ACTIVITY ANSWER KEY

Chapter 5, Section 2

Check your answers from the Answer Key.
Correct all errors, then complete your next goal.



Lesson 6: *Writing*
The Axe in the River

1. (a) a woodsman
2. (d) honesty
3. to chop down
4. to weep, groan or moan
5. undesirable situations, "unlucky" circumstances
6. list of topics addressed in order of occurence in each chapter of a book
7. an alphabetized list of objects, ideas, names, dates and places mentioned within a text
8. extra, supplementary material at the end of a text
9. a list of works used by an author or publisher; a list of writings related to a subject; the description and identification of editions and issues
10. (1) Examine the Table of Contents.
    (2) Examine the Index.
    (3) Scan the appendix.
    (4) Study charts, maps or illustrations.
    (5) Speed read the text for main ideas.
    (6) Read the bibliography.
11. (1) Scan the article, paying careful attention to the title, subtitle(s), and the captions of illustrations.
    (2) Gain an overall understanding of the article's thesis by reading the first and last paragraphs.
    (3) Study any charts, maps, or illustrations provided in the article.
    (4) Read paragraphs and sections that seem to contain particularly important information relating to your topic.
12. search engine
13. (a) while researching that source
14. (a) True
15. (a) True
16. (a) True
17. (a) True
18. (b) False
19. copies the work of another and claims it as his own
20. (1) Extract general knowledge (citing the author not required).
    (2) Use a direct quote (citing the author is required).
    (3) Paraphrase part of the paragraph (reference to author required).
    (4) Write a summary (reference to author required.)
21. *"An honest person is trusted; a dishonest person is not."*



Lesson 7: *Writing*
The Quail and the Catcher

1. (b) a covey of quail
2. (d) getting along with others
3. a small flock of birds
4. a solution to a problem
5. to search in a casual, unhurried manner
6. thesis
7. outline
8. (b) False
9. name, class, thesis; approach
10. introduction; body; conclusion
11. *"If possible, be at peace with all men."*



Lesson 8: *Writing*
The Ugly Scars of Love

1. (b) a boy
2. (a) love
3. a watery area, such as a pond, filled with reeds and grass
4. constructive criticism for purposes of helping to improve something
5. (f) only *b* and *c*
6. (b) False
7. outline
8. express; expand; add; transitional
9. (b) False
10. (wording may vary) Revising is the process of polishing and perfecting the first draft and subsequent drafts until a final draft is created.
11. 1. Does the text flow logically and smoothly? Often, the flow of the first draft is logical but not smooth.
    2. Is each paragraph introduced by a topic sentence?
    3. Does each sentence support the main idea of the paragraph?
    4. Are the transitions between sentences and paragraphs smooth and logical?
    5. Are you satisfied with the order of the sentences and the the order of the words?
    6. Are your words spelled correctly?
    7. Are your sentences grammatically correct?
    8. Do you need more nouns, verbs, adjectives or adverbs?
    9. Did you employ interesting synonyms to avoid repetition of the same boring words?
    10. Do any new ideas need to be added?
    11. Do any sentences or paragraphs need to be deleted or moved?
12. (1) *For most base ball fans, hitting is what they like best, even more than pitching, which is also very exciting.*
    (2) *Yes, hitting is exciting, and the skills needed to be good are important, but the real importance of hitting is that it wins games.*
    (3) *Pitching can stop the other team's offense, but you still need runs to win the game.*
    (4) (wording may vary) *Maybe pitching duels are boring for most fans because they do not appreciate the technique, and no hitting is taking place—unless a no-hitter is going on. Now that can be exciting, like when Don Larsen of the Yanks did it in the World Series in 1956.*
    (5) (wording may vary) *Anyway, if you were to measure the applause in a game for defensive plays, hits, and pitches, you would find that hitting gets more applause by far—probably because getting a hit is about the hardest thing to do in the game.*
    (6) (wording may vary) *A lot of different kinds of skills are required to get hits: good eyesight, sure hands, more-than-average quickness, and sharp instincts.*
    (7) (wording may vary) *People applaud because a hit could mean a run, which in turn may ensure a win.*
13. (wording may vary)
    For most base ball fans, hitting is what they like best, even more than pitching, which is also very exciting. (1a) Yes, hitting is exciting, and the skills needed to be good are important, but the real importance of hitting is that it wins games. Pitching does not win games in the same sense. Pitching can stop the other team's offense, but you still need runs to win the game. Maybe pitching duels are boring for

most fans because they do not appreciate the technique, and no hitting is taking place—unless a no-hitter is going on. Now that can be exciting, like when Don Larsen of the Yanks did it in the World Series in 1956. Anyway, if you were to measure the applause in a game for defensive plays, hits, and pitches, you would find that hitting gets more applause by far—probably because getting a hit is about the hardest thing to do in the game. A lot of different kinds of skills are required to get hits: good eyesight, sure hands, more-than-average quickness, and sharp instincts. People applaud because a hit could mean a run, which in turn may ensure a win. So, let's talk about the different kinds of hits. We begin with singles.

14. *"Handle the people you meet carefully: all of them are hurting in some way."*



Lesson 9: *Writing*
Colonel Joshua Chamberlain
1828-1914

1. (d) soldier
2. (a) decisiveness
3. blocked, overtook
4. passing back and forth, transporting, selling
5. to gain control of, to obtain for use
6. little or small amount
7. an order or command
8. a short, quick fight between opposing forces
9. firm, resolute, strong, sturdy
10. to spread
11. footnotes; bibliography
12. short notes in a research paper that refer to books or other sources from which a writer used information to support or include in his text
13. a list of the sources the writer used for his research paper
14. at the end of the page or the end of the paper
15. _X_ Numbered the sentences in . . . .
    ____ Wrote *(footnote below)* to . . . .
    _X_ Placed the footnotes at the . . . .
    ____ Placed the footnotes at the . . . .
    _X_ Wrote both source and note . . . .
    ____ Wrote only source cards to . . . .
    ____ Wrote only note cards to . . . .
16. (a) True
17. (wording may vary)
    Consecutive: following one after the other without interruption
    Nonconsecutive: interrupted flow; sequence that does not flow in order
18. (wording may vary) "Ibid." means that the information came from the same source and same page as the immediately preceding information.
19. (wording may vary) Other information (footnotes 4-10) came between footnote 1 (2, and 3) and 11; therefore, the sequence was nonconsecutive, causing the writer to have to restate the source.
20. consecutive; nonconsecutive
21. alphabetized list of all of the sources used by a writer in preparing his research paper; end
22. The bibliography should be a list of the sources in alphabetical order of the authors.
23. *"Our decisions ultimately lead to success and a good life, or failure and regret."*



Lesson 10: *Writing*
The Spider and the Fly

1. Botham
2. England
3. Swedish, German
4. (d) children's works

5. 180
6. nature, morals
7. (b) a fly
8. (c) avoiding temptation
9. ***Graded by teacher.**
10. a small village
11. a member of the Society of Friends, a Christian denomination that separates themselves from formal rituals observed by the church and world; known especially for their rejection of violence
12. married
13. a private room set apart for visitors in a home
14. to see, to look, to view
15. a cover page
16. title; information; purpose
17. white, black
18. Times New Roman
19. (b) concise and descriptive
20. (a) indicate the nature of the research
21. centered; 18-20
22. title; *By*; 14
23. name, name; school; date
24. 12; centered; bottom
25. grammar, spelling, capitalization, punctuation
26. footnotes, bibliography
27. dictionary, thesaurus, grammar book
28. double; $8^{1}/_{2}$" x 11"
29. one inch
30. left
31. indented
32. numbered
33. paper clipped
34. *"Unto an evil counselor close heart and ear and eye."*

Submit your writing assignments to your teacher, then ask for your QUIZ over Section 2.
Reminder: Students who score 85% or higher on the section quizzes may be exempt from the chapter test!