

**APPLICATIONS OF GRAMMAR / BOOK 3**

# ***Analysis of Effective Communication***



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## **ANSWER KEY**

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## ***Introductory Note to Teachers***

This answer key has been written to help the teacher accurately and efficiently check the answers given by the student for most of the exercises in the Student Edition. As a rule, only the answers to the exercises appear in this key; however, when necessary, the original exercises have been repeated along with their answers. For the teacher's convenience, page numbers have been included after each "EXERCISE" heading in the Text Key section of this manual, indicating where the exercises may be found in the Student edition.

Since four units of this course integrate grammar and composition, many exercises require the student to creatively write various essays or themes. In addition, each student is required to write a 1,000-word autobiography in Unit 2. The teacher, therefore, should be judicious when grading these compositions, checking to see if the student has followed the guidelines given in the appropriate lessons.

In other units, the student is asked to write sentences using his or her own words or to provide examples of the grammatical subject discussed in the lesson. Sentences and other answers given for these exercises will vary from student to student and may not coincide with the answers given in this key. In such cases, the answers provided in this manual are for illustrative purposes and for theoretical comparison with the student's answers.

In several lessons—especially the Unit Review lessons—objective answers are required. The student's answers, therefore, should match or closely match the answers given in this key.

The primary objective of this key is to help the teacher ascertain whether the student fully understands the concepts taught in each lesson. The teacher, therefore, should use discretion in checking the student's work with the material given in the course. The key also includes various notes to the teacher which deal with certain answers that may need clarification or an extra measure of forethought.

May God bless you as you guide your student in sharpening his composition skills and developing his grammar proficiency. It is our prayer that this course will encourage your student to use this gift of language to glory God and further His Kingdom.

# TEXT KEY

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## ***Unit 1 Think Before You Write***

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### **LESSON 1: WHAT IS MY GOAL?**

 **EXERCISE A (page 8)**

- |          |    |  |
|----------|----|--|
| <u>E</u> | 1. | How to assemble a bookcase                   |
| <u>A</u> | 2. | Why eighteen-year-olds should vote           |
| <u>N</u> | 3. | A biographical sketch of John Witherspoon    |
| <u>N</u> | 4. | A humorous experience while eating in public |
| <u>D</u> | 5. | What the Arc de Triomphe looks like          |

 **EXERCISE B (page 8)**

*Answers will vary.*


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**Teacher:** Students are required to write a paragraph for each of the following writing goals: *narrative, expository, descriptive, and argumentative*. Each paragraph should be at least three or four sentences in length.

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### **LESSON 2: WHO IS MY AUDIENCE?**

 **EXERCISES A and B (page 12)**

*Answers will vary.*

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### **LESSON 3: WHAT IS MY TOPIC?**

 **EXERCISE A (page 14)**

- |          |    |  |          |     |   |
|----------|----|--|----------|-----|---|
| <u>T</u> | 1. | Efforts to help the persecuted church around the world | <u>T</u> | 6.  | A biographical sketch of Rembrandt Van Rijn |
| <u>T</u> | 2. | Making gifts which are useful                          | <u>S</u> | 7.  | The United Nations Security Council         |
| <u>S</u> | 3. | The Small Business Association                         | <u>S</u> | 8.  | Charles Haddon Spurgeon                     |
| <u>S</u> | 4. | Conflict in the Middle East                            | <u>T</u> | 9.  | How to draw cartoon figures                 |
| <u>T</u> | 5. | How to make "Snickerdoodles"                           | <u>S</u> | 10. | Canada's Remembrance Day                    |

 **EXERCISE B (page 14)**

*Answers will vary.*

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### **LESSON 4: WHAT IS MY STANCE TOWARD THE TOPIC?**

 **EXERCISE (page 16)**

*Answers will vary.*

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**Teacher:** Students are required to write a summary conclusion regarding the *worldviews* and *attitudes* expressed by the authors in each paragraph given. Sample answers are given below.

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**Paragraph 1:** Ralph Waldo Emerson has a pessimistic attitude toward life in general and society in particular. His worldview is limited to what he sees—basically the depravity of mankind. His final statement—“for everything that is given something is taken”—echoes a fatalism that denies God’s awesome power and active interest in the affairs of man.

**Paragraph 2:** Aldous Huxley’s pessimism is tempered with the hope that society can be advanced through the power of collective state planning which ultimately should be expanded globally. In other words, socialism is the answer to society’s ills. Based on Marxist ideology, the “economic machine must be replanned,” which will bring “salvation” to the masses. He bemoans, however, the lack of interest in his plan on the part of the nations as a whole.

**Paragraph 3:** Thomas Paine grasps the broad strokes of God’s providential hand working in history, especially on behalf of His people. He argues that it was part of God’s plan that America should be a free and sovereign nation, no longer under the authority and power of England. In fact, God prepared the way for the children of the Reformation to find sanctuary in the New World which had been discovered only twenty-five years prior to Luther’s *Ninety-five Theses*.


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## LESSON 5: HOW AM I GOING TO SUPPORT MY TOPIC?

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**Teacher:** Due to the amount of material given in this lesson, it has been divided into three separate lessons. Each of the following exercises give opportunities for students to use various methods of gathering, classifying, and arranging information that will support their topics.

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 **EXERCISES A, B, C, D, E, F, AND G (pages 18–25)**

*Answers will vary.*

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## LESSON 6: UNIT REVIEW

 **EXERCISE (Page 25)**

1. Language is not the invention of man but the organic product of which thought is the organizing and vitalizing principle.
2. The thinking process precedes the writing process.
3. Writing should be done with a purpose that conforms to God’s Word.
4. The key to effective writing is a deep understanding of the greatest story of all time.
5. Every effort to write effectively should mirror key aspects of the drama of God’s great story.
6. The Bible is the model for your own creativity.
7. Writing involves an ongoing process which includes using your mind, making decisions, and organizing your thoughts before you write them down in a meaningful and orderly way.



8. List the four basic writing goals.
  - a. **Narrative** (to tell a story)
  - b. **Expository** (to inform or explain)
  - c. **Descriptive** (to describe someone or something)
  - d. **Argumentative** (to persuade or convince)
9. Expository writing explains an idea, gives a definition, ***gives reasons for something happening***, or ***presents facts on how something works*** in a detailed manner.
10. Descriptive writing describes a ***person, place, or thing***.
11. **Argumentative** writing tries to persuade or convince.
12. An **argument** is a claim that should be relevant to proving or establishing the arguer's conclusion.
13. The **persuading** approach to argumentative writing is used when there is a difference of conviction or opinion.
14. List the four stages of argumentative writing.
  - a. **Opening stage**
  - b. **Confrontation stage**
  - c. **Argumentation stage**
  - d. **Closing stage**
15. When considering your audience, what four questions must you answer?
  - a. **What do they know?**
  - b. **What don't they know?**
  - c. **What type of language do they use?**
  - d. **What biases or convictions do they hold?**
16. A **subject** is an unrestricted, familiar area of knowledge.
17. A limited subject is called the **topic**.
18. The point of view that you bring to your writing is called your **worldview**.
19. The attitude that you bring to your writing is called **tone**.
20. The most basic means of gathering raw material for your topic is through **using your abilities to observe specific details either directly or indirectly**.
21. A **journal** is a daily record of your own experiences, thoughts, and feelings.
22. Name three ways in which you may generate specific details to support your topic:
  - a. **Brainstorming**
  - b. **Grouping ideas or clustering**
  - c. **Answering the five "W's" and the "H"**
23. Raw material may be classified in what four ways?
  - a. **By searching for common elements**
  - b. **By categorizing according to importance**
  - c. **By using subdivisions of the main ideas**
  - d. **By discarding "misfit" items**
24. What are the five ways in which your raw material may be arranged?
  - a. **Chronological Order**
  - b. **Spatial Order**
  - c. **Order of Importance**
  - d. **Comparison or Contrast**
  - e. **Analogy**

25. What are the five questions that must be answered during the thinking process and before you begin to write?
- What is my goal in writing?
  - Who is my audience?
  - What is my topic?
  - What is my stance toward the topic?
  - How am I going to support my topic?

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## Unit 2 Make a Master Plan

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### LESSON 7: A SENSIBLE STRATEGY

#### EXERCISE A (page 33)

1. Greater fame ordinarily attaches to the discovery of some vast region of the earth than to the finding or exploring of a limited coast, district, or river-course. There are, however, some instances in which geographical conditions or historical developments magnify the seemingly lesser achievements. This had been the case with Henry Hudson's timely exploration of the river called after him. The enterprising Dutch people, under whose auspices he accomplished this brilliant feat, had just emerged from their long contest with Spain. The return of peace to the Netherlands found many active spirits in readiness for fresh adventures, and Hudson's work opened for them a new and inviting field.

—David T. Valentine, *Dutch Settlement of New York*

2. Before the time of the great gold discovery of 1848, the metal had been found in California, but the mines from which it was taken were poor and yielded small returns for years of working. The discovery in 1848 influenced the whole world, giving new life to trade and industry everywhere. The first published report of gold in California appeared in Hakluyt's account of Sir Francis Drake's visit to the coast in 1579. The observations of Drake's men are supposed by some to have been made at a point not far from San Francisco. The Hakluyt statement, however, is disbelieved by many historians. The Spaniards and Mexicans who later visited the coast are known to have found gold at many places, and especially near the Colorado River, but they discovered no mines worth working. Reports of great mineral wealth in California were repeated up to the time of the American conquest, but they commanded little confidence among mining experts. Although gold was found in what is now San Diego County in 1828, Alexander Forbes, the historian of California, wrote in 1835 that no minerals of particular importance had been discovered in Upper California, nor any ores of metals. About 1838 a gold placer was discovered in the cañon of San Francisquito, forty-five miles northwest of Los Angeles, and this was the first California mine that produced any considerable amount of metal. It was worked for ten years and then abandoned for richer diggings in the Sacramento Valley. The average yield for the ten years was probably about six thousand dollars. After the return of the Wilkes exploring expedition of 1842, James D. Dana, its mineralogist, mentioned places in California at which he had observed or inferred the existence of gold. But his report led to no gold-hunting, and had only a scientific interest.

—John S. Hittell, *Discovery of Gold in California*

3. Humphrey looked at the dust, pronounced it gold at the first glance, and expressed a belief that the diggings must be rich. He made inquiries about the place where the gold was found, and subsequent inquiries about the trustworthiness of Mr. Bennett, and on March 7th he was at the mill. He tried to induce several of his friends in San Francisco to go with him; they all thought his expedition a foolish one, and he had to go alone. He found that there was some talk about