Texts: An Introduction to Critical Reading by Leah McCraney, 6th or 7th ed
English 188 Syllabus/Workbook
a pocket English Dictionary
also needed: Scantrons answer sheets, and notebook. You also need a current GCC picture student identification. Homework using CANVAS may be done on the free mobile app.

English 188 is a reading course designed for students who need to build their reading skills. Various word attack skills are covered including phonics, word analysis through the study of prefixes and word roots, and the use of context clues. Methods to improve comprehension are also featured. There is extensive use of computer assisted instruction to drill vocabulary and to practice skills covered in class. This is a regular graded credit course. This class is a prerequisite or co-requisite for the English 189 writing class.

Topics Covered:
Phonics, word attack skills, syllabication, vocabulary building, comprehension improvement, drawing conclusions, finding main ideas.

Registration and Drops:
It is your responsibility to see that you are officially registered or dropped from a class. If you stop coming to class without dropping officially, you may get an "F" in this class. You may also be dropped by the teacher for excessive absences.

Expectations:
That you attend class, pass the 3 big tests, complete at least 16 hours of lab work outside of class this semester, and improve at least two grade levels in your reading. You cannot pass if you miss more than four classes, fail the tests or fail to complete lab work and written assignments. We expect you to show that you are serious about the class by buying your textbooks immediately, being respectful of the learning environment, showing up to every class unless you are seriously ill, coming on time, being alert in class, finishing assignments on time and not leaving class once it has started unless in an emergency or prearranged with Mr. Doyle. Make arrangements with the instructor before class time if you need to leave early for any reason.
Lab Work:
Approximately one hour of lab work must be done each week. The lab work is available online at "http://portal.glendale.edu". Follow the links to Mr. Doyle’s English 188 page. Mr. Doyle will give you your password and login name in class. You may do lab work from home or on any computer with internet access, including those on the GCC campus. If you use the English Lab (AD 238) or the Learning Center’s CAI Lab (AD 226) in the AD building, you will need a GCC picture ID for entry. Access to the labs is free for enrolled students.

Requirements/Grading:
First Trimester Test - 15%
Second Trimester Test - 20%
Final Exam - 35%
Participation -demonstrated by:
- completing syllabus book - 10%
- finishing lab work - 10%
General Reading Level Improvement (measured by standardized tests) - 10%

Students may schedule makeup tests if they get a D or F on either of the trimester tests, but cannot makeup the final. It is the student's responsibility to withdraw officially from the college or drop classes when he or she stops attending and to observe established deadlines. Otherwise, "F" grades may be assigned. Students are expected to attend all classes; irregular class attendance may result in being dropped.

Student Learning Outcomes
• Apply phonics and syllabication rules in order to sound out English words.
• Define and use at least 70 Greek or Latin roots and over 200 words based on those roots.
• Discriminate between primary and subordinate statements in a paragraph and create and follow an outline.
• Score at a sufficient level on a standardized reading test.

Students with Disabilities
Mr. Doyle and Glendale College invite the participation of all students in this class. For special help and accommodations, including obtaining special proctoring for tests, free note taking, assistance for blind students, etc. please contact the GCC Center for Students with Disabilities. These students' helpers, note takers, guides and assistants are welcome as well.

Academic dishonesty policy
Glendale College has an Academic Dishonesty policy forbidding various types of cheating, including copying text from the Internet or out of books and magazines without proper citation, copying from other student's work or tests, having someone else do lab assignments or papers for you, or any other misrepresentation of other people's work as if it were your own. Do not copy text.
directly from the Internet or other sources when doing class work. Incidents of academic dishonesty will result in an "F" grade for the class and referral to campus authorities.

**Electronic devices**
Put your cell phones, ipods, and other music devices away when class begins to avoid disrupting class. Don’t text-message or make or receive phone calls. Students may use laptops, Kindles, iBooks, electronic tablets or iPads in class to take notes or to access the class web page or the online syllabus. The college provides free Wi-Fi. The instructor will determine if the device is used appropriately. Students with disabilities and their helpers may use any necessary accommodating device. Notify the instructor if you are recording video or audio.

**Class Schedule**
This outline may be changed as the class proceeds in order to accommodate a particular section’s strength or weakness and to work around holidays and unexpected class cancellations. In addition to these subjects, we will be doing additional outside readings from current magazines and newspapers.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>class introductions, pretesting, CANVAS lab work orientation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>introduction to phonics.</td>
</tr>
<tr>
<td>Week 3</td>
<td>phonics rules</td>
</tr>
<tr>
<td>Week 4</td>
<td>phonics, memory.</td>
</tr>
<tr>
<td>Week 5</td>
<td>dividing words into syllables.</td>
</tr>
<tr>
<td>Week 6</td>
<td>review of syllabication and phonics.</td>
</tr>
<tr>
<td>Week 7</td>
<td>test on phonics and literature.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Latin and Greek roots.</td>
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<tr>
<td>Week 9</td>
<td>review of Latin and Greek roots.</td>
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<tr>
<td>Week 10</td>
<td>review of Latin and Greek roots.</td>
</tr>
<tr>
<td>Week 11</td>
<td>mid-term test on prefixes and roots, and literature.</td>
</tr>
<tr>
<td>Week 12</td>
<td>working with outlines.</td>
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<tr>
<td>Week 13</td>
<td>finding topic sentences.</td>
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<tr>
<td>Week 14</td>
<td>finding main ideas in paragraphs.</td>
</tr>
<tr>
<td>Week 15</td>
<td>more finding main ideas in paragraphs, review, post-testing.</td>
</tr>
<tr>
<td>Week 16</td>
<td>review, final exams, conferences</td>
</tr>
</tbody>
</table>

See the CANVAS page for last minute changes.

**How to Do the Lab Work**

*Go to [http://portal.glendale.edu](http://portal.glendale.edu).* Login to the CANVAS program. Your Username is your GCC ID number and your first password is your initials in caps followed by @ followed by your six-digit date of birth (mmddyy). The first thing you do when you get into the program is to CHANGE your password to a personal password. If you had a CANVAS password last semester, try to see if it works; if not, it has been reset and you need to try using your ID number and birthday. It won’t work if you are not yet officially enrolled in the class, so finish registration to get access to the
CANVAS pages. You should also set up your MyGGC account also. Follow the directions on the GCC web page at http://www.glendale.edu.

**When you get to the English 188 CANVAS page:**

What follows on the page is a week-by-week listing of assignments that you should do in order each week. The page is updated weekly; check the web page frequently for the current assignments. Do every assignment that is listed each week. Most of the remainder materials we will do in class together. Some assignments are simply links to pages that should be read. At the end of each week is a Quiz that must be done. Others are written assignments that require you to answer questions and submit answers. Follow directions. Ask Mr. Doyle if you need help. Keep up with your weekly assignments. When you are done doing the assignments, log out. Your lab work should not take more than an hour a week to finish. You should try to finish each week’s work by Saturday night, so Mr. Doyle can review your work on Sunday evening. Late work will be accepted but you will lose one level in grade for the assignment.

**Vocabulary Skills**

No matter how old you are or how much education you have, at one time or another you will encounter a word which you’ve never seen before. How do you handle it? How are you going to figure out what it means?

The skills that we use to discover the meanings and pronunciations of unknown words are called “word attack” skills. Word attack skills are the ways we use to reveal a word’s meaning and pronunciation. What are these skills and how can you use them to improve your reading? Follow these steps:

1. **Try to sound-out the word using phonics**
   Phonics is the study of the ways that spellings represent the sounds of words. In most languages the sounds of the letters closely represent the sounds of a word, but in the case of English there are many exceptions. Some people say it’s not useful to know phonics because the English language seems so mixed up and inconsistent. There are hardly any phonics rules which you can apply to every word. True, many English words do not follow the rules, because of the massive borrowing that has taken place over the years from other languages, but most syllables of most words do follow the rules. Trying to “sound-out” a word is often a good first step, because, like most adults, you probably have a large vocabulary of words that you’ve heard in conversation or on television, but couldn’t spell or perhaps recognize in print. Phonics helps bridge the gap between a person’s “hearing vocabulary” and his “reading vocabulary”. Phonics also helps a person spell words better.

2. **Try to Guess the Word Meaning from its Context**
   Words really only have meaning when they are used in sentences. Often you can guess a word’s meaning by how it is used in the sentence. This is the way that most of us figure out unknown words in ordinary conversation. You can ask yourself: What part
of speech is the unknown word? Are there other clues in the sentence which point to the unknown word? Is the unknown word part of a list? Things that are part of a list often share the same characteristics. Is the unknown word compared to some other known word in the passage? Authors often define difficult words right in the passage. It's often right there in the next sentence.

3. **Look for the Greek, Latin, or old English Roots in a Word**

Most English words came from some other language. Most of English's scientific, cultural, religious and medical terms came from Greek and Latin. Also, many borrowed words from other European languages evolved from Greek and Latin. If you have a basic understanding of some Greek and Latin roots, it is like having a shortcut to pronouncing and understanding many college-level words.

Take for example, the root *aud* which means "to hear". It is in the word audiometer. It is also in the words auditorium, audiovisual, and audition. The *meter* part of the word means "measure"- and is the same root in thermometer, seismometer, and the metric system. It is easy to see that audiometer has something to do with the measurement of hearing. Look for Greek and Latin root words as you read.

4. **Look it up in the Dictionary**

When all else fails, look it up in the dictionary, but don't just leave it at that. Make a note about the word. Try to vocalize the word to help you remember it. Online dictionaries or encyclopedias may be more up-to-date than published books, but be aware that online materials should be read with a critical eye. An example of a good reference is Wikipedia at http://wikipedia.org.
Summary of Basic Phonics Rules

The vowels are "a,e,i,o, and u"; also sometimes "y & w". This also includes the diphthongs "oi,oy,ou,ow,au,aw, oo" and many others.
The consonants are all the other letters which stop or limit the flow of air from the throat in speech. They are: "b,c,d,f,g,h,j,k,l,m,n,p,qu,r,s,t,v,w,x,y,z,ch,sh,th,ph,wh, ng, and gh".

Consonant Rules:

1. Sometimes the rules don't work. There are many exceptions in English because of the vastness of the language and the many languages from which it has borrowed. The rules do work however, in the majority of the words.

2. Every syllable in every word must have a vowel. English is a "vocal" language; Every word must have a vowel.

3. "C" followed by "e, i or y" usually has the soft sound of "s". Examples: "cyst", "central", and "city".

4. "G" followed by "e, i or y" usually has the soft sound of "j". Example: "gem", "gym", and "gist".

5. When 2 consonants a joined together and form one new sound, they are a consonant digraph. They count as one sound and one letter and are never separated. Examples: "ch,sh,th,ph and wh".

The Vowel Rules:

6. When a syllable ends in a consonant and has only one vowel, that vowel is short. Examples: "fat, bed, fish, spot, luck".

7. When a syllable ends in a silent "e", the silent "e" is a signal that the vowel in front of it is long. Examples: "make, fete, kite, rope, and use".

8. When a syllable has 2 vowels together, the first vowel is usually long and the second is silent. Examples: "pain, eat, boat, res/cue, say, grow". NOTE: Diphthongs don't follow this rule; In a diphthong, the vowels blend together to create a single new sound. The diphthongs are: "oi,oy,ou,ow,au,aw, oo" and many others.

9. When a syllable ends in any vowel and is the only vowel, that vowel is usually long. Examples: "pa/per, me, I, o/pen, u/nit, and my".

10. When a vowel is followed by an "r" in the same syllable, that vowel is "r-controlled". It is not long nor short. "R-controlled "er,ir,and ur" often sound the same (like "er"). Examples: "term, sir, fir, fur, far, for, su/gar, or/der".
### Mark the Syllables long, short, or r-controlled

<table>
<thead>
<tr>
<th>wells</th>
<th>ty</th>
<th>ug</th>
<th>van</th>
<th>wake</th>
<th>wheel</th>
</tr>
</thead>
<tbody>
<tr>
<td>white</td>
<td>witt</td>
<td>ters</td>
<td>weeks</td>
<td>ve</td>
<td>den</td>
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<tr>
<td>jot</td>
<td>luke</td>
<td>stef</td>
<td>keen</td>
<td>slack</td>
<td>stone</td>
</tr>
<tr>
<td>smart</td>
<td>pea</td>
<td>ray</td>
<td>stem</td>
<td>doy</td>
<td>tar</td>
</tr>
<tr>
<td>se</td>
<td>taub</td>
<td>pet</td>
<td>pu</td>
<td>ren</td>
<td>ner</td>
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<tr>
<td>rode</td>
<td>rose</td>
<td>san</td>
<td>scul</td>
<td>pace</td>
<td>selt</td>
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<tr>
<td>ser</td>
<td>go</td>
<td>mez</td>
<td>gray</td>
<td>grove</td>
<td>haft</td>
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<tr>
<td>han</td>
<td>ley</td>
<td>rick</td>
<td>horn</td>
<td>hous</td>
<td>hu</td>
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<td>bane</td>
<td>mete</td>
<td>ob</td>
<td>obe</td>
<td>oab</td>
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<tr>
<td>bo</td>
<td>bote</td>
<td>fli</td>
<td>flit</td>
<td>flite</td>
<td>flat</td>
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<tr>
<td>flate</td>
<td>mo</td>
<td>moe</td>
<td>moat</td>
<td>mot</td>
<td></td>
</tr>
</tbody>
</table>

### Mark the Syllables #2

<table>
<thead>
<tr>
<th>gra</th>
<th>grate</th>
<th>grail</th>
<th>grat</th>
<th>re</th>
<th>rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>refe</td>
<td>tre</td>
<td>glore</td>
<td>pre</td>
<td>aip</td>
<td>ep</td>
</tr>
<tr>
<td>epe</td>
<td>eap</td>
<td>ai</td>
<td>fai</td>
<td>aif</td>
<td>in</td>
</tr>
<tr>
<td>ine</td>
<td>i</td>
<td>ca</td>
<td>hib</td>
<td>cram</td>
<td>flam</td>
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<tr>
<td>u</td>
<td>pu</td>
<td>upe</td>
<td>up</td>
<td>o</td>
<td>oe</td>
</tr>
<tr>
<td>mo</td>
<td>mon</td>
<td>mone</td>
<td>hi</td>
<td>lat</td>
<td>ie</td>
</tr>
<tr>
<td>fla</td>
<td>ser</td>
<td>mi</td>
<td>rest</td>
<td>lipe</td>
<td>se</td>
</tr>
<tr>
<td>sig</td>
<td>gest</td>
<td>per</td>
<td>ban</td>
<td>nu</td>
<td>im</td>
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<tr>
<td>o</td>
<td>ize</td>
<td>ha</td>
<td>ap</td>
<td>pi</td>
<td>ter</td>
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<tr>
<td>fin</td>
<td>loat</td>
<td>mar</td>
<td>eb</td>
<td>ebe</td>
<td>eab</td>
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<tr>
<td>o</td>
<td>mo</td>
<td>gas</td>
<td>ar</td>
<td>vor</td>
<td>mit</td>
</tr>
<tr>
<td>tu</td>
<td>lot</td>
<td>ape</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mark the Syllables #3

mas    aip    pub    tor    um    ean
on     loa    ane    u    vel    pede
sic    lent    teen    nith    zen    gla
mont    ber    gla    feen    e    or
ro     fi    ole    tro    ness    mu
eet    lee    con    cate    sli    ing
del    i    in    ine    den    phine
phin    prep    sloff    oar    slo    ae
deav    dep    a    ap    ape

Basic Syllable Rules

1. To find the number of syllables:
   ---count the vowels in the word,
   ---subtract any silent vowels, (like the silent "e" at the end of a word or the second vowel when two vowels a together in a syllable)
   ---subtract one vowel from every diphthong, (diphthongs only count as one vowel sound.)
   ---the number of vowels sounds left is the same as the number of syllables.
The number of syllables that you hear when you pronounce a word is the same as the number of vowels sounds heard. For example:
The word "came" has 2 vowels, but the "e" is silent, leaving one vowel sound and one syllable.
The word "outside" has 4 vowels, but the "e" is silent and the "ou" is a diphthong which counts as only one sound, so this word has only two vowels sounds and therefore, two syllables.

2. Divide between two middle consonants.
Split up words that have two middle consonants. For example:
hap/pen, bas/ket, let/ter, sup/er, din/er, and Den/nis. The only exceptions are the consonant digraphs. Never split up consonant digraphs as they really represent only one sound. The exceptions are "th", "sh", "ph", "th", "ch", and "wh".

3. Usually divide before a single middle consonant.
When there is only one syllable, you usually divide in front of it, as in:
"o/pen", "i/tem", "e/vil", and "re/port". The only exceptions are those times when the first syllable has an obvious short sound, as in "cab/in".
4. Divide before the consonant before an "-le" syllable. When you have a word that has the old-style spelling in which the "-le" sounds like "-el", divide before the consonant before the "-le". For example: "a/ble", "fum/ble", "rub/ble" "mum/ble" and "thi/stle". The only exception to this are "ckle" words like "Tick/le".

5. Divide off any compound words, prefixes, suffixes and roots which have vowel sounds. Split off the parts of compound words like "sports/car" and "house/boat". Divide off prefixes such as "un/happy", "pre/paid", or "re/write". Also divide off suffixes as in the words "farm/er", "teach/er", "hope/less" and "care/ful". In the word "stop/ping", the suffix is actually "-ping" because this word follows the rule that when you add "-ing" to a word with one syllable, you double the last consonant and add the "-ing".

**Long and Short Vowel Practice**
Underline the word which has the short vowel sound in each set.

<table>
<thead>
<tr>
<th>stage / stag</th>
<th>bed / bead</th>
<th>bit / bite</th>
</tr>
</thead>
<tbody>
<tr>
<td>hate / hat</td>
<td>led / lead</td>
<td>goat / got</td>
</tr>
<tr>
<td>pine / pin</td>
<td>spin / spine</td>
<td>can / cane</td>
</tr>
<tr>
<td>kite / kit</td>
<td>bran / brain</td>
<td>man / main</td>
</tr>
<tr>
<td>aid / ad</td>
<td>plan / plain</td>
<td>pal / pail</td>
</tr>
<tr>
<td>dine / din</td>
<td>rod / road</td>
<td>net / neat</td>
</tr>
<tr>
<td>hop / hope</td>
<td>coat / cot</td>
<td>cape / cap</td>
</tr>
<tr>
<td>ripe / rip</td>
<td>bait / bat</td>
<td>van / vain</td>
</tr>
<tr>
<td>back / bake</td>
<td>dim / dime</td>
<td>twin / twine</td>
</tr>
<tr>
<td>died / did</td>
<td>us / use</td>
<td>meat / twine</td>
</tr>
<tr>
<td>laid / lad</td>
<td>wine / win</td>
<td>cub / cube</td>
</tr>
<tr>
<td>tape / tap</td>
<td>beast / best</td>
<td>hop / hope</td>
</tr>
<tr>
<td>cape / cap</td>
<td>bleed / bled</td>
<td>hid / hide</td>
</tr>
<tr>
<td>twin / twine</td>
<td>use / us</td>
<td>paid / pad</td>
</tr>
<tr>
<td>tube / tub</td>
<td>cub / cube</td>
<td>ten / teen</td>
</tr>
<tr>
<td>men / mean</td>
<td>wheel / well</td>
<td>tube / tub</td>
</tr>
<tr>
<td>rat / rate</td>
<td>pan / pain</td>
<td>miss / mice</td>
</tr>
<tr>
<td>plum / plume</td>
<td>mop / mope</td>
<td>Kate / cat</td>
</tr>
<tr>
<td>note / not</td>
<td>knot / note</td>
<td>ripe / rip</td>
</tr>
<tr>
<td>hat / hate</td>
<td>pan / pain</td>
<td>strip / stripe</td>
</tr>
</tbody>
</table>
Syllables Practice
Divide and mark each word

bonbons anthemstulips railway
vestal steamheatprotest female speechless plastic
cowboys fatal
immigrant mislaid surreal madness
nineteen hundred matter eternal
wily implement propping
outstretch downcast singing waiting
rebirth symbolic exchange channel
number without reclaim devised
native desegregate retrograde
disarm junkman
papers graveyard newspaper Sterno underground
subway unleash
befuddle streetcorner mayor
hotdogs unknown briskly
Gambling murder weakness
terrorize ruthless stalemate
establishment stabbing Glendale
reduce apply chancellor
vulcan

Syllables Practice
Divide and mark each word

ernest ander fojo balcer franco lee bate
frost brenner gerz carroll jones
luu burney irwin lugo duncan
kibler malkin eddy kenney maccon
keegan nell klemter mackenzee jeffrey
moreno lopez miller bello gillooly
lorenzo monk bray easley mackey
monroe brown dof makwel morris
Accent Rules

When a word has more than one syllable, one of the syllables is always a little louder than the others. The syllable with the louder stress is the accented syllable. It may seem that the placement of accents in words is often random or accidental, but these are some rules that usually work. (This won't be on the test)

1. Accents are often on the first syllable. Examples: ba/sic, pro/gram.

2. In words that have suffixes or prefixes, the accent is usually on the main root word. Examples: box/es, un/tie'.

3. If de-, re-, ex-, in-, po-, pro-, or a- is the first syllable in a word, it is usually not accented. Examples: de/lay', ex/plore'.

4. Two vowel letters together in the last syllable of a word often indicates an accented last syllable. Examples: com/plain', con/ceal'.

5. When there are two like consonant letters within a word, the syllable before the double consonants is usually accented. Examples: be/gin'/ner, let'/ter.

6. The accent is usually on the syllable before the suffixes -ion, ity, -ic, -ical, -ian, -ial, or -ious, and on the second syllable before the suffix -ate. Examples: af/fec/ta'/tion, dif/fer/en'/ti/ate.

7. In words of three or more syllables, one of the first two syllables is usually accented. Examples: ac'/ci/dent, de/ter'/mine.
Roots from Greek and Latin

numbers
uni
mono
bi
du
twa, twi
tri
quad
quint
pent
sex, hex
sept
oct
nov
dec
cent
mil
kil
semi
hemi
poly
multi
prepositions, direction, time or place
ab, a-
ad
anti
contra
de
dis
inter
intra
epi
pro
re
sub
super
trans
hyper
hypo
ob, op
non
un
extra
counter
in, im, il-
per
post
pre

**nouns and verbs**
aqua
aud
chron
cogn
scio
cred
dent
mort
ped,pod
port
rupt
spect
somn
scrib,script
mis
bio
circu
homo (Latin)
homo (Greek)
hetero
auto
astro
naut
theo
phobia
glot
anthro
gamy
vis, vid
hydr
biblio
phil
mal
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>abolish</td>
<td>______ a major communicable disease.</td>
</tr>
<tr>
<td>2.</td>
<td>admire</td>
<td>______ a disease with one nucleus.</td>
</tr>
<tr>
<td>3.</td>
<td>bilateral</td>
<td>______ a four sided area of land.</td>
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<td>4.</td>
<td>bilingual</td>
<td>______ a group of five babies born at the same time.</td>
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<td>5.</td>
<td>centennial</td>
<td>______ a group of six people, usually a music group.</td>
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<td>6.</td>
<td>contradict</td>
<td>______ a little town nearby a large city.</td>
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<td>7.</td>
<td>decimate</td>
<td>______ a period of 100 years.</td>
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<td>8.</td>
<td>dual</td>
<td>______ a period of nine days of prayer.</td>
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<td>9.</td>
<td>duplicate</td>
<td>______ a set of three quick notes in music.</td>
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<td>10.</td>
<td>epidemic</td>
<td>______ a set of two babies born at the same time.</td>
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<td>11.</td>
<td>epitaph</td>
<td>______ a set of two objects.</td>
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<tr>
<td>12.</td>
<td>hemisphere</td>
<td>______ able to speak two languages.</td>
</tr>
<tr>
<td>13.</td>
<td>hypertension</td>
<td>______ after a baby is born.</td>
</tr>
<tr>
<td>14.</td>
<td>intravenous</td>
<td>______ consisting of only one cell.</td>
</tr>
<tr>
<td>15.</td>
<td>mononucleosis</td>
<td>______ half of a globe or sphere.</td>
</tr>
<tr>
<td>16.</td>
<td>monotone</td>
<td>______ high blood pressure.</td>
</tr>
<tr>
<td>17.</td>
<td>novena</td>
<td>______ marriage to more than one person.</td>
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<tr>
<td>18.</td>
<td>Pentecost</td>
<td>______ one color or tone only.</td>
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<tr>
<td>19.</td>
<td>polygamy</td>
<td>______ one fourth of a gallon.</td>
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<tr>
<td>20.</td>
<td>postpartum</td>
<td>______ special because there is only one.</td>
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<td>21.</td>
<td>promote</td>
<td>______ the fifty days after Easter.</td>
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<td>22.</td>
<td>quadrangle</td>
<td>______ to look to in respect.</td>
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<td>23.</td>
<td>quart</td>
<td>______ to make copies.</td>
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<tr>
<td>24.</td>
<td>quintuplets</td>
<td>______ to move forward or advance in rank.</td>
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<tr>
<td>25.</td>
<td>sextet</td>
<td>______ reduce by 1/10th, often losses in war.</td>
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<td>26.</td>
<td>suburb</td>
<td>______ to speak against or in opposition.</td>
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<td>27.</td>
<td>triplet</td>
<td>______ to take something away.</td>
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<td>28.</td>
<td>twin</td>
<td>______ two sided</td>
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<tr>
<td>29.</td>
<td>unicellular</td>
<td>______ within the vein.</td>
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<tr>
<td>30.</td>
<td>unique</td>
<td>______ words written on a grave stone or marker.</td>
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<tr>
<td>Number</td>
<td>Word</td>
<td>Definition</td>
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<td>--------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>1.</td>
<td>extracurricular</td>
<td>hot water drips through coffee</td>
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<td>2.</td>
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<td>false teeth</td>
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<tr>
<td>3.</td>
<td>percolate</td>
<td>knowing all things</td>
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<tr>
<td>4.</td>
<td>posterior</td>
<td>water carrier of the Zodiac</td>
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<tr>
<td>5.</td>
<td>prenatal</td>
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</tr>
<tr>
<td>6.</td>
<td>Aquarius</td>
<td>outside of regular classes</td>
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<tr>
<td>7.</td>
<td>audition</td>
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<td>8.</td>
<td>anachronism</td>
<td>dead are prepared here</td>
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<td>9.</td>
<td>recognize</td>
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<td>omniscient</td>
<td>what you sit on</td>
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<td>11.</td>
<td>credentials</td>
<td>one who looks</td>
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<td>12.</td>
<td>dentures</td>
<td>a rebel against a revolution</td>
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<tr>
<td>13.</td>
<td>mortuary</td>
<td>before the birth of a baby</td>
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<tr>
<td>14.</td>
<td>pedestrian</td>
<td>inability to sleep</td>
</tr>
<tr>
<td>15.</td>
<td>podiatrist</td>
<td>to write aimlessly</td>
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<tr>
<td>16.</td>
<td>porter</td>
<td>one who carries things</td>
</tr>
<tr>
<td>17.</td>
<td>rupture</td>
<td>to know someone or something</td>
</tr>
<tr>
<td>18.</td>
<td>inspector</td>
<td>to manage badly</td>
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<tr>
<td>19.</td>
<td>insomnia</td>
<td>an official license or paper</td>
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<tr>
<td>20.</td>
<td>scribble</td>
<td>easily broken down</td>
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<tr>
<td>21.</td>
<td>mismanage</td>
<td>the distance around a circle</td>
</tr>
<tr>
<td>22.</td>
<td>biodegradable</td>
<td>to break or burst</td>
</tr>
<tr>
<td>23.</td>
<td>circumference</td>
<td>a foot doctor</td>
</tr>
</tbody>
</table>
Match the Words with the Definitions #3

1. homogenized ________not getting enough to eat.
2. heterosexual ________marriage to one person only
3. automatic ________one who speaks many languages
4. astrology ________the study of stars
5. nautical ________having the same consistency
6. theology ________a list of sources at the end of a paper or book
7. hydrophobia ________magnetic tape for recording TV
8. polyglot ________study of God
9. anthropology ________false teeth
10. monogamy ________self working machine
11. vision ________reference to sailing
12. videotape ________fear of water
13. hydrotherapy ________a person who loves English things
14. dentures ________study of human cultures
15. bibliography ________reference to the act of seeing
16. anglophile ________therapy by squirting water on you
17. malnutrition ________sexually attracted to the opposite sex
Match the Words with the Definitions #4

1. Transposition  _____ Evidence that indicates against
2. Unicellular  _____ A medicine that works against a poison
3. Semiconscious  _____ A three-headed muscle of the upper arm
4. Contraindication  _____ Outside of the uterus
5. Ante flexion  _____ Placed across (to the other side)
6. Hemiplegia  _____ Outside of the liver
7. Extraterine  _____ After having eaten
8. Antitoxin  _____ Relating to having a single cell
9. Prenatal  _____ Bad or poor position
10. Sub aural  _____ Within the cranium
11. Triceps  _____ Half or partially conscious
12. Postcibal  _____ Free from association
13. Malposition  _____ Coming before the operation
14. Intracranial  _____ Bending forward
15. Disassociate  _____ Under the ear
16. Unilateral  _____ Before birth
17. Bilateral  _____ The condition that a person is born with
18. Intravenous  _____ Paralysis of half the body
19. Preoperative  _____ Inability to sleep
20. Congenital  _____ Relating to two sides
21. In competency  _____ Half or part of a circle
22. Inframammary  _____ Referring to under the breast bone
23. Malnutrition  _____ A condition of not being competent
24. Transfusion  _____ Acting against a fever
25. Extrahepatic  _____ Passing blood from one to another
26. Contraceptive  _____ Relating to only one side
27. Antipyretic  _____ A condition of poor nutrition
28. Substernal  _____ Within a vein
29. Semicircle  _____ Under or below the mammary gland
30. Insomnia  _____ Against fertilization of the ovum
## Roots Dictionary

<table>
<thead>
<tr>
<th>Roots</th>
<th>Definitions</th>
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frac, frag
frat
gamy
gen
gig, gia
glot, gloss
gno
graph, gram
gyny
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homo
homo
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wife
begin, race
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woman
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man
water
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bad
order
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hands
sea
mother
big
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send
bad
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thousand
small
wrong
send
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many
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magnify
malignant
mandatory
pyromaniac
manipulate
marine
maternal
megabyte
microbe
mission
malpractice
thermometer
metropolis
microcomputer
mile
minimum
misspell
mission
monopoly
morphology
immortal
multitude
nanotechnology
natural
navy
nov, non
nova
ob, op, oct
-ology, log
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pan (Greek)
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Comprehension

Outlines
Create a standard outline of these items showing their order of importance.

1. _____ Apple Computers
   _____ microchips
   _____ Dell Computers
   _____ personal computers

2. _____ Nevada
   _____ United States
   _____ Arizona
   _____ Florida
   _____ Phoenix

3. _____ biology lab
   _____ learning center
   _____ Apple Computers
   _____ college
   _____ faculty computer center

4. _____ toe nail
   _____ foot
   _____ ankle
   _____ right leg
   _____ body

5. _____ people
   _____ old people
   _____ old crazy people with bad teeth
   _____ old crazy people

6. _____ The Diary of Anne Frank
   _____ The Catcher in the Rye
   _____ Huckleberry Finn
   _____ examples of great literature
   _____ Romeo and Juliet

7. _____ famous men
   _____ famous women
   _____ Anne Frank
   _____ Queen Elizabeth
   _____ John Kennedy
8. _____ John Kennedy
   _____ William Jefferson Clinton
   _____ presidents
   _____ dead presidents
   _____ living presidents

9. _____ Jurassic Park
   _____ books
   _____ books made into movies
   _____ Little Women

10. _____ ways to get good grades
    _____ good class attendance
       _____ doing assignments
       _____ passing tests.
       _____ finishing lab work

11. _____ the West coast
     _____ the Southern states.
        _____ the Northeastern states
        _____ the United States

12. _____ Republicans
      _____ Democrats
         _____ political parties
         _____ Communist

13. _____ the Green Ranger
     _____ the Red Ranger
        _____ the Power Rangers
        _____ the Blue Ranger

14. _____ cassettes
     _____ ways music is duplicated
        _____ compact disks
        _____ vinyl records
        _____ downloads

15. _____ biology lab
       _____ learning center
          _____ Apple Computers
          _____ college
          _____ faculty computer center
**Sentence Comprehension**

1. The school is in on the south side of San Antonio, in one of the city's many barrios.
   Who or what? 
   What about it? 

2. If you have the need, we can usually provide peer tutors to work with your students.
   Who or what? 
   What about it? 

3. Shut up!
   Who or what? 
   What about it? 

4. Sign up for free tutoring in any college subject.
   Who or what? 
   What about it? 

5. I went to Catholic schools, and at various times planned to be a chemist, a priest, and finally, a teacher.
   Who or what? 
   What about it? 

6. The Church of the Blessed Sacrament, together with the staff and children of the parish school, is a Catholic community.
   Who or what? 
   What about it? 

7. Accessing materials not related to the educational mission of Glendale College, for example, pornography, gambling, personal, and gaming sites violates the college acceptable use policy.
   Who or what? 
   What about it? 

8. Personal use of campus computers is limited.
   Who or what? 
   What about it?
9. Welcome to the Internet.
Who or what?_______________________________________________
What about it?_______________________________________________

10. In complete disregard for the law, the president arranged for arms to be delivered to the counterrevolutionaries.
Who or what?_______________________________________________
What about it?_______________________________________________

11. After feeling alone for many hours and finally eating his meager ration of dried crust and salami, Francisco, fearing the dark, cold night, went home.
Who or what?_______________________________________________
What about it?_______________________________________________

12. Bananas and apples have been both used in some specialty sausage mixes.
Who or what?_______________________________________________
What about it?_______________________________________________
**General or Specific?**

Directions: In the paired sentences that follow, write G for the more general statement and S for the more specific, or E if they are about equal.

1. ____ There are several uses for this product.
   ____ One is steam cleaning a motor.

2. ____ The purposes of this study are many
   ____ Determining the number of injuries is first on the list.

3. ____ This area has the coldest and hottest regions.
   ____ It also has the wettest and driest lands.

4. ____ Permissible length of hair has probably been the one which has caused the most discussion.
   ____ Significant changes in school policy have been introduced.

5. ____ One of the youngest countries is in the Near East.
   ____ One of the oldest countries is also to be found in the Near East.

6. ____ The principal cause has been found to be an improper diet.
   ____ The causes of poor health in this area can be traced to many factors.

7. ____ Working in the diamond mines is one of the chief occupations of the Africans in the area.
   ____ Workers are stripped and searched before they begin work and after they finish.

8. ____ There are several reasons for his not going.
   ____ Lack of money is probably the most important.

9. ____ We have now covered three basic principles.
   ____ The first of these principles involves the necessity to invert and multiply when dividing by a fraction.

10. ____ Only the Senate on the other hand, can approve a treaty.
    ____ All money bills must originate in the House of Representative.

11. ____ There are several important lessons that all of us need to learn in life.
    ____ Perhaps the most important one is the need to develop self-discipline.

12. ____ There are many incorrect beliefs held by people about the different races of the world.
    ____ One is that some races are basically inferior.
13. The management of this corporation has just issued new statements about fringe benefits. All who have been with the company two years or longer will have paid vacations.

14. Many countries loaned money to India. These same countries also contributed engineers and technicians.

15. Methods of uncovering crime have been greatly improved in recent years. Probably one of the most effective techniques used so far has been skillful wiretapping.

16. There were numerous areas of concern discussed in the last meeting. Most of the discussion however, centered on the problem of the increase in drug addiction.

17. The lack of proper medical treatment for the poor was studied in detail. The shortage of food was given special attention.

18. Signs of discontent were evident throughout the land. Repeated demonstrations by students were among the most obvious signs.

19. His love of nature and beauty showed in all of his songs. His hatred of violence and oppression was equally obvious.

20. He cannot stand trite expressions. 'Pretty as a picture' annoys him the most.

21. These are the suggestions of the President... An increase in the tax rate must be declared immediately.

22. He instituted a post office system. He made many important changes.
**Finding Main Ideas in Paragraphs**

You can find the main ideas by looking at the way in which paragraphs are written:

A paragraph is a group of sentences about one main idea.

Paragraphs usually have 2 types of sentences:

----a topic sentence, which contains the main idea, and
----one or more detail sentences which support, prove, provide more information, explain, or give examples.

You can only tell if you have a detail or topic sentence by comparing the sentences with each other. The only exception to this is if there is only one sentence in the paragraph. Then the one sentence is the topic sentence.

Look at this example paragraph:

There are many uses for this great product. ---TOPIO TSENTENCE

Some mix it with chocolate to make cake icing. ---DETAIL SENTENCE

It is the main ingredient in some milkshake mixes. ---DETAIL SENTENCE

It will also kill rats in small amounts. ---DETAIL SENTENCE

The first sentence introduces the main idea and the other sentences support and give the many uses for the product.

**Rules for Finding the Topic Sentence**

1. The topic sentence is usually first, but could be in any position in the paragraph.

2. A topic is usually more "general" than the other sentences, that is, it talks about many things and looks at the big picture. Sometimes it refers to more than one thing. Plurals and the words "many", "numerous", or "several" often signal a topic sentence.

3. Detail sentences are usually more "specific" than the topic, that is, they usually talk about one single or small part or side of an idea. Also, the words "for example", "i.e.", "that is", "first", "second", "third", etc., and "finally" often signal a detail.

4. Most of the detail sentences support, give examples, prove, talk about, or point
toward the topic in some way.

How can you be sure that you have a topic sentence? Try this trick:

---Switch the sentence around into a question. If the other sentences seem to "answer" the question, then you've got it.

Where is the Topic Sentence?

Model 1. Americans enjoy many advantages. They enjoy freedom of expression. They have freedom of movement within the country. They have a high standard of living.

Model 2. Americans enjoy freedom of expression. They have freedom of movement within the country. They have a high standard of living. Certainly Americans enjoy many advantages.

Model 3. Americans enjoy many advantages. Americans enjoy freedom of expression. Americans have freedom of movement within the country. They have a high standard of living. Americans are truly blessed in many ways.

Model 4. The previous discussion has pointed out the duties and responsibilities of being an American citizen. Now let us turn to the many advantages that Americans enjoy. They have freedom of expression. They have freedom of movement within the country. They have a high standard of living.

Model 5. Americans enjoy freedom of expression. Americans have freedom of movement within the country. They have a high standard of living.

advantages= good things freedom of expression= free speech and freedom of the press high standard of living= comparable wealth
Where is the Topic Sentence?

Topic is first, followed by details. Topic is last, details precede. Topic is first + last. Topic in the middle. Topic is not stated, but implied.

1. Sometimes the teacher acts like he is crazy. He keeps forgetting his student's names. He doesn't collect the homework sometimes. Once, he even forgot to wear shoes to class.

2. In Spanish, they say "paz". In Vietnamese it is "hóa bình". They say "pax" in Latin and "siochán" in Irish. You can say the word for "peace" in many different ways and in many different languages.

3. Some people use it to clean the paint from brushes. Others use it as a fuel in motor vehicles. It can be used to kill insects. It can sometimes be used to start a barbecue fire.

4. There are many ways to clean your car. Some people just wait until it rains. Others make their children do it at home. Some people drive down to a self-serve car wash. Some people pay others to do it for them.

5. Some like Mexican food. Others prefer Chinese cooking. Many people like many different types of food. Some people will eat only American food.

6. I like American food. I eat burgers whenever I can. I like to eat fries and onion rings. I like to drink cokes and milkshakes. American food is my favorite food.

7. Sometimes they're five minutes late. Sometimes they're ten minutes late. Some come as late as thirty minutes late. No matter how late they come, late students are missing class work and may miss important material.

8. The trees are green this time of year. The sky is blue. The ground is brown. My shoes are black.
9. Good friends are always willing to help you. If you need help with your car, they will help you fix it. If you need a ride to school, they’ll bring you.

10. The following are some ways to help you understand what you read. First, look at the title and any pictures. Then skim through the text quickly to get a general idea of the contents. Next, go back and actually read the passage carefully, slowly, and attentively, as if it really matters. These things will probably help you understand the passage better.

11. When two vowels are together, the first is long and the second is silent. Silent "e" makes the other vowel long. When a syllable ends in a vowel and it is the only vowel, the vowel is usually long. All of these rules help you find a long vowel sound.

12. Digital watches have many functions now. Most tell the time and date. Some also show you the temperature. Some are really small computers which can hold an entire calendar and date book. I’ve seen one that plays music.

13. Some paragraphs have the topic first. Some paragraphs have the topic last. The topic, though, can be in any position in the paragraph. Sometimes the topic sentence is first and last together.

14. Some students take about six months to speak English well enough to participate in class. Some take about a year. Many need over two years to speak English well. Some students may never learn. Some learn very quickly.

15. You might mistake a little detail for the main idea. Sometimes a student might select an idea which is too general and confuse it with the main idea. These are the two most common errors in detecting main ideas.

16. Everybody needs to be loved. Studies show that babies which are not handled often grow sick and die. Adults need support and affection from their family and friends. Older people live longer and have a better quality of life when surrounded by caring people.
17. My old Volkswagen van is a wreck. The tires are flat. The engine is shot. The battery is dead. Even the seats are torn-up. Everything on the car is messed-up.

18. I like to listen to talk radio programs. In the morning, they have the news. Later in the morning, the announcer interviews famous people and lets people talk to them over the phone. Later, they have a conservative commentator with whom I like to argue. In the evening, they have a psychiatrist on who gives advice to callers.

19. Glendale College has students from Central and South America. They have students from Asia and Australia. There are students from every continent in the world. Some are from Europe. Quite a few are North Americans.

20. Some books are old. Some books are new. Some books are expensive.

21. Proposition 187 was a very controversial law. Some people say that undocumented workers have no right to basic government services. Others say that every human, documented or not, is entitled to basic health care and education out of simple humanity.

22. My friend, Jack, was robbed last week. His apartment was emptied while he was at work. I had a stereo stolen out of my van last year. A month ago, someone stole my neighbor's car. Crime seems to be getting worse over the last few years.

23. San Francisco is famous for its great restaurants. The Golden Gate bridge spans the gap between Marin County and San Francisco. San Francisco is one of the great cities in the world. It has an active fishing industry and is a center for banking and commerce.

24. Never trust a teacher with a beard. I had Mr. Doyle for a class and he gave me a "D". Mr. Edelman has a beard also, and all I got were bad grades from him. Every teacher with a beard has given me a bad grade.

25. The airplane over Hawaii lost the top part of its body on a flight from one island to another. Cracks had formed along the top of the plane where the bolts joined sections of the body together. The increase in air accidents has been alarming since deregulation.
26. Many factors contribute to a student's grade in a class. Faithful class attendance is quite important. Regularly turning in assignments is also important. You also can't pass without studying and passing tests. The tests can be very hard.

27. There are only four poisonous snakes native to the United States. Three of these are pit vipers: the rattlesnake, the copperhead, and the cottonmouth moccasin. The fourth is the brightly banded coral snake.

28. Keep your tree outdoors until the day before Christmas. Never use lighted candles. There are other suggestions, also, for avoiding the Christmas tree fire. Turn off the tree lights before you leave the house, and get rid of the tree by New Year's Day.

29. Ten thousand people huddle inside a wall which encircles flat-roofed houses built of baked mud. Dust, inches thick, is stirred up by the camels and donkeys as they move through the town. For six months in the year it never rains: 120 degrees in the shade is not uncommon.

30. A fiddler crab waves his brightly colored claws and dances for his lady. The penguin hunts a fine smooth stone and takes it as a gift to his lady. Gestures of courtship like these are common throughout the animal kingdom.

31. To some people, the flood is an enemy. It comes like a river to hit the city and destroy their homes. But to the farmer the water is a friend, even in cloudburst amounts.

32. The great house of yesterday looked to the street and to the people. It was "impressive." But the great house of tomorrow will face away from the street to a hedged-in yard and a private little world of its own.

33. Europe today is the auto maker's dream. Millions of people want cars. More than that, millions of people can afford them.

34. Tall and powerfully built, he appeared to be about fifty. He had youthful gray eyes, intensely blue. Despite his ragged clothes, there was a kind of shaggy nobility in his bearing.
35. We would bring in a full harvest of chestnuts and walnuts. The apples we stored in the cellar, and we sun-dried the other fruits. Autumn was all these joys to us and we looked forward to its coming.

36. The early settlers in South Carolina sought profit. They took to raising Indian corn, hogs, and cattle. Then they looked to the timber lands and the products of the forest.

37. Concrete went into the foundation of the new houses. It was used for streets and for sidewalks. Tall office buildings sprang up largely built of concrete, and concrete was used for aqueducts and dams.

38. The early trains were often fire hazards. The locomotives sent out showers of sparks, so that the passengers were kept busy putting out fires in their clothing. The sparks often set fire to the dry grass and then, in turn, to the farm buildings.

39. Unfortunately, there are no new lands to be discovered. Even the smallest islands can be seen clearly from the air. But there is much to be discovered about the oceans, and science is now exploring them.

40. Changes in temperature are sometimes the reasons for the movements of animals. Crabs and lobsters go into deep water in the winter, then return to shallow water in the spring. Birds and some bats go north or south, depending on the season.

41. The corner of the basement toward the tornado usually offers the greatest safety, particularly in frame houses. People in houses without basements can sometimes find protection by taking cover under heavy furniture against inside walls. Standing next to a wall on a lower floor is a good defensive tactic.

42. Everything was just getting settled after World War II. The Deep South had just begun to feel comfortable again. Then came the ants! Whole colonies of them had sprung into being almost over night. It seemed like an invasion from Mars or some other unearthly place. Agricultural experts were brought in to study the situation and to map strategy for defense.

43. There is much concern over accidents among children. In the age group from 15 to 24 years, pedestrian deaths constitute only twelve
percent of the total for the group. In the age group from 0 to 14 years, the
percentage is over sixty. There are five times as many deaths among
young children as among youth. Yet people 65 years of age or older suffer
an even greater percentage of pedestrian deaths (sixty-six percent) than
do children! Such facts are useful in indicating where accident-prevention
efforts should be concentrated.

44. Finally, at some time or other, one will see a crowd of men, women,
and children who seem to move together like a herd of sheep. They huddle
together or they rush across the street in a mob. They gather in a group,
shouting and jabbering. These are the new arrivals in the city. They have
come to Calcutta because of famine, flood, drought, or other causes. They
are homeless and hopeless when they reach the city. They get along in
Calcutta as men have always managed in a new place.

45. Gold was discovered in California in 1849 and this lead to rapid
building of the population on the West coast. The American civil war was
fought mostly in the Southern and Southeastern states. The
Northeastern areas of the American continent were heavily
industrialized. Many events throughout the continental United States
changed the character of the country forever.

46. Abraham Lincoln signed the Emancipation Proclamation, freeing all
the slaves in the Southern states in rebellion against the Union. The move
toward increased freedom and an extension of the right to vote grew
rapidly in the late 19th and early 20th centuries. A constitutional
amendment forbidding slavery was soon passed after the end of the Civil
war. Women were granted the vote in the early 20th century.

47. The legislative branch of the Federal government is bicameral, which
means it is made up of two houses. One of the houses is the House of
Representatives, in which congressmen are seated representing
delегations of roughly the same populations from the various states.
Barbara Boxer is one of the senators from California. The other house is
the Senate in which are permitted two representatives from each state.

48. Sol, the nearest star to us is actually what we call the Sun. Another
nearby star is Alpha Centauri, several light years away. There are many
stars in our constellation. Our Sun is really quite a small compared to
most stars.
49. There are many plucked-stringed instruments throughout history. The harp has been known to us since biblical times. The lyre is a type of square harp with no fore pillar. The strings were often made of hair or the gut of animals.

50. Claudius was the emperor who conquered the southern part of England. Claudius also introduced legislation to divide the Roman letter "V" into the vowel "U" and consonant "V". Everyone thought that he was crazy to introduce such an innovation with the alphabet. Of all of the Roman emperors, Claudius was by far one of the most important.

51. Augustus Caesar, Tiberius, Caligula, Claudius, and Nero were the Roman emperors during the early part of the first century. Augustus' reign was marked by relative peace and prosperity for the empire. Livia, his wife, ended up poisoning Augustus when it appeared that he might change his will, leaving her son, Tiberius without the right to be the next emperor. She painted pieces of fruit with poison while they were on the tree, hoping her husband would pick the fruit for himself.

52. Because he had a limp and often stuttered, his family thought that Claudius was an idiot. His close friends recommended that he "play the fool". Claudius kept himself out of public display with his family's approval. Although he was actually quite an intelligent man, Claudius found ways so that no one would think to kill him for fear that he might have aspirations to be Caesar.

53. Caligula's reign started well, but it soon became evident that he was crazy. He had a horse admitted as a member of the Roman Senate. He believed that he had been converted into a god and had temples built in his own honor. Most of the rules of the Caesars started with peace and joy, but ended in innocent bloodshed, and finally, assassination. Caligula reportedly killed his own sister when, thinking that she was a god also, feared that she would give birth to a god who was greater than him.