Chapter 1: Time

Part A

1. b Write *wh-* questions about the topic, after you’ve skimmed the text.

2. c Revise

3. a Use a complex outline form to organize the main ideas and supporting points.

4. a Start answering the question as soon as you receive the exam.

5. c Wait until later in the discussion to speak, after you feel more comfortable in the class.

6. a Read the entire article from start to finish, looking up any new words in a dictionary as you read.

Part B

1. f an explanation of course goals, policies, and major assignments, usually given on the first day of a class

2. e restate a reading’s ideas in your own words

3. h preview a reading by skimming and scanning for information about contents and organization

4. g time that is just for relaxing

5. b a list that is updated regularly

6. i a class in which students are expected to discuss

7. j activities to help you get ideas on paper before you begin a writing
8. a decide on the most important ideas, information, or things to do

9. c a class in which the instructor does most of the talking

10. d decide how much time to spend on different sections of an exam

Part C. Short answers may vary. Possible answers:

1. A dictionary entry will tell you the word’s pronunciation, word form, and definition. It may also give an example sentence and other word forms. (*Students should include at least three of these items in their answer.*)

2. A word might be important to look up if it appears in a title, subtitle, or heading; if it repeats in the paragraph or passage; if it is used in other word forms; if it is in the first or last sentence of a paragraph; if it appears in italics or boldface; if it has a synonym nearby; or if it clearly relates to the main idea of the reading. (*Students should include at least three of these items in their answer.*)

3. Important things to write down when taking notes include names and dates, important terms and definitions, lists, main ideas, repeated information, and anything written on a blackboard. (*Students should include at least four of these items in their answer.*)

4. The prewriting process involves brainstorming (listing ideas or thoughts about a topic), choosing and prioritizing ideas, and organizing the ideas.

5. Academic schedules are usually found on college websites or in their course catalogues (or bulletins). They tell when the school year begins and ends, when terms (semesters or quarters) begin and end, what holidays the school takes off, and, possibly, what important deadlines or dates students should be aware of.
Chapter 2: Learning

Part A

1. c walk around the room while they read, moving while they try to remember information
2. b They give specific examples and details.
3. d in all of the above
4. c Look for words in the answer choices that are similar to words used in the question; this always indicates a correct answer.
5. a taking notes during a lecture

Part B

1. d publication information about a reading that an author quotes or refers to
2. h a way of taking lecture notes in paragraphs or sections
3. i words with opposite or contrasting meanings
4. g a question or unfinished statement that forms part of a multiple-choice question
5. a a diagram that arranges main ideas, supporting ideas, and examples with the most important information on top
6. b activities that help to move information from short-term memory to long-term memory
7. e memory tricks like rhymes or poems to help you remember information
8. j wrong answer choices on multiple-choice tests
9. c writing down ideas about a topic and grouping related ideas
10. f words with the same or similar meanings

**Part C.** Short answers may vary. Possible answers:

1. Examples of definition signals include definition phrases near a word, unusual punctuation after the word, examples, synonyms, antonyms, and short explanations/definitions in margins or in footnotes. *(Students should include at least four of these items in their answer.)*

2. A visual learner learns mostly by seeing. Learning strategies for visual learners include looking at pictures or charts, drawing pictures or charts, highlighting the text, and picturing the text or information from notes like a movie. *(Students should include at least one of these strategies in their answer.)* An auditory learner learns primarily by listening or speaking. Auditory learning strategies include reading aloud, “talking to the text,” and discussing ideas from a text or a lecture with other people. *(Students should include at least one of these strategies in their answer.)* A kinesthetic learner uses the body or physical movement to learn. Kinesthetic learning strategies include moving around while studying, writing a lot in a text, holding a book while reading, and staying active. *(Students should include at least one of these strategies in their answer.)*

3. In a small group discussion, a discussion leader keeps the groups focused, keeps conversation going, and tries to get everyone in the group to participate. Useful phrases for discussion leaders include the following: *What do you think? Does anyone disagree? Does everyone agree? Does anyone have any other ideas? What’s another way to look at this question?* *(Students should include at least one of these phrases in their answer.)* A scribe takes notes on the group discussion
and helps to clarify ideas. Useful phrases for scribes include the following: *Can you repeat that? Did you mean to say . . . ? Is there anything else you’d like to add? (Students should include at least one of these phrases in their answer.)* A reporter tells the class what the group discussed. Useful phrases for reporters include the following: *Our groups discussed . . . ; We felt that . . . ; We agreed about . . . ; We disagreed about . . . ; Some people said that . . . ; Others said that . . . (Students should include at least one of these phrases in their answer.)*

4. At a Campus Learning Center, you might find the following resources: tutoring in subject areas, study groups, and special workshops. You might also find graduate students or professionals who can help people with reading or ESL. *(Students should include at least three of these resources in their answer.)*

5. Clustering, a type of prewriting, involves first writing down the topic (or a key word related to the topic) of a writing assignment. Next, draw a circle around the word. Write down other ideas or words that come to mind, such as facts, examples, details, quotations, and questions. Circle these words and draw lines back to the center word. Draw lines between new words and ideas to show other connections. Add new words and ideas off the new words, circling each new word. Keep drawing lines to show connections. Groups of related words or ideas are called “clusters.” They may form the basis of a paragraph or an essay.

*(Students could also answer this question by drawing an example of a cluster map.)*
Chapter 3: Communities

Part A

1. F
2. T
3. T
4. F
5. T
6. F
7. F
8. T
9. F
10. T

Part B

1. e readers that a writer pictures as he or she writes
2. d the last few letters of a word that may indicate its word form
3. a a reason for writing something
4. c an explanation of information in a pie chart
5. b an absolute statement that may not be true for everyone

Part C

1. emotional
2. distinctive
3. integrate
4. generalize

5. ethnicity

**Part D.** Short answers may vary. Possible answers:

1. A support system is a group of people who can encourage and advise you to help you reach your goals. Members of a support system might include family, friends, classmates, social organizations, co-workers, professors/instructors, and people in other communities you are a part of. *Students should list at least three of these types of support group members in their answer.*

2. You can initiate contact with a classmate by using the following strategies: smile and say “hello” to someone in the class who you do not know; find out the names of people who sit near you; try conversation starters (about school, where the person lives, or other topics); exchange phone numbers or e-mail addresses with at least two students in a class. *Students should include at least three of these strategies in their answer.*

3. Student organizations are clubs or organizations that are often centered around social, academic, or athletic interests. Examples of student organizations include sports teams or clubs, an international students organization, musical or dramatic groups, and religious organizations. *Students should include at least three of these types of examples in their answer.* Joining a student organization offers such benefits as stress relief, the opportunity to make new friends and build a support system, and the chance to impress future employers with involvement in campus activities.
4. Writing for an intended audience involves writing for a specific reader (or readers) who you can easily picture. Examples of an intended audience include a professor/instructor, a financial aid officer (or other administrative person), a parent, a friend, or a classmate. The tone and level of formality of the writing may change depending on who the intended audience is; the purpose of writing may also change. Writing for a general audience involves writing for a wider group of people—people whom you do not easily picture, or who may not actually read your work. A general audience can be imagined as readers who are interested in what you have to say but may need more information about a topic.

5. “Office Hours” are certain time periods when professors/instructors are available to meet with students. The hours are usually stated on the professor’s syllabus, class website, or office door. Students can usually come to office hours without an appointment. Office Hours are good times to ask for clarification about an assignment or a lecture, to discuss an idea for a writing assignment, or possibly to ask how you are doing in a course. *(Students should include at least one of these examples, or a similar example, in their answer.)* You should not use office hours to ask a professor to repeat information from a lecture, or to ask if you missed anything important while you were absent. *(Students should include at least one of these examples, or a similar example, in their answer.)*

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**Chapter 4: Innovations**

**Part A**

1. Technical jargon has specific meanings for a profession or field of study.
2. g We often use abbreviations for words that show time, amounts, or
distances.

3. f To use a computer for brainstorming, cover the screen and type ideas
quickly.

4. i Headings and subheadings can help you predict the organization of a text.

5. b Computer grammar checks and spelling checks can help to identify
problems but do not always give the right answer for the context.

6. a To narrow a topic is to make it smaller and more focused.

7. h Flowcharts show processes or sequences of causes and effects.

8. d When you write about a process, you can explain how to do something or
how something happens.

10. e When you use a computer spellcheck, don’t choose the first word it gives
you—look at all the options and check your dictionary.

Part B

1. i w/o

2. h b/c

3. a ≠

4. e >

5. b &

6. d ≠

7. j <
8. f #

9. c w/

10. g vs

Part C

1. b Leave a copy of your work on a public computer.

2. b The process of obtaining a patent for an invention can be explained in a few simple steps.

3. b browse

4. d link

Part D. Short answers may vary. Possible answers:

1. Some places in which you might find examples of jargon include computer manuals, instructions for technological devices, articles and textbooks related to the sciences, articles related to the medical profession, and sports. *(Students should include at least three of these examples, or similar examples, in their answer.)*

2a. You should ask someone for clarification when you don’t understand something in a discussion. Polite phrases that you can use include the following:

   • *What exactly do you mean by that?*

   • *I’m sorry, but I’m not sure that I heard you correctly. Could you repeat that?*

   • *Could you please say the last part again?*

   • *Excuse me, but I didn’t quite follow all of your points. When you said ________, what exactly did you mean?*
• I’m a little unclear about ____. Would you mind going over that again?

(Students should include at least one of these phrases in their answer.)

2b. You should clarify an idea when someone does not understand your idea and asks you for clarification. Polite phrases that you can use include the following:

• I’m sorry, I guess that wasn’t very clear. Let me try again.

• What I’m trying to say is that . . .

• In other words . . .

• Here’s another way to look at it.

• Let me give you an example to illustrate my point.

(Students should include at least one of these phrases in their answer.)

3. The process of narrowing a topic can be explained as follows: Start with a general concept related to the topic. (This is often an abstract noun). List specific aspects of the topic. Then, for each aspect, try to list even more specific aspects. A three-column chart works well for this process. Look at all the ideas on the paper and decide which would be appropriate for the length of the assignment.

4. A cause-and-effect flowchart shows a sequence of causes and effects; usually an effect is a cause of something else. It can also show steps in a process. The causes and effects, or the steps in a process, are briefly described in boxes; an arrow to the right shows the sequence of boxes. (Students may also draw an example of a cause-and-effect flowchart.)

5. Services usually offered at a campus computer lab or computer center include the following: public computers for use, a Help Desk, and special workshops and
training in various computer programs. They may also provide a place where people can advertise computers or computer supplies for sale, or where people can post notices requesting to buy such equipment. There may also be notices about special promotions or student discounts on computer equipment. (Students should include at least three of these services in their answer.)

Chapter 5: Health

Part A

1. c fall asleep
2. d a sudden realization
3. b stayed up all night working
4. a recovered quickly
5. c quickly bring an end to

Part B

1. d far-reaching implications
2. c take an interest in
3. h it’s no wonder
4. j speaking in public
5. b sleep deprivation
6. i depressed
7. f keep an appointment
8. a lead a discussion
9. e coin a term
10. g  solve a problem

Part C

1.  T

2.  T

3.  F

4.  F

5.  T

Part D. Paragraph-length responses may vary. Each response should have a topic sentence and should be developed with specific points and examples. Each must use complete sentences. The following points should be included in the responses to each topic or question:

1. Summarizing and paraphrasing have some similarities but several important differences. Both of these writing activities involve explaining someone else’s ideas in your own words. However, one important difference is that a summary is much shorter than the original text, whereas a paraphrase is about the same length as the original. This is because a summary includes only main ideas and perhaps some important examples or supporting points. A paraphrase keeps all the information from the original but explains it using different words and sentence structures as much as possible.

2. A campus health center is a place where students can find health professionals and information. It is an important resource on a college campus because students need a place to go when they have health concerns, and the location is convenient. There are many resources at a campus health center. Students can visit health
centers to see health professionals for their physical or emotional health; doctors, nurses, and psychologists or counselors are available. Some health centers even have nutritionists to talk to students about healthy eating habits or weight loss. Health centers also may offer special programs, classes, or workshops such as depression-screening, exercise classes, and workshops about how to quit smoking or how to manage stress.

3. For a formal research report, the article from the academic journal seems more reliable and better to use than the article from a popular website about health. First, the article from the academic journal is written by three authors, whose names are given. The website article is written by an unnamed author, which suggests that the information may not be reliable—why didn’t the writer use his or her name? Second, an article for an academic journal must be reviewed by other professionals in the field, whereas a website article probably has few people or nobody reviewing it; anyone can put up a website. Finally, articles from academic journals usually have bibliographies or notes with other sources; this shows that the author has done research and is building on the work of other people. If the article has a bibliography, it would give me a list of other sources I could look at. An article on a popular website may or may not have a bibliography; but even if it did, I’m not sure that I would completely trust it.

Chapter 6: Work

Part A

1. Inferences are guess about ideas that aren’t directly stated.
2. e Pie charts and bar graphs are examples of visual aids.
3. a Non-verbal language can signal your attitude toward a class.
4. c A numeric outline uses a consistent system to show main ideas, supporting points, and examples.
5. b Synonyms can be found in a thesaurus.

Part B

In the following passages, the referring words are underlined. The referents are listed below each sentence.

1. Professors are paid less than lawyers and doctors, who have similar amounts of education. Professors’ lower wages compensate them for the great intellectual and personal satisfaction that their jobs offer.

   Referring word: who; referent: lawyers and doctors
   Referring word: them; referent: professors
   Referring word: their; referent: professors

2. Not surprisingly, workers with more human capital on average earn more than those with less human capital. College graduates in the United States, for example, earn almost twice as much as those workers who end their education with a high school diploma. This large difference has been documented in many countries, where educated workers are in scarce supply.

   Referring word: those; referent: workers
   Referring word: those; referent: workers (who end their education with a high school diploma)
   Referring word: who; referent: workers
3. If you are not sure how self-aware you are, ask several people whom you trust which of these ten keys they believe are your strengths, and which are not. Again, while no person possesses all ten of these keys in equal amounts, each of them can be developed and improved.

Part C. Short answers may vary. Possible answers:

1. Non-verbal communication is communication without words, or “body language.” It can be either positive or negative, and it can communicate an attitude about a class or any situation. Examples of positive non-verbal language include sitting up straight, looking attentive, sitting near the front of the class, taking notes, nodding one’s head once in a while to show understanding, smiling, or raising one’s eyebrows to show interest. (Students should include at least three examples in their answer.) Examples of negative non-verbal language include yawning, sighing, rolling one’s eyes, looking out the window, crossing one’s arms in front
of one’s chest, and putting one’s head down on the desk. \((Students \ should \ include \ at \ least \ three \ examples \ in \ their \ answer.\)\)

2. Good preparation is the key to success in a formal presentation. When preparing for a presentation, it helps to write out notes in large handwriting or print them out in a large font so that they are easy to follow. It’s also a good idea to mark places in the notes where you might pause. It’s also helpful to practice a lot; you can practice alone with the notes you will use and time yourself, and you can practice in front of a friend or support group member and ask them to give you feedback. Other preparation ideas include thinking of an opening that will catch people’s attention or interest, such as a personal story, a surprising fact, or a quote. Finally, dressing professionally can also give you confidence and show your audience that you take your work seriously. \((Students \ should \ include \ at \ least \ three \ of \ these \ tips \ in \ their \ answer.\)\) During the presentation, there are also some things you can do to help yourself succeed. One is to greet your audience, giving your name and the presentation topic. Another is to focus on what the audience needs to know about the topic, not what they are thinking about you. Additionally, remembering to use signal words like \textit{first, second,} and \textit{next} can help listeners to follow your ideas. Speak slowly and loudly. Make eye contact. Avoid distracting non-verbal behaviors. Finally, be sure to have a clear end to your presentation; use words to signal that you are done speaking. \((Students \ should \ include \ at \ least \ three \ of \ these \ tips \ in \ their \ answer.\)\)

\textbf{Part D.} \textit{Note: The essay question can be given as part of the chapter test, if time permits, or it can be given on a separate occasion.}
Answers to the essay question will vary. Check to be sure that students have at least a brief introduction and conclusion, and at least three body paragraphs. Each body paragraph will probably focus on one skill or value, but it is possible to have two paragraphs about skills and values and a third body paragraph that considers opposing views. Students should also have a thesis statement, topic sentences for paragraphs, and specific points and examples to develop each paragraph. Because students are being asked to persuade their imagined audience, they should make some attempt to consider opposing/alternate views.