____
2. collar	_____	_____
3. anticipate	_____	_____
4. apostrophe	_____	_____
5. personality	_____	_____
6. John Paul Jones	_____	_____
7. oldest	_____	_____
8. gasoline	_____	_____
9. instrument	_____	_____
10. manufacture	_____	_____
11. teach	_____	_____
12. little	_____	_____
13. careful	_____	_____
14. misspell	_____	_____
15. planning	_____	_____

SPELLING AND VOCABULARY

Homonyms

1. coarse -- rough, crude
2. course -- path of action; part of a meal; a series of studies
3. complement -- something that completes or makes perfect
4. compliment -- remark that says something good about a person; to say something good
5. consul -- representative of a foreign country
6. council, councilor -- a group called together to accomplish a job; a member of such a group is a councilor
7. counsel, counselor -- advice; the giving of advice; one who gives advice is a counselor
8. des'ert -- a dry region
9. desert' -- to leave
10. dessert -- the final course of a meal
11. formally -- conventionally, properly, according to strict rules
12. formerly -- in the past, previously
13. its -- (possessive pronoun)
14. it's -- it is (contraction)
15. later -- more late
16. latter -- the second of two
17. lead -- (present tense) to go first
18. led -- (past tense)
19. lead -- a heavy metal; graphite in a pencil

SKILLPAC V: SPELLING AND VOCABULARY

Write the correct word on the blank to the left.

- _____ 1. Our (counsel, consul) in Rumania has returned to Washington.
- _____ 2. I enjoyed the dinner but not the (desert, dessert).
- _____ 3. Avoid (course, coarse) language.
- _____ 4. Mr. Abrams was (formally, formerly) vice-president of the bank.
- _____ 5. No (councilman, counselman) may serve more than three years on the committee.
- _____ 6. I do not enjoy parties conducted as (formally, formerly) as this one.
- _____ 7. The walls of the room were papered but (its, it's) ceiling had been painted.
- _____ 8. Some people are distrustful of (compliments, complements).
- _____ 9. We are not sure which (course, coarse) to follow.
- _____ 10. (Desert, Dessert) soil is fertile if irrigated.
- _____ 11. Are you sure (its, it's) not too late?
- _____ 12. I spent five summers working as a camp (counselor, councilor).
- _____ 13. A golf (course, coarse) requires continual care.
- _____ 14. I spoke to the mayor and the superintendent; the (later, latter) was more helpful.
- _____ 15. I can't recall his ever giving me a (complement, compliment) on my writing.
- _____ 16. All troops who (deserted, desserted) were finally caught.
- _____ 17. The guidance (councilor, counselor) advised me to take the test.
- _____ 18. During his senior year, Albert (lead, led)^o the team to a championship.
- _____ 19. Have you finished your (course, coarse) in health?
- _____ 20. These supplies will (complement, compliment) those you already have.

SKILLPAC V: SPELLING AND VOCABULARY

A. Prefixes

1. ambi-, amphi-: both
amphibian
ambidextrous
2. magna-, magni-: large, great, big
magnificent
magnate
magnify
3. mal-: ill, evil; wrongful
malice
malpractice
malcontent
4. man-, chiro-: hand
manual
chirography
manuscript
5. retro-: backward, behind
retroactive
retrospect
retrocession

B. Roots

1. -anim-, animate-: life, spirit
magnanimous
animated
inanimate
2. -carn-: flesh
carnal
carnation
incarnation
3. -chron-: time
chronometer
chronic
chronology
4. -cogn-, -scien-: know, knowledge
recognize
cognomen
prescience

SKILLPAC V: SPELLING AND VOCABULARY

5. -corp-, -corpor-: body
corpulent
incorporate
corporal
6. -ferv-, -ard-: glowing burning
ardent
fervent
ardor
7. -helio-: sun
heliotrope
heliograph
8. -parl-: talk, speak
parlor
parliament
parley
9. -pet-: seek, attack
impetus
petulant
appetite
10. -plen-, -plent-: full (ness)
replentish
plenary
plentiful
11. -rog-: ask, say, declare
abrogate
prerogative
interrogate
12. -therm-, -thermo-: heat
thermal
thermometer
thermos
13. -vi-, -via-: road, highway
devious
obviate
trivial

SKILLPAC V: SPELLING AND VOCABULARY

Vocabulary V Worksheet

A. Find two words not included in the examples which are made from the following roots and prefixes. Include a short definition for each word.

<u>Prefix/Root</u>	<u>Word</u>	<u>Meaning</u>	<u>Word</u>	<u>Meaning</u>
1. ambi- amphi-				
2. magna- magni-				
3. mal-				
4. man- chiro-				
5. retro-				
6. -anim- -animate-				
7. -carn-				
8. -chron-				
9. -cogn- -scien-				
10. -corp- -corpor-				
11. -ferv- -ard-				
12. -helio-				
13. -parl-				
14. -pet-				
15. -plen- -plent-				
16. -rag-				
17. -therm- -thermo-				
18. -vi- -vis-				

SKILLPAC V: SPELLING AND VOCABULARY

B. Choose at least 10 words from you list. Write at least five sentences which demonstrate that you can use these words meaningfully.

C. After your teacher has checked this worksheet, take Vocabulary Post-test V. Ninety percent accuracy is required.

SKILLPAC VI:
SPELLING AND VOCABULARY

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SKILLPAC VI: SPELLING AND VOCABULARY

SPELLING VI

Learn the spelling and proper use of the following words.

1. loose -- free, not close together
2. lose -- to suffer loss
3. miner -- worker in a mine
4. minor -- under legal age; less important
5. moral -- good; a lesson of conduct
6. morale -- mental condition; spirit
7. passed -- verb
8. past -- noun, adjective, or preposition
9. peace -- opposite of strife
10. piece -- a part of something
11. personal -- individual
12. personnel -- a group of people employed in the same place
13. plain -- not fancy; a flat area of land; clear
14. plane -- a flat surface; a tool; an airplane
15. principal -- head of a school; main one of several things
16. principle -- rule of conduct; a main fact or law
17. quiet -- still, silent
18. quite -- completely, wholly; to a great extent or degree . . .

Spelling Worksheet

Write the correct word to the left.

- _____ 1. The judge regarded the crime as a (miner, minor) one.
- _____ 2. A number of unexpected defeats destroyed the team's (moral, morale).
- _____ 3. (Peace, Piece) had been maintained by the United Nations.
- _____ 4. The meaning of his remark was perfectly (plain, plane).
- _____ 5. These trucks are used for military (personnel, personal).
- _____ 6. Word that the (principle, principal) wished to see me made me uncomfortable.
- _____ 7. Do you understand the (principle, principal) of the gasoline motor?
- _____ 8. If you don't wish to (lose, loose) the camera, keep it in the case.
- _____ 9. The library was unusually (quite, quiet).
- _____ 10. He had been a (minor, miner) in the Pennsylvania mines for many years.
- _____ 11. The (principal, principle) characteristic of his poetry is its rhythm.
- _____ 12. A (piece, peace) of the ship's mast was found.
- _____ 13. Joe told me to (loose, lose) the dog from its leash.
- _____ 14. A (personal, personnel) director is supposed to keep employees happy.
- _____ 15. It was impossible to make the students be (quite, quiet).
- _____ 16. When he (passed, past) me, I was going sixty miles an hour.

SKILLPAC VI: SPELLING AND VOCABULARY

- _____ 17. The (moral, morale) of the story was clear.
 _____ 18. He went (passed, past) me like a flash.
 _____ 19. You are a (miner, minor) as long as you are not of voting age.
 _____ 20. He is a man who acts according to the highest (principles, principals).

VOCABULARY VI

Roots

- | | |
|---|--|
| <p>1. -alter-, -hetero-: other, different
 alternate
 heterodox
 alter</p> <p>2. -ambul-: walk
 ambulatory
 somnambulist</p> <p>3. -dexter-: skillful, especially with one's hands
 dexterity
 dexterous</p> <p>4. -domin-, -domit-: rule, govern; control
 dominate
 indomitable</p> <p>5. -flu-, -flux-: flowing
 confluence
 superfluous
 influx</p> <p>6. -fort-: strength, strong
 fortify
 comfort
 fortress</p> <p>7. -frater(n)-, -fratri-: brother
 fratricide
 fra
 fraternal</p> <p>8. -grati-: free
 -gratu-: pleasing, agreeable
 gratis
 gratify
 congratulate</p> <p>9. -mari-, marin-: sea
 submarine
 maritime
 marine</p> | <p>10. -mater(n)-, -matr-, -metro-: mother
 maternal
 metropolis
 matron</p> <p>11. -mute-: change
 transmute
 commute
 mutation</p> <p>12. -nasc; -gen: born, birth
 nascent
 renaissance
 genesis</p> <p>13. -naut-: sail(or); ship(s)
 argonauts
 nautical</p> <p>14. -patr (i)-: father
 patrimony
 patriarch
 repatriate</p> <p>15. -polit-; -civi-: citizen
 -urb-, -poli-: city
 politics
 civic
 suburb</p> <p>16. -scend-: climb
 ascend
 transcend</p> <p>17. -sist-; -stit-: stand (ing), set
 consistent
 persistent
 destitute</p> <p>18. -termin-; -fini-: end, limit, boundary
 terminate
 finite
 finite</p> |
|---|--|

SKILLPAC VI: SPELLING AND VOCABULARY

19. -terr-, -terra-, -geo: land, earth
 territory
 terrain
 geology
20. -vir-; -anthropo-: man
 virile
 anthropology

Vocabulary Worksheet

A. Find two words which are based on each of the following roots. Give a definition of each.

Root	Word	Definitions
1. -alter- -hetero-		
2. -ambul-		
3. -dexter-		
4. -domin- -domit-		
5. -flu- -flux-		
6. -fort-		
7. -frater (n)- -fratri-		
8. -erari- -erari-		
9. -maris- -marin-		

SKILLPAC VI: SPELLING AND VOCABULARY

Root	Word	Definitions
10. -mater (n)- -matr- -metro-		
11. -mute-		
12. -nasc- -gen-		
13. -naut-		
14. -patr (i)-		
15. -polit- -civi- -urb- -poli-	U	
16. -scend-		
17. -sist- -stit-		
18. -termin- -fini-		
19. -terr- -terra- -geo-		

SKILLPAC VI: SPELLING AND VOCABULARY

Root	Word	Definitions
20. -vir- -anthropo-		

- B. Select 10 words from your list above and write sentences which indicate that you understand their usage. You may use more than one word in a sentence. (You may write on the back of this paper.)

After you have completed the worksheet, ask your teacher for Vocabulary Post-test VI. Ninety percent accuracy is required for completion of the unit.

TEACHER'S GUIDE TO USAGE SKILLPACS

The skillpacs are to be used by the students as an aid while learning the processes of organizing and forming the messages. Included in these skillpacs are punctuation, capitalization, verb, pronoun, sentences, and manuscript form problems.

Students should take a pretest on each skillpac. They should be able to pass the pretest with 90 percent accuracy to be exempt from the work in the skillpac. Following 100 percent accuracy on the skillpac, they should be able to pass the post test with 90 percent. If they do not, the teacher may have to suggest further work on specific areas.

Skillpacs 9, 10, 11, and 12 deal with punctuation, capitalization, and usage problems and are cumulative to some extent. Skillpac 13 deals with sentence construction problems. Skillpac 14 deals with bibliography and footnote form. Since each teacher or school may have a specific set of form requirements for bibliography and footnotes, those details are not included here.

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Skillpac VII

- A. End marks
- B. Commas
 - 1. Items in series
 - 2. Interrupters (appositive, dates, addresses, direct address, parenthetical expressions)
- C. Capitalization
 - 1. Pronoun "I," Interjection O
 - 2. First word in sentence
 - 3. Proper nouns and proper adjectives
- D. Subject-verb agreement -- singular and plural words
- E. Pronoun cases
 - 1. Nominative
 - 2. Objective
 - 3. Possessive
 - 4. Relative

Skillpac VIII

- A. Commas
 - 1. Items in series
 - 2. Interrupters
 - 3. Coordinate sentences (and, but, or, for, nor, yet)

- B. Apostrophe
 - 1. Singular possessive
 - 2. Plural possessive
 - 3. Possessive pronouns

- C. Capitalization
 - 1. I and O
 - 2. First word
 - 3. Proper nouns and proper adjectives
 - 4. Directions
 - 5. Seasons
 - 6. Common noun and proper adjective
 - 7. Names of organizations, races, religions, etc.

- D. Subject-verb agreement
 - 1. Agreement in number
 - 2. Prepositional phrase following subject
 - 3. Correlatives: neither, nor, etc.
 - 4. Words stating amount
 - 5. Book titles in plural form

- E. Pronouns -- Pronoun antecedent agreement

Skillpac IX

- A. Commas
 - 1. Items in series
 - 2. Interrupters
 - 3. Coordinate conjunctions
 - 4. Introductory phrases and clauses
 - 5. Adjectives

- B. Apostrophe
 - 1. Singular possessive
 - 2. Plural possessive
 - 3. Pronoun possessive
 - 4. Compound words and possession
 - 5. Individual possession
 - 6. Time
 - 7. Contractions
 - 8. Letters, numbers, signs, words

- C. Semicolon
 - 1. Compound sentence -- no conjunction
 - 2. Compound sentence -- with conjunction

- D. Capitalization, -- all capitalization rules given and used

- E. Subject-verb agreement

- F. Pronoun-antecedent agreement

Skillpac X

A. Commas

1. Items in series
2. Interrupters (plus nonrestrictive clauses and phrases)
3. Coordinate conjunctions
4. Introductory phrases and clauses
5. Adjectives

B. Colons, dashes, parentheses, italics

C. Quotation marks

D. Verb tense consistency

Skillpac XI

A. Fragments

B. Run-on sentences

C. Subordination

D. Parallel construction

Skillpac XII

A. Bibliography

B. Footnotes

Name _____
Section _____
Teacher _____

SKILLPAC VII

PRETEST

A. End Marks. Place the correct punctuation end mark in the space provided.

1. How did she answer those questions so rapidly _____
2. I had no idea what had happened to me _____
3. After a great deal of discussion, I decided to go alone _____
4. What a time we had _____
5. Go to the store and get a newspaper _____

B. Commas. Insert commas where needed in the following sentences. Each comma not properly placed will be deducted.

6. John and Henry visited Mt. Ranier on April 1, 1972.
7. On our trip last summer we drove to Rapid City Cheyenne Denver and Omaha.
8. Love in my opinion makes a man blind and hopelessly deaf. to sane reasoning and solid advice makes him talk like a madman!
9. Well Mary are you going to stay or go home?
10. No I don't agree with you John. Mr. Johnson our principal is being fair with our student body.

C. Capitalization. Capitalize the words that are not correctly written. Each capital letter not properly placed will be deducted.

11. these birds fly south in the winter.
12. did he say that i should go to my home or my office?
13. last august we visited yellowstone national park, the grand canyon, and the pacific ocean.
14. mr. jones sails on the mississippi river.
15. on labor day we bought a cocker spaniel that we named sam.

D. Subject-Verb Agreement. Circle the correct response.

16. There (is, are) a few pieces of candy left.
17. One of the dogs (seems, seem) smarter than the others.
18. A clown, with his three monkeys, (performs, perform) next.
19. Both of the captains (is, are) arguing with the referee.
20. Some of the nurses (was, were) very attractive.

E. Pronouns. Circle the correct response.

21. Her mother and (she, her) are in Montana for the summer.
22. Was it (she, her) just now on the telephone?
23. Miss Swanson is the one (who, whom) will lead the tour.
24. Is he the actor (who, whom) you've been talking about.
25. I'm lonesome because Ted and (he, him) are gone.

Name _____
Section _____
Teacher _____

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SKILLPAC VII

POST-TEST

A. End Marks. Write original sentences that do the following.
Punctuate the end of each sentence correctly.

1. Give an opinion
2. Ask a question
3. Give an order or command
4. State an idea vehemently
5. Give a fact

B. Commas. Write original sentences containing the specified construction correctly punctuated.

6. An appositive
7. An item in an address
8. Words or ideas in a series
9. Words in direct address
10. An appositive and an item in a date

C. Capitalization. The capitalization in one of the pairs is correct.
Circle the correct form.

- | A | B |
|-------------------------|---------------------|
| 11. a bull terrier | a Bull Terrier |
| 12. on a Main Street | on a main street |
| 13. Veteran's Day | Veteran's day |
| 14. Central high school | Central High School |
| 15. Missouri river | Missouri River |

D. Subject-Verb Agreement. Correct the faulty verbs. Some of the statements may be correct.

16. Every one of us have tried out for the tennis team.
17. Either of the older boys are able to do the job.
18. Neither of your offers seems fair.
19. Both of your brothers are leaving school
20. Not one of the boys have finished the work.

SKILLPAC VII

POST-TEST

E. Pronouns. Correct the faulty pronouns. In the space provided indicate the pronoun case that is being used. Some of the statements may be correct; however, indicate all pronoun cases, using N, O, and P.

- _____ 21. For Joe and I the job was easy.
- _____ 22. Will you dividé it between Bob and I?
- _____ 23. Father is a man with who Jack never argues.
- _____ 24. Is this Mary? Yes, this is her.
- _____ 25. Mrs. Smith gave Sue and they five dollars to spend.

SKILLPAC VIII

PRETEST

A. Commas. Place commas in the following sentences. Any extra commas will be marked incorrect.

1. Father snapped the switch tightened the plug tried a new bulb and finally called an electrician.
2. The dog a mongrel was purchased by Mr. Sayles mayor of the village.
3. Carol brought a new dress for her mother would not let her wear the old one.
4. Dinner was served on the plane and it was the best meal we had eaten in weeks.
5. The farmer's wife banged on a big kettle and shouted in her loudest tones but the men were late to dinner.

B. Apostrophe. Complete the following chart:

singular	plural	singular possessive	plural possessive
Ex. boy	boys	boy's	boys'
6. Mouse			
7. Woman			
8. Child			
9. Monkey			
10. Enemy			

C. Capitalization. Capitalize the words that need capital letters.

11. he was the first negro to get a job at the bell telephone company.
12. president woodrow wilson went to paris, france, to formulate the league of nations.
13. he had lived on the north side of a pacific island since the end of world war II.
14. one of the most famous paintings at the louvre museum is the mona lisa by leonardo da vinci.
15. i was sent to the store to buy old dutch potato chips, schweigert's wieners and hot dog buns for our fourth of july picnic at minnehaha park.

Name _____
Section _____
Teacher _____

SKILLPAC VII.1

POST-TEST

A. Commas. Write original sentences that demonstrate an understanding of comma placement in the following kinds of situations.

1. Items in a series
2. Joining main clauses with and, but, or, for, nor, yet
3. Appositive
4. Joining main clauses (see 2)
5. Parenthetical expression

B. Apostrophe. Form the possessives of the following words. Use each one as a possessive in an original sentence.

6. Me
7. Jones
8. Flies
9. Tooth
10. Week

C. Capitalization. Write an original sentence that demonstrates your understanding of the following capitalization problems.

11. A religion
12. Proper nouns and proper adjectives
13. A special event
14. A season of the year
15. A map direction

D. Subject-Verb Agreement. Circle the correct response.

16. Either Mrs. Jones or Mr. Jones (is, are) going to the play.
17. Everyone in these rooms (is, are) excused for the day.
18. Three quarters of our time (has, have) passed.

19. (Don't, Doesn't) all this noise distract you?
20. Lying on the bed (was, were) both of the dogs.

E. Pronouns. Circle the correct response. Underline the antecedent.

21. One of the artists destroyed (his, their) own masterpiece.
22. To each of the players was given a souvenir wrist watch of (his, their) own.
23. Sally and Mary are going to make plans for (her, their) trip next summer.
24. Would anyone treat (his, her, their) dog so cruelly?
25. Frank or Tom will bring (his, their) sleeping bag.

Name _____
Section _____
Teacher _____

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SKILLPAC IX

PRETEST

- A. Commas. Insert commas in the following sentences. Any incorrect comma usage will be deducted.
1. Terry the owner of the car was upset after the accident.
 2. He wore a long black dress and a bright red hat to the masquerade party.
 3. When the people came out of the movie the rain was coming down in torrents.
 4. On the morning following the storms several rescue crews made their way through a ruined world.
 5. After I had seen the performance of Midsummer Night's Dream at the Guthrie Theater I bought tickets for The Relapse.
- B. Apostrophe. Insert apostrophes where they are needed.
6. The planes were left in the airports hangar.
 7. Everybodys eyes were on him as he entered the stage.
 8. A ten minutes delay could be disastrous.
 9. She has three brothers-in-law and all the cars in front of the house are theirs.
 10. There are too may 3s in that problem. We dont use that process today.
- C. Semicolon. In the following sentences, place semicolons where necessary.
11. Plans were drawn up each boy worked out a drawing of his project.
 12. We could not choose our own patterns however, we insisted on selecting our own fabric.
 13. When I was young, I did not have a set curfew nevertheless, my parents did expect me to keep reasonable hours.
 14. For supper we ate leftover soup, fruit salad, boiled eggs and breakfast consisted of unbuttered toast and warmed-up coffee.
 15. With its sharp, tall leaves, this is an interesting plant it is commonly called mother-in-law's tongue.
- D. Capitalization. Capitalize any of the following items that need a capital letter.
16. a new thermos jug
 17. his mother
 18. jesus said, "let thy will be done."
 19. better homes and gardens
 20. senator walter mondale

E. Agreement. Correct any agreement problems in the following sentences.

21. Bob did his best, even though he was one of the boys who sprained their ankles.
22. Each of the players have a responsibility for their actions.
23. Have Ellen or Sue turned in their papers?
24. John learned that one of his best ideas were turned down by the Senate.
25. Where's the map you were using?

Name _____
 Section _____
 Teacher _____

SKILLPAC IX

POST-TEST

A. Commas. Write original sentences that demonstrate your knowledge of the following comma placements.

1. Introductory clause
2. Series of introductory prepositional phrases
3. Several adjectives modifying a noun
4. Joining main clauses
5. Introductory clause

B. Apostrophe. Complete the following chart:

	SINGULAR	plural	singular possessive	plural possessive
6.	Mother-in-law			
7.	dollar			
8.	knife			
9.	spoonful			
10.	2			

C. Semicolon. Write original sentences that demonstrate your knowledge of the following semicolon placements.

11. Main clauses not joined by and, but, or, for, nor, yet
12. Main clauses joined by otherwise
13. Main clauses joined by however
14. Main clauses joined by in fact
15. Commas within the main clause

D. Capitalization. Capitalize the letters that have not been properly capitalized.

- 16. the Shelley electric company
- 17. God in his wisdom
- 18. a republican leader
- 19. a Dodge coupe
- 20. forty-second street

E. Agreement. Correct all agreement problems in the following sentences.

- 21. What, exactly, is the assumptions upon which my opponent bases his argument?
- 22. Don't Madeline and David know why they were chosen for the parts?
- 23. Everyone of the immigrants to America have their own reasons for coming.
- 24. The amazing performance of high-speed jet planes overshadow other advances in aviation, such as the convertiplane.
- 25. Have each of the team members received their instructions?



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Teacher _____

SKILLPAC X

PRETEST

A. Commas. Insert commas correctly in the following sentences.

1. Actors who do not know their lines cannot be expected to turn in a good performance.
2. Albert Einstein who rarely entered a laboratory himself was one of the founders of the modern atomic industry.
3. Supporting actors who are usually paid far less than stars can sometimes make or break a production.
4. This new regulation applies to everyone who plans to enter a liberal arts college.
5. People who live in northern climates tend to have fair skins and blond hair.

B. Colons, Dashes, Parentheses, Italics. Insert these kinds of punctuation where they are needed.

6. The Nobel Prize in literature has been awarded to six Americans Sinclair Lewis, Eugene O'Neill, Pearl Buck, William Faulkner, Ernest Hemingway, and John Steinbeck.
7. Barry wanted to invite Marcia she's the new girl from Rockford to go to the party with him, but he's already asked another girl.
8. At 4 31 the train pulled into the station.
9. The Queen Elizabeth burned and sank in the Hong Kong harbor.
10. Mary said she'd be glad if she had nothing more important to do to come over tomorrow.

C. Quotation Marks. Place quotation marks correctly in the following sentences.

11. Hello, Harry, said Mr. Morgan.
12. He said that I was to meet him at five o'clock.
13. Well, said Mary. You have really worked hard!
14. John said, This summer I read the short story the Black Cat.
15. How many plays did Shakespeare write? asked the teacher.

D. Verb Tense. Change inconsistent verb tense.

16. It was a beautiful day in July when my buddy John called and asks me to go for a boat ride in his speed boat.
17. I accepted the invitation, and John says he'll meet me at the dock in an hour.
18. We rode around the lake for two hours and finally run out of gas.
19. We thought we were stranded in the middle of the lake, but John finds an extra supply of gas.
20. Just as we were docking the boat, a storm cloud appears.

Name _____

Section _____

Teacher _____

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SKILLPAC X

POST-TEST

A. Commas. Insert commas correctly in the following sentences.

1. After the party some of the boys may have been tired but I don't think anyone was hungry.
2. Although the tennis court looked pretty ragged right then Mike's father settling back in his easy chair observed that it wouldn't take us more than a few hours to have it looking clean smooth and brand new again.
3. All drivers who are caught speeding should be severely punished.
4. The President knowing the need for drastic action declared the entire state a disaster area.
5. "Stop stop" cried Mrs. Howard who was sitting in one of the rear rows of the empty auditorium. "Don't you realize Susan that no one will be able to hear you from back here?"

B. Colons, Dashes, Parentheses, Italics. Insert the correct punctuation.

6. Exodus 8 32 was read by the group.
7. If you like the book as much as I did and I'm sure you will, you'll want to buy a copy for yourself.
8. Last summer Mary read the following books *Gone with the Wind*, *Crime and Punishment*, *For Whom the Bell Tolls*, and *The Sun Also Rises*.
9. A person who steps into a house uninvited is committing a faux pas in a double sense.
10. During the next three weeks school does not close until June 21 I shall be working harder than ever.

C. Quotation Marks. Using quotation marks correctly, write an original sentence containing each of the following.

11. A direct quotation beginning with he said
12. A direct quotation ending with he said
13. The title of a short poem or short story within a direct quotation
14. A question mark inside a quotation
15. An interrupted direct quotation

- D. Verb Tense. Make corrections in the following sentences so that all verb tenses are consistent. Use the past tense.

At the age of four I was learning to row a boat. One evening my sister and I are playing in the boat which was tied to the dock. Ruth decides to untie the boat and to go exploring. A sudden wind comes up and whitecaps covered the lake. Much to my surprise I found myself in the middle of the lake while my frantic parents stood at the dock anxiously looking for us.

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Section _____

SKILLPAC XI

PRETEST

Sentence Construction

In the space provided identify any fragment sentences with F, run-on sentences with R, and correct sentences with C.

- _____ 1. The hat which I bought.
- _____ 2. The boys put their heads together and decided how to spend their vacation.
- _____ 3. We sat in the last row we were able to hear very well.
- _____ 4. Because she was ill and could not go to work.
- _____ 5. Because the bus broke down, we were all tardy.
- _____ 6. All of them rush back.
- _____ 7. Losing the game because of a muddy field.
- _____ 8. Because I was refused admission to the college of my choice.
- _____ 9. The choice of a college is difficult, there are so many good ones.
- _____ 10. I liked the movie, my friends, however thought it was terrible.

B. Subordination

Add a subordinate idea to the following statements.

11. Jane left home early.
12. Our dog ran after the cat.
13. I wrote a letter to Standard Oil.
14. The man was released from jail.
15. The room fell into a hushed silence.

C. Parallel Construction

Correct the faulty parallelism in the following sentences.

16. Dentists advise brushing the teeth after each meal and to avoid too much sugar in the diet.
17. Theodore Roosevelt spoke with warmth and in a humorous vein.
18. My grandfather neither enjoyed modern music nor modern art.
19. Galileo found it difficult to believe that the sun rotated around the earth to be the center of the universe.
20. My father prefers the intricate plays of football to baseball.

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SKILLPAC XI

PRETEST

D. Subject-Verb Agreement. Circle the correct response.

16. There (go, goes) Jim and Betty now.
17. Neither the mother nor the daughters (was, were) there.
18. Either Jim or Ted (own, owns) several horses.
19. This story, as well as the others, (hold, holds) the reader's interest.
20. Ten dollars (was, were) more than I expected.

E. Pronouns. Insert the correct pronoun in the space provided.

21. Not one of the captives would give _____ own name.
22. Each girl at the camp had to keep _____ own bed made.
23. Philip and his brother helped _____ uncle harvest the wheat.
24. Neither of the boys did _____ best.
25. Several members of the group were told to make _____ protest known to the president.

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USAGE PROBLEMS

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SKILLPAC VII: USAGE PROBLEMS

I. Punctuation

A. End marks

Complete sentences are followed by a punctuation mark.

Rule 1. A sentence that states a fact or idea is followed by a period.

Example: John talked to Mary yesterday.

Rule 2. A sentence that asks a question is followed by a question mark.

Example: Did you buy a used car?

Rule 3. A sentence that states an idea vehemently is followed by an exclamation point.

Example: Get out of here!

The end mark reflects the intent of the speaker.

Rule 4. A sentence that gives a command is followed by an exclamation point or a period.

Example: Get out of here.

Place the correct punctuation marks at the end of each sentence. Write the number of the rule used in the space at the left of the number.

____ 1. Go home

____ 2. Are you going with me or with John

____ 3. When I saw you last, your hair was short

____ 4. If Jane goes home, are you going with her

____ 5. Stop that thief.

B. Commas

Rule 1. Use commas the separate items in a series. This includes words in a series, phrases in a series, and clauses in a series. In many cases, the comma before and is optional.

Examples: John had an orange, an apple, and a banana.
(words in a series)

We are going to the grocery store, to the dime store, and to the dry cleaners. (phrases in a series)

The book is on the table, the pen is on the shelf, and the assignment is to do the underlining.
(clauses in a series)

SKILLPACE VII: USAGE PROBLEMS

Rule 2. Use commas to set off expressions which interrupt the sentence. Two commas may be necessary. Examples of sentence interrupters are:

- a. Appositives (a word or group of words which follows a noun or a pronoun and means the same thing)

(appositive)

Examples: My brother, the owner of a service station, is quite famous for his inventions.

(appositive)

My sister, the blonde, is ill today.

- b. Words in direct address (speaking directly to an individual)

(direct address)

Examples: Mary, please close the window.

(direct address)

Do you think, Mr. Jones, that this is a wise decision?

- c. Parenthetical expressions (words or phrases that could also be separated by parentheses because they interrupt the plan of the sentence)

(parenthetical expression)

Examples: By the way, did you notice this error?

(parenthetical expression)

He was very ill, at least he thought he was, and needs to see a doctor.

- d. The words well, yes, no, why, oh, when used at the beginning of a sentence

Examples: Yes, that is the answer.

Oh, no, that's not right.

Rule 3. Use commas between the different elements in dates, addresses, and page references. Use another comma after the whole group unless the last word is at the same time the last word of the sentence.

Examples: The date was Monday, August 9, 1971.

Monday, August 9, 1971, was a memorable day.

Send our mail to 3411 Boone Avenue, Minneapolis, Minnesota 55441.

Hennepin County, Minnesota, is the Minneapolis area.

Look at Chapter 5, page 43.

Page 43, Volume III, deals with Indian history.

SKILLPAC VII: USAGE PROBLEMS

Place commas in the following sentences. Indicate the rule number in the space provided. (Use 2a, 2b, etc.)

- ___ 1. Mary Jim Bob and Sally are friends.
- ___ 2. The stores will be open this afternoon tonight and tomorrow morning.
- ___ 3. He handed me the paper thrust a pen into my hand and told me to sign on the dotted line.
- ___ 4. Helen the leader of the group conducted the meeting.
- ___ 5. The stream a cataract of ice and debris gradually rose to floor height.
- ___ 6. My younger brother Bill is working for Mr. Henry owner of a local drug store.
- ___ 7. Yes Mr. Smith you are invited.
- ___ 8. Please help me Mary.
- ___ 9. On May 31 1975 the new school will be finished.
- ___ 10. Elizabeth and Essex a play by the poet and playwright Maxwell Anderson was revived at the City Center last night.
- ___ 11. Astrology the art of predicting events from the location of the stars is one of the oldest professions in India.
- ___ 12. Al Kelly one of the few public speakers to use double talk on purpose will receive an award on Sunday.
- ___ 13. He urged the President to withdraw at least hold up his personal approval of export licenses for the tractors.
- ___ 14. On October 14 1966 the town of Hastings celebrated the anniversary of the famous battle fought there in 1066.
- ___ 15. Yes I went to this school last year.
- ___ 16. We are staying at 41 Meadbrook Road Summerville Alabama until July 15.

SKILLPAC VII: USAGE PROBLEMS

II. Capitalization

- Rule 1. Capitalize the pronoun I, the interjection O.
 Rule 2. Capitalize the first word in any sentence.
 Rule 3. Capitalize proper nouns and proper adjectives.

Proper nouns

Examples: Kansas City, Atlantic Ocean, Yellowstone National Park, Columbia River, Mary Johnson
 (Do not confuse names with types. Lassie is capitalized but collie is not.)

Do not capitalize the common noun modified by a proper adjective unless the common noun is part of the full name.

Proper adjectives

Examples: a French city, Spanish rice, American history, Hawaiian islands, a Pacific island

Select the item in the pairing that has been properly capitalized. Circle either "a" or "b".

- | | |
|--------------------------------|-----------------------------|
| 1. Minnehaha ^a Park | Minnehaha ^b park |
| 2. Atlantic Ocean | Atlantic ocean |
| 3. Christmas day | Christmas Day |
| 4. World war II | World War II |
| 5. Cocker Spaniel | cocker spaniel |
| 6. He and I are going. | He and i are going. |
| 7. The book was big. | The book was big. |

III. Subject-verb agreement

- Rule 1. If the subject is singular, the verb must also be singular. When a word refers to one thing, it is singular in number. When a word refers to more than one thing, it is plural in number.

The following are singular; each, either, neither, one, -one, body, -body.
 The following are plural: several, few, both, many.
 The following may be singular or plural: some, any, none, all.

SKILLPAC VII: USAGE PROBLEMS

Rule 2. The number of the subject is not changed by a prepositional phrase following the subject.

Examples: Each of the boys is going home. (singular; of the boys is a prepositional phrase)

Many of them are planning to go to the party. (plural; of them is a prepositional phrase)

Circle the correct response.

1. The girls in the office (work, works) long hours.
2. Games of skill (was, were) taught to the campers.
3. The sound of the branches (was, were) weird.
4. One of these (is, are) mine.
5. Neither of the books (has, have) a clean cover.
6. It (don't, doesn't) look right.
7. They (don't, doesn't) want any money.
8. She (don't doesn't) know any better.
9. Christmas, of all the holidays in the year, (appeal, appeals) to most of us.
10. (Wasn't, weren't) you surprised?
11. Bread and butter (is, are) a poor diet.
12. Here (is, are) the books you ordered.
13. Where (is, are) the girls?
14. Each of us (wants, want) a vacation.
15. The jury (was, were) locked up for the night.

SKILLPAC VII: USAGE PROBLEMS

IV. Pronoun cases

The pronoun cases are divided into nominative, objective, and possessive. These cases are divided into first, second, and third person, singular and plural.

<u>Nominative Case</u>			
<u>Person</u>	<u>Singular</u>	<u>Plural</u>	<u>Relative</u>
First	I	we	who(ever)
Second	you	you	who(ever)
Third	he, she, it	they	who(ever)
<u>Objective Case</u>			
First	me	us	whom(ever)
Second	you	you	whom(ever)
Third	him, her, it	them	whom(ever)
<u>Possessive Case</u>			
First	my; mine	our(s)	whose
Second	your	your(s)	whose
Third	his, her(s), its	their(s)	whose

Uses of each case:

1. Nominative:
 - a. Subject of the verb
 - b. A word that means the same as the subject and follows a form of the verb to be.

Forms of the verb to be

am	are
be	is
been	being
was	
were	
could have been (etc.)	

Examples: He went home. (subject of verb)

This is she. (follows form of to be)

The men were they who did well.
(follows form of to be.)

It could have been he. (follows form of to be.)

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2. Objective: a. Object of the verb (other than to be)
 b. Object of a preposition

Examples: They went with him. (object of preposition with)

She saw him standing there. (object of verb)

3. Possessive: Shows ownership (No apostrophes are used in possessive pronouns.)

Examples: That is his book.

Their car stood in the driveway.

Its back was broken (It's = it is.)

4. Relative pronoun: A pronoun that introduces a dependent clause or sentence. The pronoun is determined by its use in the dependent clause.

Examples: It was James whom I saw. (I saw whom -- object of the verb saw.)

She is the girl who is going. (Who is the subject of the clause "who is going.")

She is the girl whom I saw. (whom is the object of the verb saw in the clause "whom I saw.")

Circle the correct pronoun in the following sentences. Indicate the case in the blank to the left of the number. (Use N, O, P.)

- ___ 1. She brought a glass of water to John and (me, I).
 ___ 2. It was either Joe or (him, he).
 ___ 3. Have you written to either John or (she, her)?
 ___ 4. Tell the story to Mary and (me, I).
 ___ 5. Do you know (who, whom) the winner was?
 ___ 6. They did the job without (we, us).
 ___ 7. You and (me, I) will go to the game.
 ___ 8. Did you know (who, whom) Mr. Johnson appointed?
 ___ 9. Do you think it could have been (they, them)?

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- ___ 10. Where are (my, me) shoes?
- ___ 11. Was the book written by Dickens or (he, him)?
- ___ 12. John and (he, him) are competing for the scholarship.
- ___ 13. I have worked for both Mrs. Anderson and (him, he).
- ___ 14. He is the one (who, whom) will sin.
- ___ 15. Please give John and (I, me) some extra time.

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USAGE PROBLEMS

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SKILLPAC VIII: USAGE PROBLEMS

I. PUNCTUATIONA. Commas

Rule 1. Use commas to separate items in a series.

Rule 2. Use commas to set off expressions which interrupt the sentence.

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, oh -- at the beginning of the sentence.

Rule 3. Use commas to separate items in dates and addresses.

Rule 4. Use a comma before and, but, or, for, nor, yet when they join main clauses unless the clauses are very short. (A clause is a group of words that, like a sentence, contains a subject and a verb. The comma will replace a period.)

Examples: We are going to the movie on Friday night, and we are going to the football game on Saturday.

Mary wants to go with us, but she has to babysit.

Jack had had a sore throat, yet he stayed out all night.

COMMA EXERCISE

Place commas in the following sentences wherever they are needed. Indicate the rule number in the space provided. (Use 2a, 2b, etc.)

- ____ 1. Dinner was served on the plane and it was the best meal we had eaten in weeks.
- ____ 2. She said the dinner would be cold but it was steaming hot.
- ____ 3. The motor sputtered and died and left an ominous stillness but our driver leaped out and began to make repairs.
- ____ 4. We spent the day fishing for my father would rather fish than eat.
- ____ 5. At the picnic we ate baked beans potato salad hamburgers and watermelon.
- ____ 6. No I have not met Paul Newman.
- ____ 7. After living in Athens Ohio we moved to Seattle Washington on May 1 1970.

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- ___ 8. General Trujillo a tyrant was a corrupt accumulator of his nation's wealth for his own and his family's benefit.
- ___ 9. Some waiters found that last summer's rule about water not being served unless requested eliminated one step in service and they still wait for customers to request water.
- ___ 10. In the afternoon Penn State will meet San Francisco and Villanova will take on St. John's

B. Apostrophe

Rule 1. To form the possessive case of a singular noun, add an apostrophe and an s to the singular form of the noun.

Example: woman + 's = woman's

Rule 2. To form the possessive case of a plural noun, add an apostrophe and an s to the plural form of the noun.

Example: women + 's = women's

Rule 3. The possessive pronouns his, hers, its, yours, theirs, and whose do not require an apostrophe.

Apostrophe Exercise

Place apostrophes in the correct position. Indicate the rule number in the space provided.

- ___ 1. At Johns suggestion we decided to go home.
- ___ 2. Everyones locker was searched.
- ___ 3. Some crates and some lumber from Fishers old fence were all we needed.
- ___ 4. The bird sang sweetly in its nest.
- ___ 5. The boys gymnasium was hot and smelly.
- ___ 6. Our dogs eat in a place that is all theirs.
- ___ 7. He met televisions greatest personalities.
- ___ 8. The boys bicycles were not all the same size.
- ___ 9. Saturdays game will be played at four.
- ___ 10. What did you do with his dinner?

SKILLPAC VIII: USAGE PROBLEMS

II. Capitalization

Rule 1. Capitalize the pronoun I and the interjection O.

Rule 2. Capitalize the first word in any sentence.

Rule 3. Capitalize proper nouns and proper adjectives.

Rule 4. Do not capitalize east, west, north, and south when they merely indicate direction. Do capitalize them when they refer to commonly recognized sections of the country.

Examples: They drove south all night. (a direction)

They drove to the north. (a region)

Rule 5. Do not capitalize the names of the seasons.

Rule 6. Capitalize the names of organizations, business firms, institutions, government bodies, ships, planes, brand names of products, special events, items on a calendar, races, and religions.

Capitalization Exercise

Place capital letters wherever they are needed in the sentences below. Indicate the number of the rule being used. Several numbers may be needed.

- _____ 1. father wanted us to see chicago, which lies in cook county, illinois at the foot of lake michigan.
- _____ 2. my mother took a trip to see the empire state building.
- _____ 3. in the winter our family goes to the south.
- _____ 4. the american history class and the english class met at the same time last friday.
- _____ 5. Mary spent a year on a pacific island.
- _____ 6. The super bowl was held in miami, florida, after new year's day.
- _____ 7. On the fourth of july i saw the spirit of st. louis at the smithsonian institute.

SKILLPAC VIII: USAGE PROBLEMS

III. SUBJECT-VERB AGREEMENT

Rule 1. A verb agrees with its subject in number.

Rule 2. The number of a subject is not changed by a prepositional phrase following the subject.

Rule 3. Most compound subjects joined by and are plural and take a plural verb.

Example: Mary and Bob are going.

Rule 4. Singular subjects joined by or or nor are singular and take a singular verb.

Example: Neither Mary nor Bob is going.

Rule 5. When two subjects, one of which is singular and the other plural, are joined by or or nor, the verb agrees with the nearer word.

Example: The mother or daughters were planning to be there.

Neither the daughters nor the mother was there.

Rule 6. Words stating amount (time, money, measurement, weight, volume, fractions) are usually singular.

Examples: Ten dollars is the price.

Three miles is a long way to walk.

Rule 7. The title of a book, even when plural in form, takes a singular verb.

Example: A Tale of Two Cities is about the French Revolution.

Subject-verb Exercise

Circle the correct response; write the number of the rule that applies in the blank to the left of each item.

- _____ 1. children (ask, asks)
- _____ 2. each of them (believe, believes)
- _____ 3. games of skill (was, were) taught
- _____ 4. each of the members (is, are)
- _____ 5. several of the players (seem, seems)
- _____ 6. Short Stories for Boys (is, are) a book worth reading.
- _____ 7. Neither John nor his brothers (care, cares) about sports.
- _____ 8. Both the beginning and the ending of the play (was, were) vague.
- _____ 9. many (has, have)
- _____ 10. books with interesting covers (appeal, appeals)
- _____ 11. the opinions of a critic often (determine, determines)

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- _____ 12. everybody (take, takes)
 _____ 13. It (don't, doesn't) seem possible.
 _____ 14. Two weeks (is, are) the usual vacation.
 _____ 15. Either the mother or the child (get, gets) the prize.

IV. PronounsPronoun-Antecedent Agreement

(antecedent: the word the pronoun refers to)

Rule 1. A pronoun agrees with its antecedent in number and sex.

Examples: John (antecedent) his, him (pronouns)

John took his books with him.

- A. Two antecedents joined by and should be referred to by a plural pronoun.

Example: John and Mary -- they

- B. Two or more singular antecedents joined by or or nor should be referred to by a singular pronoun.

Example: Mary or Jane will bring her car.

Pronoun-Antecedent Exercise

Circle the correct pronoun. Underline the antecedent.

1. Both of the girls sew (their, her) own clothes.
2. Would anyone treat (their, his) dog cruelly?
3. Everyone should bring (his, their, her) own lunch.
4. Neither did (his, their) best.
5. No one could believe (his, their) eyes.
6. Mary and Sue did (her, their) best.
7. Neither Mary nor Sue did (her, their) best.
8. Several members brought (his, her, their) cars.
9. Not one would give (his, their) name.
10. A few boys offered (his, their) services.

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Punctuation

A. Commas

Rule 1. Items in a series

Rule 2. Interrupters

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, why, oh, at the beginning of the sentence

Rule 3. Dates and addresses

Rule 4. And, but, or, nor, for, yet, to separate main clauses

Rule 5. Use a comma after an introductory clause that begins with the words listed below, an introductory phrase that begins with a verb form, and a succession of introductory prepositional phrases.

after	so that
although	then
as	though
as if	unless
as long as	until
because	when
before	whenever
if	wherever
in order that	while
since	

Examples: Because we had driven all night, we were very tired.
(introductory clause)

Running at top speed, the child fell down. (introductory phrase that begins with a verb form)

On the way to the lake in our new car, the tire blew out.
(succession of introductory prepositional phrases)

Rule 6. Use a comma to separate adjectives when they both modify the noun.

Examples: He wore a bright blue tie. (no comma needed)

He wore a bright blue, soiled tie. (two adjectives modifying one noun tie)

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Place commas where they are needed in the following sentences. Indicate the rule number in the space provided (Use 2a, 2b, etc.)

- _____ 1. If you wish to shoot the attendant will load the gun for you.
- _____ 2. For some time after the accident Philip was broken-hearted.
- _____ 3. While we were eating the dog began to bark.
- _____ 4. Two years before World War I began he enlisted in the army.
- _____ 5. On the path leading to the cellar steps were heard.
- _____ 6. Mrs. Grant is a pretty generous woman.
- _____ 7. My mother I am sure will let me go.
- _____ 8. Watching the girls Tom lost track of the time.
- _____ 9. While Johnny got dressed I read a magazine.
- _____ 10. I told Sandy a piece of gossip about the girls in our class and she told me that I was a liar.
- _____ 11. Mr. Johnson the former principal of Oak Grove will be at the annual reunion.

B. Apostrophe

Rule 1. Add an apostrophe and an s ('s) to the singular possessive noun

Rule 2. Add an apostrophe and an s ('s) to the plural possessive noun.

(If this results in two s's, remove the second s.)

Rule 3. Possessive pronouns do not need apostrophes.

Rule 4. In compound words, names of business firms, and words showing joint possession only the last word is possessive in form.

Examples: brother-in-law's home, Jones and Smith's office, Johns and Bob's room

Rule 5. When two or more persons possess something individually, each of their names is possessive in form.

Examples: John's and Bob's room

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Rule 6. The words minute, hour, day, week, month, year, etc., when used as possessive adjectives, require an apostrophe. Words indicating amount in cents or dollars, when used as possessive adjectives, require apostrophes.

Example: a week's pay

Rule 7. Use an apostrophe to indicate a missing letter in a contraction.

Examples: didn't, they're, it's

Rule 8. Use an apostrophe and s to form the plural of letters, numbers, and signs and of words referred to as words.

Examples: r's, 3's, t's, and's

Place apostrophes wherever they are needed. Indicate the rule number.

- _____ 1. It was their fathers opinion.
- _____ 2. I think Mr. Jones opinion is valid.
- _____ 3. We thought it was hers.
- _____ 4. She was everyones friend.
- _____ 5. The victories are ours.
- _____ 6. They did it against the workmens objections.
- _____ 7. She was one of the travelers.
- _____ 8. The laborers earned their money.
- _____ 9. Did anyone call my dogs name?
- _____ 10. Were they yours?
- _____ 11. Raymond bought a dollars worth.
- _____ 12. We took a weeks vacation.
- _____ 13. Why cant we go to the game?
- _____ 14. Theyre staying home to watch television.
- _____ 15. There are too many ands in this sentence.

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C. Semicolon

Rule 1. Use a semicolon (;) between main clauses not joined by and, but, or, nor, for, yet.

Examples: John is going home, and Mary is staying here.
John is going home; Mary is staying here.

Rule 2. Use a semicolon between main clauses joined by these words. (Use the semicolon before these words.)

besides	otherwise	thus
accordingly	therefore	instead
moreover	however	hence
nevertheless	consequently	that is
furthermore	also	for instance
in fact	on the contrary	

Rule 3. Use a semicolon if there are commas within the main clause.

Examples: John, Mary, and Martha are cleaning the garage; and Stan, Bill, and Helen are washing the dog.

(Note: a semicolon may often substitute for a period.)

Place semicolons where they are needed in the following sentences. Indicate the number of the rule that applies.

- _____ 1. Plans were drawn up each boy worked out a drawing of his project.
- _____ 2. When all was ready, I asked Mr. Lacey if I could stain the work he told me to go ahead he showed me how to do it.
- _____ 3. The staining was fun, too I got more stain on me than on the wood.
- _____ 4. Finally the job was done I assembled my table I carried it home very proudly.
- _____ 5. Someone left a coat in the locker room it was blue with white buttons.
- _____ 6. I thought I was late however everybody else was, too.
- _____ 7. The congregation voted for a new parsonage in fact, a site for it will be chosen next week.
- _____ 8. The first task was to decide what the club should do we found this a difficult job.

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- _____ 9. Making men's slacks, we discovered, was very complicated we soon learned the importance of accurate measurements.
- _____ 10. She became very involved in cutting she was determined to achieve a good skirt out of that mess.
- _____ 11. Finally all of the problems came out even he was at last making progress.
- _____ 12. The following people were voted into office: Henry Wilmore, Michigan John Wright, Indiana, Kevin Kunnert, Iowa and Nick Witherspoon, Illinois.
- _____ 13. We all have maps nevertheless, several of us got lost on those winding roads.
- _____ 14. Problems involving Iowa, Minnesota, and Wisconsin were discussed representatives of these states were therefore consulted.
- _____ 15. Her health is failing rapidly that is the doctors have little hope for her.

II. Capitalization

Rule 1. I, O

Rule 2. First word in a sentence

Rule 3. Proper nouns and adjectives

Rule 4. Do not capitalize direction; capitalize commonly recognized sections of the country.

Rule 5. Do not capitalize the seasons

Rule 6. Names of organizations, businesses, calendar dates, religions, races; etc.

Rule 7. Do not capitalize senior, sophomore, freshman, junior unless used as a proper noun.

Rule 8. Do not capitalize the names of school subjects, except the languages. Course names followed by a number are usually capitalized.

Examples: American history, world history, German, Biology I, biology

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Rule 9. Capitalize titles

Examples: President Jones, Senator Smith, Principal Harris, Captain Harper

Note: Whenever you refer to the President of the United States, the word President is capitalized even though his name does not follow.

Rule 10. Capitalize all important words in titles of books, newspapers, magazines, works of art, historical documents, articles.

Note: All important words of four letters or fewer are not capitalized. (examples: a, an, the, from, of, by). However, if one of these words is the first, it must be capitalized.

Examples: A Tale of Two Cities, Gone with the Wind,
Minneapolis Tribune, Mona Lisa, Declaration of Independence, I Was a Teenage Werewolf

Rule 11. Capitalize words referring to the Deity.

Examples: God, Father, Jesus, His will

Select the item in the pairing that has been properly capitalized. Circle either "a" or "b"

- | <u>a</u> | <u>b</u> |
|--------------------------------|-----------------------------|
| 1. Minneapolis Athletic Club | Minneapolis athletic club |
| 2. a Mediterranean Country | a Mediterranean country |
| 3. the senior boys | the Senior boys |
| 4. summer | Summer |
| 5. Aunt Sarah | aunt Sarah |
| 6. Social Studies | social studies |
| 7. Atlantic ocean | Atlantic Ocean |
| 8. <u>The Call of the Wild</u> | <u>The Call Of The Wild</u> |
| 9. <u>The Last Supper</u> | <u>the last supper</u> |
| 10. Mr. Jones | mr. Jones |

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- | | |
|-----------------------------|-------------------------|
| 11. North Memorial hospital | North Memorial Hospital |
| 12. Chevrolet convertible | Chevrolet Convertible |
| 13. Hennepin County | Hennepin county |
| 14. the deep South | the Deep South |
| 15. the Revolutionary war | the Revolutionary War. |
| 16. Minneapolis Tribune | Minneapolis tribune |
| 17. Jesus Christ | Jesus christ |
| 18. Negro | negro |
| 19. the Middle Ages | the Middle ages |
| 20. Labor day | Labor Day |

III. Subject-verb agreement

Correct any subject-verb agreement problems in the following sentences. In each sentence underline the subject with which the verb must agree.

1. Each of the girls have to decide.
2. The signs at the side of the road was hard to see.
3. Everything but the books were in the box.
4. His attitudes toward my idea were predictable.
5. The employer of the workers lives in a penthouse.
6. The time for courage and decision are now.
7. The length of some of these fishing lines has never been told.
8. Working under these conditions are difficult.
9. Each of these books are interesting.
10. Everyone of the beautiful buildings were burned.

IV. Pronoun-antecedent agreement

Circle the correct pronoun. In each sentence underline the antecedent for the pronoun selected. (Note: if the reference is singular but indefinite, use the masculine singular.)

1. If you help one of the girls, (she, they) will help you.

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2. Neither of these knives (look, looks) sharp.
3. Each of the candidates presented (his, her, their) voting records.
4. If anyone wishes to see the doctor, (he, she, they) must wait.
5. Neither of the boats could find (its, their) way.
6. Mr. Johnson, as well as the children, (enjoys, enjoy) skiing.
7. Each of the campers took (his, her, their) turn preparing a meal.
8. Both Mary and Sue sew (his, her, their) own clothes.

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Punctuation

A. Commas

Rule 1. Items in a series

Rule 2. Interrupters

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, why, oh
- e. Nonrestrictive clauses -- clauses that are not essential information in the sentence
- f. Nonrestrictive phrases -- phrases that are not essential information in the sentence

Rule 3. Items in dates and addresses.

Rule 4. and, but, or, for, nor, and yet -- separating main clauses

Rule 5. Introductory clauses and phrases

Rule 6. Two or more adjectives modifying a noun

Place commas where they are needed in the following sentences. Indicate the rule numbers which apply.

- _____ 1. Mr. Anderson the new manager hired my friend Sally Winters a recent graduate of our high school.
- _____ 2. Everyone who intends to vote must register before March 1 1973 at the Village Hall.
- _____ 3. Saturday's council meeting was usually productive for no one raised any objections.
- _____ 4. Jean who is a redhead looks best in green.
- _____ 5. A man who enjoys surfing prefers to live in Hawaii.
- _____ 6. Yes Mary I have the book you asked for.
- _____ 7. A tall gaunt gentleman in black a scarecrow met us at the door.
- _____ 8. Through the long hot lazy afternoon I watched the parade.
- _____ 9. Cut off from us by the storm the ship's survivors did not know we had located their position.
- _____ 10. Many of the fountains which were ordered shut down are again flowing.

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B. Colons, dashes, parentheses, italics

Rule 1. Colon

- a. Use a colon (:) before a list of appositives or a list of items, especially when the list comes after expression like as follows and the following.
- b. Use a colon before a long and formal statement that is quoted.
- c. Use a colon between the numbers when you are writing time.

Example: 8:30, 4:30

Rule 2. Dash

- a. Use the dash (--) to indicate an important break in thought.
- b. Use a dash to mean namely, in other words, that is, and similar expressions which come before explanation.

Rule 3. Parentheses

Use parentheses () to enclose matter which is added to a sentence but is not of great importance.

Note: It is often difficult to distinguish the uses of the dash and parentheses.

Rule 4. Italics

(Note: for typed or handwritten messages, use underlining as a substitute for printed italics. Italics are slanted print.)

- a. Use italics (underlining) for titles of books, films, television programs, works of art, names of newspapers, magazines, and ships.

Example: Queen Elizabeth (ship), Gunsmoke (TV show)

- b. Use italics for foreign words, words referred to as words, and letters referred to as letters.

Example: fait accompli, too many and's, use three t's in the word.

Place colons, dashes, parentheses, and italics in the following sentences.

1. Beret, a character in O.E. Rolvaag's novel *Giants in the Earth*, was unable to endure the long, lonely, barren winters on the prairie.
2. On July 1, 1956, I remember the day perfectly Don, Harry, and I set out from Ely, Minnesota, on a camping trip.
3. Mabel said she'd be glad if she had nothing more important to do to come over tomorrow.
4. We read the following poets last month Robert Frost, Carl Sandburg, Amy Lowell, and E. A. Robinson.

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5. The plane was due at 4 15, but it arrived at 4 30.
6. He read John 3 16 from the Bible.
7. At our school we have all the winter sports basketball, wrestling, hockey, gymnastics, and swimming.
8. Peter said and no one ever knew where he picked up these facts that the senior dance had been postponed because of the flu epidemic.

C. Quotation marks

Rule 1. Use quotation marks ("....") to enclose a direct quotation -- a speaker's or a writer's exact words.

Example: "Mary is going," he said.

Rule 2. A direct quotation begins with a capital letter.

Rule 3. When a quoted sentence is divided by an interrupting expression, the second part begins with a small letter.

Example: "Mary is going," he said, "but I am staying."

Rule 4. A direct quotation is set off from the rest of the sentence by commas.

Rule 5. Other punctuation

- a. Commas and periods, always placed inside the closing quotation marks
- b. Colons and semicolons, always placed outside the closing quotation marks
- c. Question marks and exclamation points, placed inside the closing quotation marks if the quotation is a question or exclamation; otherwise they are placed outside.

Rule 6. Use quotation marks to enclose title of chapters, articles, short poems, short stories, and other parts of books or magazines.

Example: He read "The Black Cat" in The Complete Words of Edgar Allen Poe.

Rule 7. Use single quotation marks ('. . . ') to enclose a quotation within a quotation.

Example: George said, "As I remember, his exact words were 'Meet me at the bank.'"

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Punctuate the following sentences correctly. Use the rule numbers in the space provided.

- _____ 1. John said I want to go to the party on Saturday night
- _____ 2. Father asked What did your mother say
- _____ 3. The play has begun the usher said You will have to wait to be seated.
- _____ 4. Did h say Go to school or Go home
- _____ 5. The teacher recommended Poe's short story The Tell Tale Heart
- _____ 6. Henry said I liked Robert Frost's poem Nothing Gold Can Stay very much
- _____ 7. I know the right answer he said but I don't know how to do it.
- _____ 8. I read an article in Cosmopolitan entitled They Are a Funny Race.

II. Verb Tense

Rule 1. Do not change needlessly from one tense to another. (note: tense= time)

In English we use the past and present tense for most written communication.

If you begin writing in one tense, remain consistent. Do not shift to the other.

In the following sentences, make the changes necessary to keep all verb tenses consistent.

1. As the team come onto the field, the crowd leap to their feet and started to shout.
2. Jim got the ball and hands it to Bill, who fumbles and then recovers it.
3. There were only twenty seconds left when John calls for a long pass and whips the ball down the field, where Bob Smith caught it and stepped across the goal for the winning touchdown.
4. I explained to the coach why I missed the ball, but he looks angry and refuses to put me back into the game.
5. When we saw Bob's remarkable catch, we can't believe our eyes, and we wait for the announcer to confirm it.

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SKILLPAC XI: USAGE PROBLEMS

Sentence Construction

A. Fragments

When a group of words does not express a completed thought, it is called a fragment. To have a completed thought serve as a sentence, it must contain a subject and a verb.

Identify the fragments in the following list by circling the number. Then make complete sentences out of all the fragments.

1. Uncertain as to what they were to be
2. We left the boys at home
3. Which enabled me to take her out
4. You couldn't make a better choice for your secretary
5. Judy being such a conscientious girl

B. Run-ons

When a group of words expresses several completed thoughts and does not have the necessary punctuation, it is called a run-on sentence. (Often a comma is used where a period or other end mark should be used.)

Circle the numbers of the run-on sentences. Then punctuate them correctly.

1. The choice of a book is hard, there are so many good ones.
2. Mike loves basketball now he spends his afternoons in the game.
3. I learned to like Shakespeare because I read it often.
4. Do it yourself, if you can't seek help.
5. Audiences seemed to like the play the reviews, however, were unfavorable.

C. Subordination

One idea often grows out of another idea, and they may be combined into one sentence. One of these ideas will be a supporting statement for the other -- that idea is a subordinate idea. A subordinate clause is not a complete sentence. It is a part of a sentence. The following words often begin subordinate clauses.

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1. Who, whom, whose, which, that
2. After, although, as, as if, as long as, because, before, if, in order that, since, so that, than, though, unless, until, when, whenever, wherever, while

There are two sentences in each item. Write them as one sentence using one of the words that subordinates the idea.

Examples: John talked to Jane. She liked him.

1. Because John talked to Jane, she liked him.

or 2. John talked to Jane who liked him.

1. The big cat sits on the window sill every day. He purrs and licks his paws.
2. Tom wants to go with us. He must be ready at 7 o'clock.
3. The judge ordered a new trial. He heard all the testimony.
4. There was a lot of talk. Nothing was done.
5. Mr. Jones has traveled far and wide. He knows a lot about many places.
6. Ms. Peterson had a great Christmas vacation. She spent much time on the beaches of Waikiki.
7. Our train is going to be late. I will try to send you a telegram.
8. Doug was told to take extra courses. He could prepare for college.
9. I will write you a letter. I received one from you.
10. We sat in the last row. We saw the game well.

D. Parallel construction

Rule 1. Express parallel ideas in the same grammatical form

Examples:

- a. In school I studied how to write and how to increase my vocabulary.
- b. He found acting in the theater more inspiring than acting in the movies.
- c. He enjoyed both swimming and running.

Rule 2. In parallel constructions repeat an article (a, an, the), a preposition, or a pronoun whenever necessary to make the meaning clear.

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Examples: Money bought a box of candy, an ice cream cone, and a chocolate sundae.

Rule 3. Include in the second part of the parallel construction all words necessary to make the construction complete.

Correct the parallelism in each of the following sentences by inserting the words that have been omitted.

1. My experience was not half as exciting as the people who didn't get home until dawn.
2. As time passed, she was torn between the love for her parents and her husband.
3. This author's style is not much different from other writers of this time.
4. His strength was greater than his opponent.
5. Compare your grades for this quarter with last quarter.
6. Statistics prove that prices this year are lower than last year.
7. You will find the information in the second edition more up-to-date than the first edition.
8. Father said he was just as much pleased by the gift I gave him as you gave him.
9. The trail on the north side of the mountain is steeper than the south side.
10. The amount of money his wife received in the will was much smaller than the children.

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FOOTNOTES AND BIBLIOGRAPHY

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