

UNIT
25

Taking Tests

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25.1 Strategies

Think of a skilled athlete, an accomplished musician, or an inspiring public speaker. Each of these people prepares thoroughly to ensure the success of his or her performance. Being prepared and knowing good test-taking strategies will help you be relaxed and more confident in a test-taking situation.

Preparing for a Test

Preparing for a test begins well before the day of the test. Before you study, try to find out what information will be on the test. Then make a study schedule. Include time for reviewing your class notes, homework, quizzes, and textbook. As you review, jot down questions that you think might be on the test. Try to answer these questions as you go through material. If some questions are difficult to answer, spend some extra time looking up the answers.

When you think you know the material, work with another student or a group of students. Test these students with your study questions. Explaining the answers to someone else will help you learn the information. In addition, ask the students in your group to test you with questions they wrote. They may have come up with some you hadn't thought of yourself.

Taking a Test

You need to make careful use of your time during a test. First, make sure you understand all the test directions. Then estimate how much time each test section will take. Begin with the sections that will take less time, and don't spend too much time on one section. Planning your test time wisely may help you answer all of the questions. The chart on the following page offers suggestions for budgeting your time.

Tips for Budgeting Time During a Test

1. Read the directions carefully. Be sure you understand them before you begin the test.
2. Begin with the section of the test that will take the least amount of time.
3. Answer easier items first. Skip the ones you can't answer.
4. Return to the more difficult items when you have answered everything else.
5. Use any time left over to check your answers. Check the numbers to be sure you didn't write an answer in the wrong place.

Exercise 1

Write the letter of the response that best answers each of these questions.

1. Which of these strategies is a good way to prepare for a test?
 - a. Save all studying until the night before you take the test.
 - b. Allow plenty of time to review the material.
 - c. Sleep with your book under your pillow.
 - d. none of the above
2. Which items should you answer first on a test?
 - a. the last ones
 - b. the first ones
 - c. the easy ones
 - d. the difficult ones
3. Which of these is *not* a good test-taking strategy?
 - a. Skip the items you know.
 - b. Read the directions carefully.
 - c. Begin with a section that won't take much time.
 - d. Check your answers.

25.2 Classroom Tests

You have just found out that your upcoming exam in science will include true-false, multiple-choice, matching, fill-in, short-answer, and essay questions. You can feel confident about taking your exam by learning a few simple strategies for answering these types of questions.

True-False Items

True-false items can be tricky. A single item may include both true and untrue information. You must read the whole statement carefully before answering. If any part of the statement is not true, the answer to the item should be false. Look at the statement below.

California does have more people than any other state. However, Alaska is the largest state in area. The statement is false.

• California has more people and more land than any other state in the United States.

Multiple-Choice Items

Multiple-choice items include either an incomplete sentence or a question and three or four responses. You need to pick the response that best completes the sentence or answers the question. Read the tips below for answering multiple-choice items. Then answer the question that follows.

- Read each item carefully to know what information you are looking for.
- Read all responses before answering. Sometimes an answer may seem correct, but a response that follows it may be better.
- Eliminate answers you know are incorrect.
- Be careful about choosing responses that contain absolute words, such as *always*, *never*, *all*, or *none*. Since most statements have exceptions, absolute statements are often incorrect.

Who was the first woman nominated by a major political party to be vice president of the United States?

- a. Sandra Day O'Connor
- b. Shirley Chisholm
- c. Geraldine Ferraro
- d. Barbara Jordan

All these women were first in some way. Geraldine Ferraro, however, was the first woman nominated for vice president by a major party.

Matching Items

To complete a matching item, you must match items found in one group to items in another. For example, you might have to match terms with definitions, cities with countries, or causes with effects. Compare the groups. Do they contain the same number of items? Will every item be used only once? Complete easier items first.

If each item will be used only once and if you are allowed to write on your test copy, cross out each item after you use it. When you get to the harder items, you will have fewer choices left.

Read the following example. Match the events or documents in the first column with the dates in the second. Use each date only once.

The number of items in each column is not the same. One item in column 2 will not be used.

- | | |
|----------------------------------|---------|
| ___ 1. U.S. Civil War begins | a. 1950 |
| ___ 2. Korean War begins | b. 1945 |
| ___ 3. U.S. Constitution | c. 1861 |
| ___ 4. Emancipation Proclamation | d. 1789 |
| | e. 1863 |

The answers to the matching items: 1. c; 2. a; 3. d; 4. e

Fill-in Items

To complete a fill-in item, you need to fill in one or more blanks in a sentence. Your answer must make the sentence true as well as grammatically correct. Rereading the sentence with your answer included will help you determine whether you have made the correct choice. Look at the fill-in test item below.

The blank is preceded by the word *an*, so the answer must be singular and begin with a vowel. The answer is *amphibian*.

Note that three responses are called for and that their order is not important. The correct answers are *solid*, *liquid*, and *gas*.

1. A cold-blooded vertebrate that has gills early in life and then develops lungs later in life is an _____.
2. The three states in which matter exists are _____, _____, and _____.

Short-Answer Items

In responding to short-answer items, you must provide specific information. Your answer should be clearly and simply stated and should be written in complete sentences. For example, look at the question and answer below.

The question asks for an explanation. In your answer you must tell why the amendments are called the Bill of Rights.

- Why are the first ten amendments to the United States Constitution known as the Bill of Rights?

Note that the answer is written in a complete sentence.

• *The first ten amendments are called the Bill of Rights because they preserve and protect specific rights of the people.*

25.3 Standardized Tests

Standardized tests are exams given to groups of students around the country. Educators evaluate scores in order to arrive at a certain national “yardstick” for measuring student performance. Knowing what kinds of questions might be on the tests can help you relax and concentrate on doing well.

Reading Comprehension

Reading-comprehension items measure how well you understand what you read. Each reading-comprehension section includes a written passage and questions about the passage. Some questions will ask you to identify the main idea. Others will ask you to draw conclusions from information in the passage. Practice your skills by reading the passage below and answering the questions.

The paragraph focuses on describing a sushi bar. The best title is *b*.

If you reread the paragraph’s second sentence carefully, you will see that *d* is the correct choice.

If you have ever been to a sushi bar, you have had an experience that is new to most Americans. Sushi is a Japanese delicacy created from raw fish, seasoned rice, pickles, seaweed, and horseradish. At a sushi bar customers sit at long counters and watch expert chefs prepare sushi by hand. The chefs shape some pieces one at a time. They slice other pieces from a long roll of rice, fish, and seaweed.

1. What is the best title for this paragraph?
 - a. Japanese Traditions
 - b. What Is a Sushi Bar?
 - c. Raw Fish Is Good for You
 - d. Japanese Cooking
2. What is sushi made of?
 - a. horseradish
 - b. raw fish and rice
 - c. seaweed and pickles
 - d. all of the above

Vocabulary

Vocabulary items are usually multiple-choice. Some items ask you to choose the correct meaning of a word used in a sentence. Others may ask you to choose the word that best completes a sentence or a definition. If you are unfamiliar with the word, look for context clues to help you with the meaning. Also, look for prefixes, suffixes, and roots that may be familiar. For example, you may not know what the word *dentifrice* means. If you recognize the root *dent*, you might guess that it is related to *denture* and *dentist*. If you were asked to choose *boardwalk*, *can opener*, *toothpaste*, or *sherbet*, which definition would you choose?

Now try these sample test items.

Choose the letter of the correct definition of or the synonym for each underlined word.

1. Jeremy could not make up his mind whether to go to the circus or to the baseball game. He was ambivalent.
 - a. carefree
 - b. feeling angry
 - c. having two conflicting wishes
 - d. having no energy
2. "Please be rational!" insisted Mae Ling. It annoyed her when her brother made no sense at all.
 - a. sensible
 - b. confused
 - c. eager
 - d. polite
3. Samuel planned to perform tricks with his biplane in the county fair competition.
 - a. a plane with three sets of wings
 - b. a plane with two sets of wings
 - c. a glider
 - d. a car with two sets of wheels

The correct answer would be *toothpaste*.

Context clues can help you guess the meaning of *ambivalent*. Jeremy can't decide between two things. The answer is *c*.

Note that Mae Ling wants her brother to make sense. *Rational* probably means "sensible." Choice *a* is correct.

The word *biplane* contains two parts: the prefix *bi-*, meaning "two," and the word root. Choice *b* makes the most sense.

Analogies

Analogy items test your understanding of the relationships between things or ideas. On a standardized test you may see an analogy written as *animal : whale :: tool : hammer*. The single colon stands for “is to”; the double colon reads “as.” The relationship between the words in the example above is that the category *animal* includes the whale and the category *tool* includes the hammer.

This chart shows some word relationships you might find in analogy tests.

Word Relationships in Analogy Tests		
Type	Definition	Example
Synonyms	Two words have the same general meaning.	vivid : bright :: dark : dim
Antonyms	Two words have opposite meanings.	night : day :: tall : short
Use	Words name a user and something used.	writer : pen :: chef : spoon
Cause and Effect	Words name a cause and its effect.	heat : boil :: cold : freeze
Category	Words name a category and an item in it.	fruit : pear :: flower : rose
Description	Words name an item and a characteristic of it.	baby : young :: sky : blue

Identify the relationship. A violin is a part of an orchestra. A clown is a part of a _____. The correct answer is *circus*, or *d*.

Although *a* may seem like the right choice, it is not a feeling, as is *sadness*. The correct answer is *b*.

Try to complete these sample analogies.

- violin : orchestra :: clown : ____
 a. saxophone b. juggler c. make-up d. circus
- weeping : sadness :: laughter : ____
 a. comedian b. joy c. yelling d. discomfort

Grammar, Usage, and Mechanics

Standardized tests measure your understanding of correct grammar, usage, and mechanics by asking you to identify errors. You may be given a sentence with portions underlined and lettered; or you may be given a sentence with numbered sections. In either case, you will be asked to identify the section that contains an error. Most tests include one choice to indicate that the sentence has no errors.

Before you complete the sample items, study this list of common errors included in standardized grammar tests:

- errors in grammar
- incorrect use of pronouns
- subject-verb agreement
- wrong verb tenses
- misspelled words
- incorrect capitalization
- punctuation mistakes

Now choose the section in each item that contains an error.

1. Both he and I will be foreign exchange students
a b
on Mexico City in the fall. no error
c d e

2. Ernie always said there wasn't really nothing like
a b
jumping into an icy cold lake in Colorado. no error
c d e

3. Mr. Anglim said enthusiastically, "our school has just
a b
bought a new computer." no error
c d

In section *c* the preposition *on* is incorrect.

Section *b* includes a double negative, *there wasn't ... nothing*.

The first word of a quoted sentence is always capitalized. Section *b* contains the error.

The word *scenes* is misspelled in the third section. Therefore, choice *c* is the answer.

4. Frida Kahlo was a Mexican artist who painted

a

beautiful, dreamlike senes of her life. no error

b

c

d

5. When John Henry was a little baby, he sat on his

a

b

father's knee and plays with a hammer. no error

c

d

6. We really should ought to thank Grandma for the

a

b

presents she sent to us. no error

c

d

The phrase *should ought to* is incorrect. Either *should* or *ought to* could be used, but not both. So *a* is the answer.

The action in this sentence is taking place in the past. The verb should be *played*, not *plays*. Choice *c* contains the error.

Taking a Standardized Test

Standardized tests are different from classroom tests. Instead of writing your answers on the test itself, you will be provided with a separate answer sheet. Since answer sheets are usually graded electronically, you should be careful to avoid stray marks that might be misread.

Some standardized tests do not subtract points for incorrect answers. If this is true for the test you are taking, try to give an answer for every item. You might improve your test score by guessing correctly. But don't just guess wildly. Eliminate options that you know are wrong before making a guess.

If you can't answer a question, don't waste time thinking about it. Go on to the next item. You can come back to any unanswered items, if time permits.

Exercise 3

Reading-Comprehension Items Read the passage below and answer the questions that follow it.

Medical Research Secretary. Two years' experience in related field required. Must type 50 words per minute. Please send résumé and salary requirements to Tulane University.

1. Where would you most likely find the above paragraph?
 - a. the help-wanted page of a newspaper
 - b. a teen diary
 - c. a science textbook
 - d. the front page of a newspaper
2. What experience would be most acceptable?
 - a. a typist in a bank
 - b. a chemist at a laboratory
 - c. a cashier at a supermarket
 - d. all of the above

(continued)

25.4 Standardized Test Practice

INTRODUCTION

The following pages of exercises have been designed to familiarize you with the standardized writing tests that you may take during the school year. These exercises are very similar to the actual tests in how they look and what they ask you to do. Completing these exercises will not only provide you with practice, but also will make you aware of areas you might need to work on.

These writing exercises—just like the actual standardized writing tests—are divided into three sections.

Sentence Structure In this section, pages 730 to 737, you will be given a short passage in which some of the sentences are underlined. Each underlined sentence is numbered. After you finish reading the passage, you will be asked questions about the underlined sections. The underlined sections will be either incomplete sentences, run-on sentences, correctly written sentences that should be combined, or correctly written sentences that do not need to be rewritten. You will need to select which is best from the four choices provided.

Usage In this section, pages 738 to 745, you will also be asked to read a short passage. However, in these exercises, a word or words in the passage will be omitted and a numbered blank space will be in their place. After reading the passage, you will need to determine which of the four provided words or groups of words best belongs in each numbered space.

Mechanics Finally, in the third section, pages 746 to 753, the short passages will have parts that are underlined. You will need to determine if, in the underlined sections, there is a spelling error, capitalization error, punctuation error, or no error at all.

Writing well is a skill that you will use the rest of your life. You will be able to write more accurate letters to your friends and family, better papers in school, and more interesting stories. You will be able to express yourself and your ideas more clearly and in a way that is interesting and engaging. These exercises should help to improve your writing and to make you comfortable with the format and types of questions you will see on standardized writing tests.

Standardized Test Practice

Read each passage. Some sections are underlined. The underlined sections may be one of the following:

- Incomplete sentences
- Run-on sentences
- Correctly written sentences that should be combined
- Correctly written sentences that do not need to be rewritten

Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, mark the choice "Correct as is" on your paper.

A company that supplies lunches to schools has started providing organic lunch options in select elementary schools. Some people consider organic foods to be healthier than non-organic foods. Organic foods are not sprayed with pesticides or herbicides during farming.⁽¹⁾ It is best to wash organic foods thoroughly because of the way that they are grown.

Apart from the usual options of macaroni and cheese and hamburgers. Kids can make their own salads from a salad bar or order a veggie burger from among the hot entrees.⁽²⁾ The company buys their produce from local farmers.

- 1 **A** Some people consider organic foods to be healthier than non-organic produce when organic foods are not sprayed with pesticides or herbicides during farming.
- B** Some people consider organic foods to be healthier than non-organic foods organic foods are not sprayed. With pesticides or herbicides during farming.
- C** Some people, who consider organic foods to be healthier than non-organic produce, are not sprayed with pesticides or herbicides during farming.
- D** Some people consider organic foods to be healthier than non-organic produce because organic foods are not sprayed with pesticides or herbicides during farming.
- 2 **F** Apart the usual options of macaroni and cheese and hamburgers, then kids can make their own salads from a salad bar or order a veggie burger from among the hot entrees.
- G** Apart from the usual options of macaroni and cheese and hamburgers, kids can make their own salads from a salad bar or order a veggie burger from among the hot entrees.
- H** Apart from the usual options of macaroni and cheese and hamburgers are the usual options but they can make their own salads from a salad bar or order a veggie burger from among the hot entrees.
- J** Correct as is

Go on 

The sea horse is one of the strangest looking creatures in nature. The sea horse swims very poorly it seems to be going in the wrong direction. It would be much more streamlined if it did not swim belly-⁽¹⁾ forward. It moves very slowly. It waves a fin on its back. Perhaps the most unusual thing about sea horses, however, is the way that they give birth. The female deposits her eggs. In a special pouch on the male's belly. After one to two weeks, the eggs hatch and the males “give birth”⁽²⁾ to the young.⁽³⁾

- | | |
|---|---|
| <p>1 A The sea horse swims very poorly and seems to be going in the wrong direction.</p> <p>B The sea horse swims very poorly. And it seems to be going in the wrong direction.</p> <p>C The sea horse very poorly. It seems to be going in the wrong direction.</p> <p>D Correct as is</p> | <p>3 A The female deposits her eggs in a special pouch being on the male's belly.</p> <p>B The female depositing her eggs it is a special pouch on the male's belly.</p> <p>C The female deposits her eggs in a special pouch on the male's belly.</p> <p>D Correct as is</p> |
| <p>2 F It moves and waves a fin on its back very slowly.</p> <p>G It moves very slowly, and it moves by waving a fin on its back.</p> <p>H It moves very slowly by waving a fin on its back.</p> <p>J It moves very slowly that waves a fin on its back to move.</p> | |



Standardized Test Practice

Read each passage. Some sections are underlined. The underlined sections may be one of the following:

- Incomplete sentences
- Run-on sentences
- Correctly written sentences that should be combined
- Correctly written sentences that do not need to be rewritten

Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, mark the choice "Correct as is" on your paper.

Donna adored science fiction books. She would take them with her. When she went anywhere. Donna (1) had packed a large bag full of science fiction books to take with her on vacation to a lake house. Summer was a perfect time to read numerous books. When Donna and her parents arrived at the lake house, Donna (2) realized that she had forgotten the bag of books at home. Fortunately, there was a library in the town that had a large selection of science fiction books. Every other day Donna biked to the library she borrowed a (3) new book.

- 1 **A** She was taking them with her when she went anywhere.
B She would take them with her and she went anywhere.
C She would take them with her when she went anywhere.
D Correct as is
- 2 **F** When Donna and her parents arrived. At the lake house Donna realized that she had forgotten the bag of books at home.
G When Donna and her parents arrived at the lake house, Donna realized that she had forgotten the bag of books at home.
H When Donna and her parents arrived at the lake house and Donna realized that she had forgotten the bag of books at home.
J Correct as is
- 3 **A** Every other day Donna biked to the library and borrowed a new book.
B Every other day Donna biked to the library. And borrowed a new book.
C Biking to the library every other day. She borrowed a new book.
D Correct as is

Go on 

We all know Thomas Edison. He was the inventor of the light bulb. It seems Edison was a person who took many risks. When he was a boy,⁽¹⁾ Edison saved a man's life by pulling him off the train tracks. After the train had passed and the man was safe, the stationmaster came over to him. The stationmaster thought⁽²⁾ Edison had done something wrong, he firmly boxed his ears. Because of this, Thomas Edison was almost entirely deaf in one ear for the rest of his life.⁽³⁾

- 1 **A** We all know Thomas Edison as the inventor of the light bulb.
B We all know Thomas Edison when it was the inventor of the light bulb.
C We all know Thomas Edison, and we know he was the inventor of the light bulb.
D We all know the inventor of the light bulb and it was Thomas Edison.
- 2 **F** When he was a boy, Edison saving a man's life by pulling him off the train tracks.
G When he was a boy, Edison saved a man's life by pulling him off the train tracks.
H When he was a boy, it is Edison saved a man's life by pulling him off the train tracks.
J Correct as is
- 3 **A** The stationmaster, thinking Edison had done something wrong. He firmly boxed his ears.
B The stationmaster thought Edison had done something wrong. And firmly boxed his ears.
C The stationmaster thought Edison had done something wrong and firmly boxed his ears.
D Correct as is



Standardized Test Practice

Read each passage. Some sections are underlined. The underlined sections may be one of the following:

- Incomplete sentences
- Run-on sentences
- Correctly written sentences that should be combined
- Correctly written sentences that do not need to be rewritten

Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, mark the choice "Correct as is" on your paper.

Jose was teaching Spanish at a high school in Connecticut. Where he lived in an old Victorian house. At night, he heard the sound of flapping wings and high-pitched chirping over his head. Jose thought he was just imagining the noises. Because he was so tired. Then, he realized that there was something flying around in the attic. One night, Jose went up to the attic and saw a big bat flying around. Since the bat wasn't hurting anything, Jose decided to leave him alone. He did buy earplugs though to keep out the noise at night!

- 1 **A** Jose teaching Spanish at a high school in Connecticut and living in an old Victorian house.
B Jose was teaching Spanish at a high school in Connecticut, where he lived in an old Victorian house.
C Jose was teaching Spanish at a high school in Connecticut, then he lived in an old Victorian house.
D Correct as is
- 2 **F** Jose thought he was just imagining the noises because he was so tired.
G Jose thought he was just imagining the noises this is because he was so tired.
H Jose being so tired, and just imagining the noises.
J Correct as is
- 3 **A** One night, Jose went up to the attic and sees a big bat flying around.
B One night, Jose went up to the attic. And saw a big bat flying around.
C One night, Jose went up to the attic, saw a big bat flying around.
D Correct as is

Go on 

Standardized Test Practice

Celia was born in Odessa. Celia had lived in New York for more than five years. She took the citizenship exam. The interviewer asked her many questions. For example, he asked her, “Who was the first President of the United States?” and “When did the American Revolution take place?” By correctly answering these questions, Celia proved a sufficient knowledge of the English language. She also proved a sufficient knowledge of American history. The interviewer complimented her on her good work. Celia was happy it was because she passed the test. She was proud to be an American citizen.

- 1 **A** Celia had lived in New York for more than five years, and she took the citizenship exam.
B Celia had lived in New York for more than five years when it was she took the citizenship exam.
C Celia had lived in New York and she took the citizenship exam and it was more than five years.
D Celia had lived in New York for more than five years before she took the citizenship exam.
- 2 **F** By answering these questions correctly, which proved a sufficient knowledge of American history, Celia proved a sufficient knowledge of the English language.
G By answering these questions correctly, Celia proved a sufficient knowledge of the English language and American history.
H By answering these questions correctly, Celia proved a sufficient knowledge of the English language and she also proved a sufficient knowledge of American history.
J By answering these questions correctly, Celia proved a sufficient knowledge of the English language and American history, sufficiently.
- 3 **A** Celia was happy. Because she passed the test.
B Celia being happy. She passed the test.
C Celia was happy because she passed the test.
D Correct as is



Standardized Test Practice

Read each passage. Some sections are underlined. The underlined sections may be one of the following:

- Incomplete sentences
- Run-on sentences
- Correctly written sentences that should be combined
- Correctly written sentences that do not need to be rewritten

Choose the best way to write each underlined section and mark the letter for your answer. If the underlined section needs no change, mark the choice "Correct as is" on your paper.

Mrs. Carlos took her class on a field trip to the Hartsfield Atlanta International Airport she took them to⁽¹⁾
see the arrival of two giant pandas from China. Everyone was excited to witness the welcoming ceremony for the two-year-old pandas who had traveled seventeen hours from Beijing.

It was in the early afternoon. Mrs. Carlos's class and many other interested people waited. Mrs. Carlos told her students to watch for the plane that would be arriving shortly.⁽²⁾ "The pandas traveled from China in special crates," she said.

Moments after she said this, the plane landed. Carrying the two new visitors to the United States. Mrs. Carlos promised her class that the next field trip they would make would be to the zoo to see the pandas in their new home.⁽³⁾

- 1 **A** Mrs. Carlos. She took her class on a field trip to the Hartsfield Atlanta International Airport to see the arrival of two giant pandas from China.
- B** Mrs. Carlos took her class on a field trip to the Hartsfield Atlanta International Airport. To see the arrival of two giant pandas from China.
- C** Mrs. Carlos took her class on a field trip to the Hartsfield Atlanta International Airport to see the arrival of two giant pandas from China.
- D** Correct as is
- 2 **F** It was in the early afternoon therefore Mrs. Carlos's class and many other interested people waited.
- G** In the early afternoon Mrs. Carlos's class waited many other interested people.
- H** It was in the early afternoon, and Mrs. Carlos's class waited and many other interested people waited.
- J** In the early afternoon, Mrs. Carlos's class and many other interested people waited.
- 3 **A** Moments after she said this, the plane landed carrying the two new visitors to the United States.
- B** Moments after she said this, the plane landed it was carrying the two new visitors to the United States.
- C** Moments after she said this, the plane landed carrying the two new visitors. To the United States.
- D** Correct as is

Go on 

Standardized Test Practice

NASA, the United States' space program, created a spacecraft called the Mars Orbiter. It was launched into space in January 1999. It was on a mission to study the atmosphere of Mars. About 9 months later, the spacecraft reached its destination. The Orbiter, however, came too close to the Martian atmosphere, it burned up. Scientists on Earth were puzzled over why this happened. Later, they realized that the accident had been caused by a simple miscommunication. One team of scientists used the English system of inches and feet. The other team used the metric system for their calculations. This mistake caused the Orbiter to stray from its course.

- 1 A It was launched into space in January 1999, and it was on a mission to study the atmosphere of Mars.
B It was launched into space in January 1999 on a mission to study the atmosphere of Mars.
C It was launched into space in January 1999 when it was on a mission to study the atmosphere of Mars.
D It was launched on a mission to study the atmosphere of Mars into space in January 1999.
- 2 F The Orbiter, however, too close to the Martian atmosphere. It burned up.
G The Orbiter, however, came too close to the Martian atmosphere, causing it to burn up.
H The Orbiter, however, came too close to the Martian atmosphere. Causing it to burn up.
J Correct as is
- 3 A One team of scientists used the English system of inches and feet, while the other team used the metric system for their calculations.
B One team of scientists used the English system of inches and feet, or the other team used the metric system for their calculations.
C One team of scientists used the English system of inches and feet since the other team of scientists used the metric system for their calculations.
D For their calculations, one team of scientists used the English system of inches and feet and the other team used the metric system for their calculations.



Standardized Test Practice

Read each passage and choose the word or group of words that belongs in each space. Mark the letter for your answer on your paper.

Mei had a conference with Mr. Cellan, her junior high school advisor, about _____ (1) _____ to a specialized summer camp. “What are your favorite hobbies?” asked Mr. Cellan.

“I _____ (2) _____,” said Mei. “Except sleeping.”

“Sleeping? Is that all? There must be something else you enjoy doing outside of school,” Mr. Cellan _____ (3) _____.

“After I sleep,” Mei explained, “I transcribe my dreams and then I draw pictures of _____ (4) _____.”

“That’s intriguing,” commented Mr. Cellan. He suggested that Mei might enjoy converting her hobby into an actual career path.

Now Mei is applying to several art camps. That is, after she takes a nap, of course.

- 1 **A** apply
B application
C applying
D applied
- 2 **F** have never hardly any
G have never any
H have barely any
J have not none

- 3 **A** persisting
B persist
C persistence
D persisted

- 4 **F** their
G them
H they
J theirs

Go on 

When Marisol was eighteen years old, her father _____ (1) _____ a new car and gave her his old station wagon. Marisol drove the car to a garage to get it _____ (2) _____. The mechanic said the car was fine and put a new inspection sticker on the windshield.

On the way home, Marisol heard a strange sound and _____ (3) _____ pulled into the breakdown lane. She had a flat tire! Luckily, her father _____ (4) _____ her how to change a tire and there was a spare in the trunk.

- 1 A is buying
B bought
C has bought
D was bought

- 2 F inspect
G inspected
H inspection
J inspecting

- 3 A slow
B more slow
C more slowly
D slowly

- 4 F was teaching
G had taught
H teach
J is teaching



Standardized Test Practice

Read each passage and choose the word or group of words that belongs in each space. Mark the letter for your answer on your paper.

There are two photographers living in big cities on opposite sides of the world. Marta lives in New York and Wei lives in Hong Kong. Both of _____ (1) _____ have personal Web sites where they display their photographs of the cities they live in. Last year, Marta found Wei's Web site. She was very inspired by what she _____ (2) _____. She wrote Wei an e-mail message asking if he would like to _____ (3) _____.

"Yes," Wei wrote back.

Now Marta takes photos of New York and sends her rolls of film to Wei in Hong Kong. Wei puts Marta's roll of film into his camera and _____ (4) _____ photos of Hong Kong. The double exposures they get merge the two cities into one.

- 1 **A** us
B it
C you
D them

- 2 **F** had seen
G see
H is seeing
J saw

- 3 **A** collaboration
B collaborate
C collaborated
D collaborating

- 4 **F** was taking
G took
H has taken
J takes

Go on 

Standardized Test Practice

Max knows trains well: He is a train conductor. He works on the Vermonter train which runs from Grand Central Station in New York City to Montpelier, Vermont. Max lives in Middletown, Connecticut, which is just about the middle of the train's route. It _____ (1) _____ Max a long time to get to New York, so the train picks him up in Connecticut.

On the train, Max collects tickets and punches holes in the _____ (2) _____ spaces. He _____ (3) _____ as a conductor on this train for many years. With time and experience, Max has come to know the route like the back of his hand. He even knows many of the regular travelers by name. On the long stretches between stations, Max likes to converse with the customers about where they _____ (4) _____ and where they came from.

- 1 **A** will have taken
B will take
C would take
D took

- 2 **F** most rightly
G rightness
H right
J more right

- 3 **A** has worked
B will be working
C works
D was working

- 4 **F** is going
G goes
H are going
J was gone



Standardized Test Practice

Read each passage and choose the word or group of words that belongs in each space. Mark the letter for your answer on your paper.

Bonsai trees are miniature trees that _____⁽¹⁾ and pruned into a particular shape. These dwarf trees _____⁽²⁾ resemble old and gnarled trees.

Bonsai means “tray-planted” in Japanese and _____⁽³⁾ to the small trays or pots that are most often used for planting bonsai trees. The tradition of making bonsai originated in China but _____⁽⁴⁾ a trademark of Japanese culture. A bonsai tree can live a hundred years or more, but the art of bonsai has been around for roughly a thousand years.

- 1 A has been cut
B is cut
C are cut
D were cut
- 2 F close
G closely
H more closer
J closest

- 3 A is referring
B refers
C referred
D has been referring
- 4 F will become
G has become
H was becoming
J have become

Go on 

It seems that everybody _____ (1) _____ pizza. The Neapolitans first created pizza out of the ingredients _____ (2) _____. Because pizza was relatively easy to make and could be baked quickly, it became popular throughout Italy. Each region added its own _____ (3) _____ touch. Many other cultures have their own versions of the pizza idea. In Greece and the Middle East, for example, they make a spicy pizza without tomato sauce.

The first pizzeria in America opened in 1905, in New York City. The pizza industry skyrocketed after World War II, when American soldiers came back from Italy. The soldiers missed the taste of _____ (4) _____ favorite Italian specialty. Now there are scarcely any towns in America without a pizzeria.

- 1 A eat
B ate
C have eaten
D has eaten
- 2 F most available
G availabler
H more available
J availablest

- 3 A specialty
B specialist
C specialness
D special

- 4 F its
G their
H his
J your



Standardized Test Practice

Read each passage and decide which type of error, if any, appears in each underlined section. Mark the letter for your answer on the paper.

It's hard to imagine, but, movies have been around now for a hundred years. In the beginning, they were very different from what we see at the theaters today. Two frenchmen, Louis and Auguste Lumiere, invented the "cinematographe" in 1895. This machine could record and project moving images from film.

The first nickelodeon, or old-fashioned movie theater, was built in Philadelphia in 1896, the year after the invention of the cinematographe. Nowadays, cinemas can have up to twenty diffrent theaters with twenty different movies playing at the same time.

Today some filmmakers make their movies on video cameras and computers are used for editing. Although you can watch movies at home on videotape or even on your computer people still enjoy going to the movies and seeing films projected from something very much like the first cinematographe.

- 1 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 2 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 3 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 4 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 5 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 6 F Spelling error
G Capitalization error
H Punctuation error
J No error

Go on 

Standardized Test Practice

Maine is called “vacationland” for a good reason. Nature lovers visit Maine because there are many national and state forests and parks. The Appalachian Trail, which runs from Maine to Georgia, begins at ⁽¹⁾ Mount Katahdin. Maine is also home for much wildlife, including bears, moose and beautiful water birds. ⁽²⁾

There are many scenic towns along Maine’s seacoast and all of them have a rich history. Wiscasset is considered Maine’s prettiest village. It is located on the Sheepscot river, in the southwestern region of the state. ⁽³⁾ Wiscasset used to be Maine’s most important port city in the 18th century. ⁽⁴⁾

Like many things in Maine, that has changed. Now it is a tourist attraction. People also come to see Fort Edgecombe, a wooden fort built in preparation for the War of 1812 between America and England. ⁽⁵⁾ ⁽⁶⁾

- 1 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 2 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 3 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 4 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 5 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 6 F Spelling error
G Capitalization error
H Punctuation error
J No error



Standardized Test Practice

Read each passage and decide which type of error, if any, appears in each underlined section. Mark the letter for your answer on your paper.

Scientists have had a hard time studying the sloth, a reclusive, tree-dwelling mammel. Sloths are found in tropical south and central America. It is hard to photograph sloths because they are mostly active at night and get scared by the light from camera flashes.

One way to get around this is to use a special infrared film which does not require artificial lighting. The infrared film picks up heat signal's from the moving animals. Sometimes the photographs are blurry because of the movement of the tree sloths. Still, these pictures reveal that the sloth hangs upside down most of the time: nearly three-fifths of each day!

- 1 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 2 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 3 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 4 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 5 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 6 F Spelling error
G Capitalization error
H Punctuation error
J No error

Go on 

Standardized Test Practice

Michael is a screenwriter living in Ottawa Canada. Every year he writes a screenplay that is turned into a two-hour movie. His agent in Los Angeles, Sam, represents Michael at the film studios and keeps contact with producers and directors who might be interested in buying Michaels scripts.

Last year, Michael struck his biggest deal. He wrote a script about a gangster who figures out that he is a character in the movies and wants to get out into real life. Sam sold the idea to Paramount pictures for half a million dollars.

The film did very well at the box office, so now Michael is taking a break from screenwriting to do a documentary film. The film is about his hometown and the stories of Greek imigrant families, like his own, who came to live there.

- 1 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 2 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 3 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 4 F Spelling error
G Capitalization error
H Punctuation error
J No error

- 5 A Spelling error
B Capitalization error
C Punctuation error
D No error

- 6 F Spelling error
G Capitalization error
H Punctuation error
J No error



UNIT
26

Listening and Speaking

Lesson 26.1	Effective Listening	755
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26.1

Effective Listening

It is often hard to listen when external distractions, such as movement and noise, attract your attention or drown out what you are trying to hear. Internal distractions, such as personal biases and conflicting demands on your time, can also keep you from listening effectively. But by learning how to tune out distractions and improve your listening skills, you can increase your ability to understand what you hear.

Listening in Class

What happens when you don't understand how to do your homework assignment? It's difficult to do a good job when you don't understand what's expected of you. Learning how to listen better will make tasks that depend on understanding directions much simpler. The following tips will help you improve your listening skills to better understand what you hear.

Tips for Effective Listening

1. First, eliminate any distractions that may make it difficult to concentrate; turn off the phone, the TV, or the radio.
2. Determine the type of information you are hearing. Are you listening to a story, or is someone giving you directions? Knowing what you are listening for makes understanding easier.
3. Take notes. Identify the main ideas as you hear them, and write them in your own words.
4. Take a note if you hear a statement that tells when you will need the information you are listening to.
5. If you don't understand something, ask a question. Asking questions right away helps avoid confusion later on.
6. Review your notes as soon as possible after the listening experience. Reviewing them soon afterward will allow you to fill in any gaps in your notes.

Journalists are taught to provide sources for their information. Often it's important to know where the information in a news item came from. For example, suppose you heard the following two items on a newscast. Which would you be more likely to believe?

- Certain unnamed sources reported today that the President would not seek a second term of office.
- The President's chief of staff announced this afternoon that the President plans to seek a second term.

Journalists also try to present information that is complete. In their reports they usually try to answer the questions *what, who, when, where, how, and why*. If you carefully read or listen to almost any news story, you will see that it answers questions such as these:

- *What* happened?
- *Who* was involved?
- *When* did it happen?
- *Where* did it happen?
- *How* did it happen?
- *Why* did it happen? (or *Why* is it important?)

The questions may not always follow the above order, but they will all be answered. They'll usually be answered in the first paragraph of a newspaper story or the first minute or so of a radio or television newscast.

When you listen to a news broadcast, you can evaluate the quality of the reporting. Ask yourself some questions, such as the following:

- Was the report complete?
- Is all the information provable, or are some statements only opinions?
- Is any of the report based on faulty thinking?
- If an opinion is expressed, does the reporter tell whose opinion it is?
- Did the reporter identify the sources of the information?

Following are some other examples of how asking questions will help you evaluate a news broadcast.

Evaluating News Statements

Sample Statements

The candidate has a liberal voting record on defense spending.

Questions to Ask

What is a liberal voting record? Who defines *liberal*? Does the candidate's record match the definition?

A reliable source stated that the company has been dumping toxic waste into the river.

Who is the source? How reliable is he or she? Did the source actually see the dumping?

One eyewitness stated that the defendant fired three shots.

Who is this witness? Where was the witness at the time? Does the witness know the defendant?

An expert claims we are in a recession.

Who is the expert? In what field is he or she an expert? Was any proof provided? Do other experts agree?

The tobacco company denies any proven relationship between smoking and illness.

Doesn't the company have an interest in denying the relationship? On what facts does the company base its statement?

Last winter's frost is driving the price of fruit upward.

Is there a proven relationship between the frost and rising fruit costs? Are there other possible reasons for the rising costs?

Exercise 1

Divide into small groups. Each group will form a news broadcast team. Select one person to be the news anchor. Other members of the group can be reporters on special assignments.

Decide which current events in your school or neighborhood to cover. Assign a story to each person. Students should research their stories and write short reports to deliver during a news broadcast of no more than ten minutes. Rehearse your newscast within the group, then present it to the class. Other members of the class should evaluate each broadcast according to criteria the class has generated.

1. How many marathons have you run? Where did you place?
2. How do you prepare for a marathon?
3. What is your weekly running schedule?
4. What types of terrain do you run on when you are in training?
5. What kind of special equipment do you wear?
6. What kind of diet do you eat?
7. What are the three most important aspects of your training?

Conducting the Interview

Your manner during an interview should be serious and respectful, but relaxed. You will put the person you are interviewing at ease if you appear comfortable and confident. This attitude will make the interview flow smoothly. It's much more pleasant to talk in a relaxed atmosphere.

Study the journalist's questions covered in the last lesson. Remember how you used them to evaluate how well a reporter covered a story? See how many *what*, *who*, *when*, *where*, *how*, and *why* questions you can use in your interview. You'll find that *how* and *why* questions are particularly good for probing deeply into a topic.

Sometimes a person being interviewed will get side-tracked onto something that really doesn't apply to your topic. In this case, it's your job to politely but firmly lead the discussion back to the topic at hand.

Talk as little as possible yourself. Your job as an interviewer is to ask questions clearly and briefly. Then listen to the response and take notes. If the interviewee mentions something interesting that you hadn't thought about, ask some follow-up questions. You might bring out an unexpected piece of information—something that might not have been revealed otherwise. That's when an interview can get exciting.

During the interview you have two jobs to perform. You need to keep track of the questions you've prepared, so you don't forget something important. At the same time, you need to listen carefully to what the person is telling you. Be open to new information you didn't think about and that may raise new questions. You can develop this "thinking on your feet" skill by following some tips.

Tips for Interviewing

1. State your topic and the general scope of the discussion you'd like to have. This will give the person you are interviewing an idea of the boundaries that can be expected during the questioning.
2. Look at the person you're interviewing. Nothing cuts the connection between reporter and subject more quickly than the loss of eye contact. If you're conducting a telephone interview, comment briefly after each point the subject makes.
3. Be courteous at all times, even if your subject wanders away from the topic.
4. If you are unclear about anything the person says, ask a question right away. Then you can build on information you understand.
5. Follow up interesting statements quickly by asking another question. Don't wait, or you might forget the importance of the statement.
6. *Take notes.* At the end of the interview, glance over them. *If something is unclear, ask a question.*
7. Thank the person for the interview. Ask if you can call back if you have a follow-up question or if something is not clear. Review your notes thoroughly when you are alone. If you need to call the person back, do so as soon as you can.

Exercise 2

Work in pairs, and take turns playing the roles of expert and interviewer. Each interviewer should choose a topic. The interviewer's job is to ask good questions and to lead the expert back gently and politely if he or she wanders from the topic. Use one of the following topics or one of your own choosing:

- Why it's important to do well in mathematics
- How to have a great vacation in your own backyard
- The most important person in your life

26.3 Informal Speech

Someone stops you on the street and asks directions to the nearest grocery store. You talk with your friends on the way to school. You respond to a question the teacher asks in class. All of these situations call for informal speech. They are spontaneous and unrehearsed. They are among the most common speech situations.

There are other kinds of informal speech—discussions and announcements, for example. Four types of informal speech are included on the chart below. The chart describes each type and includes some hints that will help you be an effective participant in that type of speaking.

Tips on Informal Speaking		
Type	Description	Hint
Conversations	Conversations can occur at almost any time and in almost any place. Each person involved contributes and responds to the others.	Be courteous to the person speaking. Taking turns enables everyone to air his or her thoughts.
Discussions	Discussions can occur in many settings, including classrooms. Usually one person leads the discussion, and all are asked to share their thoughts in an orderly manner.	Stick closely to the topic and follow the directions of the discussion leader. Following these rules will ensure an interesting and productive discussion.
Announcements	Announcements summarize the most important information about an activity or event.	List the information you want to include before you make your announcement. Double-check it for accuracy and completeness.
Demonstrations	Demonstrations explain and show a process—how something works, for example. They are useful in many settings, including classrooms.	Number the steps in the process you will demonstrate to make sure the sequence is clear.

The purpose of all speech should be to communicate clearly. To take part in a discussion, you must be prepared and familiar with the topic the group is going to discuss. For example, to answer a question, you must have the information being asked for. In a conversation, on the other hand, you do not need to prepare in advance. You may cover many topics. Your answer to a question may very well be, “I don’t know.”

Another factor is attitude. Which of the following words describes how you feel when you talk to friends, family, and teachers?

shy enthusiastic confident eager uninterested

Once you’ve identified your attitude, you can build on your strengths. You can change whatever gets in the way of good communication. It may take practice, but it will benefit you in the end.

Making Introductions

Everyone is a newcomer at one time or another. Entering into a new situation is much easier if someone in the group knows how to make correct introductions. With practice, that someone can be you.

Keep the following points in mind when introducing two people: First, be sure you look at each person. Don’t let either party feel left out. You may be introducing one person to a group of people. In this case, make eye contact with the new person and with members of the group. Also, gesture from one person to another as you make the introduction. This will help point out which person you are referring to.

State each person’s full name. You might say, “Evan, I’d like to introduce you to Miguel Hernandez. Miguel, this is Evan Schmit.” If there are several people in the group, you might mention first names only for people your own age. First and last names are more appropriate when introducing adults. First and last names are also best used when introducing an adult and a younger person.

Tell each person something interesting about the other. If they have something in common, share that. It will become a natural conversation starter.

Participating in a Discussion

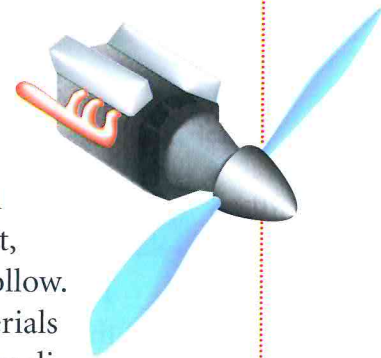
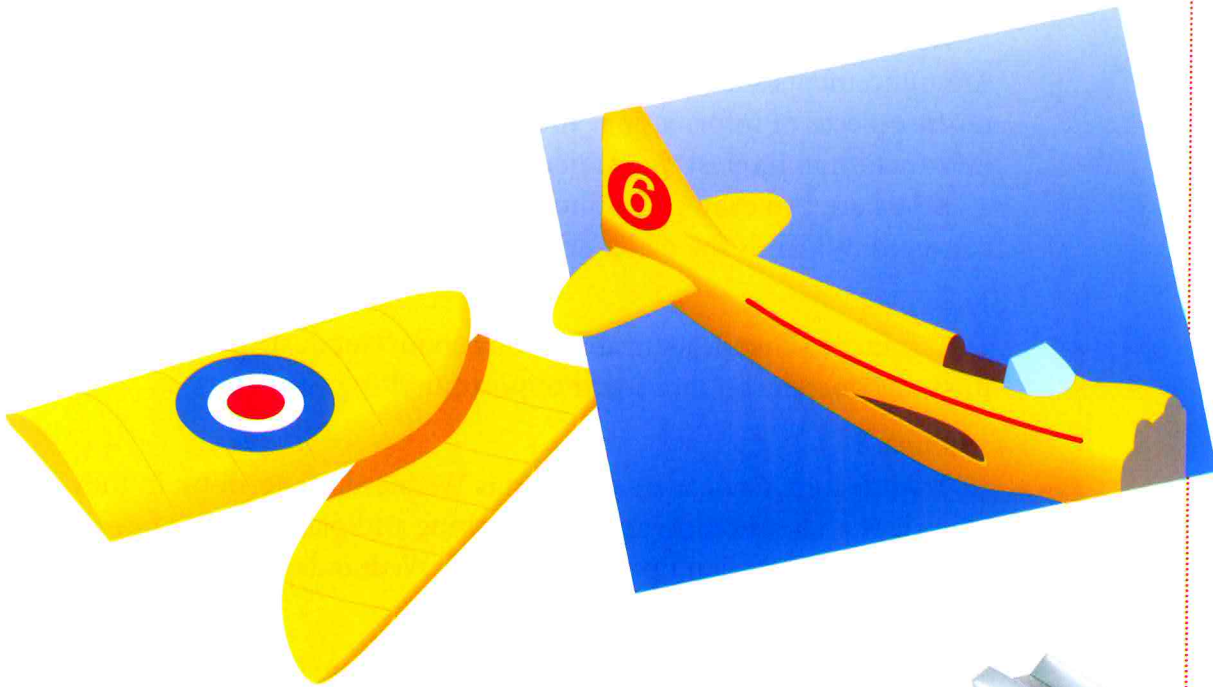
Rules of the game exist for discussions as well. A discussion usually has a leader, whose job it is to guide the discussion and keep it on track. The leader may be appointed for the group or chosen by it. A formal discussion before an audience is a panel discussion. The panel, or group selected to participate, discusses a topic of public interest.

As a discussion becomes lively and members of the discussion group get excited about what they are saying, the discussion becomes more difficult for the leader to organize. It is important that your comments contribute to the topic.

Discussions can focus on any topic. The idea is to come together in an organized group to share ideas and draw conclusions about the subject. A discussion depends totally on the comments of those involved. Before you enter a discussion, be sure you have a thorough knowledge of your subject. That way you can be a valuable participant. Below are a few more tips on how to act responsibly in a discussion.

Tips for Taking Part in a Discussion

1. Come prepared. Review important information, and bring visual aids or research you can use to illustrate the points you want to make.
2. Be polite. Take turns speaking and listening. You're there to learn as well as to contribute.
3. Go into the discussion willing to modify your opinion. That's the best way to learn.
4. Let the discussion leader take the lead. Concentrate on your part in the discussion—expressing yourself and listening to others.
5. Make your comments brief and concise. People will pay attention to your ideas if they are well thought out and clearly presented.
6. When you state your opinions, back them up with reasons or examples. You'll be much more convincing if you do this.
7. If a member of the group says something you don't understand, ask about it. It's likely that you aren't the only one confused.
8. Use standard American English when you speak in the discussion. Standard American English should always be used in the classroom or in a formal speaking situation.



Explaining a Process

If you want to explain how to bake a cake, you must do several things. First, you should tell the type of cake the recipe is for. Next, you need to list the ingredients. Then you'll explain the steps to follow.

An explanation of almost any process has the same parts: materials needed, steps to follow, and the result. If the process is long or complicated, you may need to number the steps. Or you might simply use words such as *before*, *next*, and *finally* to make the sequence of steps clear.

Correct order is all-important. For example, if the steps for building a model airplane are out of sequence, the plane may be incorrectly assembled. To be sure you don't leave out a part of the process, take time to prepare well. Write your explanation in the proper order. Review your instructions to make sure you haven't left out a step or put one in the wrong place.

Making Announcements

When you're asked to make an announcement, think first about what information your listeners need. If you're planning an announcement for an activity, the important facts include the date, the time, the place, and the price of a ticket.

Next, try to determine the briefest way to deliver your information. Announcements should always be short and to-the-point. They are no-fuss pieces of information. You'll want to include just enough information to interest the audience and convey the important facts.

Below are two examples of how the same information might be conveyed. Which is the better announcement?

Example 1

Tryouts for cheerleaders are coming soon. Get in shape now! Don't miss this once-in-a-school-year opportunity!

Example 2

Tryouts for cheerleaders will be this Wednesday afternoon in the gym right after school. Wear loose clothing and plan to stay a few hours. No need to sign up—just show up Wednesday for this once-in-a-school-year opportunity!

Finally, don't forget your audience! Speak so everyone can understand you. That means you must think about who is listening. You might word an announcement one way for preschoolers and another way for their parents.

Exercise 3

Divide into small groups. Let each member of the group select one of the events listed below. Jot down information about the event, including the date, time, and place. Fold the papers and mix them together. Each group member will select a topic at random, then write a short announcement based on the information on the paper. If you need additional pieces of information, invent them. Read your announcements to the group. Discuss how helpful and effective each announcement is.

- Band tryouts
- Countries of the World Festival
- Square-dancing lessons
- Debate Club meeting

26.4

Oral Reports

What image comes to mind when you think about giving an oral report? For some students the image might be exciting; for others, a little scary. However you feel, you can make the experience more enjoyable by preparing well.

You can prepare to give an oral report in three ways. First, you must prepare the content of your report. Make sure you understand everything you will be saying about your topic. Second, you need to prepare your presentation. Practice is the key here. Finally, you need to prepare yourself mentally so that you feel good about your presentation.

Preparing the Report

Think for a few moments about the purpose of your report. Is it to inform, persuade, explain, narrate, or entertain? Perhaps you have more than one purpose. An oral report can inform, persuade, and entertain, but one purpose should be the main one.

Another important consideration is your audience. To whom will you be speaking? Students your own age? Younger people? Older people? A mixed audience? What is the best way to reach your particular audience?

When you've thought about your purpose and audience, think a little further about your topic. Is it sufficiently narrowed down? If not, can you narrow it further? A precisely defined topic is easier to research than one that is unfocused. It is also easier to write about.

Now begin your research. Read articles in newspapers, magazines, encyclopedias, and other sources. You may also want to interview an expert in the field. Take notes. Develop an outline. Check the relationship of your main ideas and supporting details.

When you feel comfortable with the amount of information you've gathered, prepare your notes for the report. You may want to write out the entire report as you'd like to deliver it. Or you may write the key ideas and phrases on note cards. You might want to note the transitions you'll use to get from one main idea to the next. The transitions will jog your memory as you speak and help you move through your report smoothly.

Practicing the Report

Practicing your report is important. Practice will help you understand and remember your main ideas and supporting details. In addition, practice will give you confidence about your presentation. You will know how you want to speak the words, make the gestures, and display any visual materials you've decided to use.

Begin practicing alone. Speak in front of a mirror. Use the voice and gestures you would use if you were in front of a live audience. Time your report as you practice so that you can adjust the length if necessary.

The more you practice, the more natural the report will sound. Practice glancing from your note cards to the audience. You don't want to read your report word for word, but you'll probably want to memorize parts of it.

When you feel comfortable with your report, ask a friend or family member to listen to your delivery. Then try giving it before more than one person.

Ask your practice audience to listen *and* watch you. You'll want feedback about both the content of the report and your presentation. If the audience thinks the content or delivery needs work, make the changes you think are necessary. Then begin your practice sessions over again. If you need work on the delivery of your report, try using the following tips.

Tips on Delivering an Oral Report

1. Make eye contact with the audience. This helps people feel involved in what you are saying.
2. Use your voice to emphasize main points. You can raise or lower it, depending upon the effect you want to achieve.
3. Use standard American English in this formal classroom speaking situation.
4. Stop a moment after you have made an important point. This stresses the point and allows people to think about what you've said.
5. Use gestures if you have practiced them.
6. If they relate to your topic, use visual aids to help your audience understand your ideas.

Presenting the Report

When it's time to deliver your report, relax. (You'll find some tips for relaxing on page 774.) Deliver your report just as you've practiced it. Speak in a clear, natural voice, and use gestures when they are appropriate.

As you speak, show that you find your information interesting. Be enthusiastic. Think of your audience as people who are there because they're interested in what you have to say. Speak to them as if they were friends. They'll respond to your positive attitude.



When you conclude your report, ask for questions. Remain in front of the audience until you have answered everyone's questions.

Exercise 4

Select a topic from the following list, or use one of your own choosing. Write how you would narrow the topic. Then write your ideas for researching it.

Share the ideas you've developed with a partner. Ask for comments and suggestions. Then look at your partner's work, and make constructive comments about how he or she narrowed the topic and planned to research it.

- The migration of the monarch butterfly
- How our Constitution provides for the election of a president
- How to navigate by compass
- Kente cloth from Ghana

26.5

Formal Speeches

Delivering a formal speech in front of a live audience is the last stage of a five-stage process. You can think of it as the reward for successfully completing the earlier steps in the process. Once you've prepared thoroughly, delivering the speech can be fun and rewarding.

TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 97-107.

Preparing a Speech

You are familiar with the stages of writing a report: prewriting, drafting, revising, editing, and presenting. Formal speaking depends on a similar five-stage process. In preparing a speech, however, the editing stage becomes practicing. In effect, you edit your speech as

you practice giving it. You are preparing for an audience of listeners rather than of readers.

Each step builds on the work done in the previous step. However, you may find it necessary to move back and forth during the drafting, revising, and practicing stages. For example, you might find during the practicing stage that your speech is too short or too long. To shorten it, you can back up to the revising stage or even the drafting stage to prepare a shorter version. The chart shows the process in detail.

Before you move to the practicing stage you'll want to have a speech you feel confident about. Word it in a way that will be easy to deliver.

Prewrite

- Define and narrow your topic.
- Remember your purpose and your audience.
- Complete your research.

Draft

- Make an outline, using main ideas and supporting details.
- Write your speech, or jot down the main points on note cards.

Revise

- Make sure your ideas are in order.
- Mark transitions on cards.
- Change wording until it is the way you want it.

Practice

- Give the speech in front of a mirror.
- Time your speech.
- Deliver it to a practice audience.
- Use the suggestions you receive.

Present

- Relax, and deliver your speech just as you've practiced it.

You don't want words you'll stumble over or phrases that sound awkward. If you aren't sure how to pronounce a term, look it up. If you still aren't comfortable with it, find another term that means the same thing.

Practicing a Speech

Practicing also involves several steps. When you practice your speech out loud, you want to make sure it sounds natural. The first time you practice it, just listen to the words as you speak. Listening to yourself on a tape recorder can be helpful. The rhythm of the speech should feel comfortable to you. If you don't like a phrase, rework it out loud until you come up with another way to express the idea.

The next time through, try looking in a mirror and using a few hand gestures to emphasize main points. Don't force the gestures. Try to think about what you're saying, and let your gestures develop spontaneously. Once you see where you need emphasis, make a point of practicing the gestures while speaking until they feel comfortable to you.

Finally, ask friends or relatives to listen to your delivery. Use their responses to fine-tune your speech. Below are a few more tips for practicing your speech.

Tips for Practicing a Speech

1. Each time you deliver your speech in practice, act just as if you were giving it before a live audience. Try to imagine the audience in front of you. This will help cut down on nervousness when you actually present the speech before a real audience.
2. Use standard American English as you practice your speech. This will make it easier for you to use standard American English when you actually give your speech.
3. Practice making eye contact with your imaginary audience. Let your eyes sweep slowly across the room from one side to the other, making contact with each member of the audience. Focus on talking to them, rather than on practicing your speech.
4. Make sure your gestures feel comfortable and fit with the points in the speech. Emphasize main points, or direct attention to visual aids, using gestures that are natural to you.

Delivering a Speech

Formal speaking is like conversation. Although you are the only one talking, your audience is communicating with you. Your success depends in part on how well you can interpret and use the signals they are sending you.

Keep your mind on your speech, and read the audience's response at the same time. A good speaker does both. The best speakers add a third element: They can change what they're doing to accommodate the needs of the audience.

Tips for Relaxing

1. Take a few deep, slow breaths before you begin speaking. When you pause at important points in your speech, you can repeat the process to keep yourself relaxed.
2. When you deliver your speech, talk to people in the audience as individuals rather than to the group as a whole. This will help personalize your message and make you feel comfortable. Some speakers like to pick out and concentrate on a few friendly faces in the audience.
3. Speak in a tone that is normal for you. Speak loudly enough to be heard throughout the room, but don't shout.
4. Let your voice rise and fall naturally at key points in your speech. The idea is to sound comfortable and natural.
5. Keep alert. Don't let your thoughts wander. Focus on the content of your speech and on sharing it with your audience.

Focusing on the audience can help you feel less nervous. The charts on this page can give you some help. The one above contains some tips for relaxing. The chart below offers some suggestions for communicating with your audience.

Communicating with Your Audience

Audience Signals

People are yawning, stretching, or moving restlessly. They seem not to be paying attention to you.

People look confused or seem to want to ask a question.

People are sitting forward in their chairs, trying to hear you.

People look pleased with what you are saying. They nod in agreement.

Speaker Response

You may have lost the attention of your audience. Try adding some enthusiasm to what you are saying.

You may have confused your audience. Try asking if there are questions.

People may be having trouble hearing you. Speak more loudly, and note whether or not that eliminates this audience response.

You are doing a great job. Finish your speech in the same manner.

Exercise 5

With a small group, brainstorm ways to become better listeners and create a list of common listening problems. Then agree on one or two hours of television or radio programming that all of you will watch or listen to in the next few days. Include several types of programming.

Listen to the programs your group selected. After each program write comments telling why you found the listening easy or difficult. When you meet again as a group, compare notes, and discuss kinds of programming that are easy to listen to and those that are more challenging. Discuss distractions and ways to eliminate them in order to listen more carefully to programming with which you had difficulties.

Exercise 6

1. Prepare a two-minute speech on a topic of your choice. Go through each of the steps outlined in this lesson. Then take turns delivering your speeches within small groups. Discuss and evaluate each speech. Share ideas you can all use to improve the presentation and content of your speeches. Then make revisions, and deliver the revised speeches to the class.
2. Exchange copies of speeches with someone in your group. If you have notes instead of a complete written speech, exchange note cards. Alter the speech to suit your manner of speaking, but keep the content the same. Practice delivering the new speech. Join your group, and take turns delivering your new speeches. Discuss how and why they differ from the originals.

26.6 Storytelling

For thousands of years, people from many different cultures have used storytelling as a way to pass on their history, to teach their young, to explain why things happen in nature, and to entertain. Alex Haley, a U.S. novelist and journalist, said, “I acknowledge immense debt to the griots [tribal poets] of Africa—where today it is rightly said that when a griot dies, it is as if a library has burned to the ground.”

Today, in the United States, storytelling has become an art and is mostly used to entertain and delight audiences of all ages. Good storytellers rely on their voices and words to create pictures in the minds of their listeners. Use the guidelines that follow to help you better understand the art of storytelling and then prepare a story to tell to your own audience.

Choose a story that you like and feel comfortable with. Obviously, it would be difficult to do a good job telling a story you don't like. If you choose a story that is from a culture different from your own, you should do some research about that culture to get a feeling for the people in the story. Try to find a story that is short but still interesting—one that will capture the audience's imagination.

Get to know the story. After first reading the story for pleasure, read it over and over again to familiarize yourself with the story's sentence structure, unusual phrases, action, setting, beginning and ending, and other elements. Study the story's characters. Note the way in which each one talks, acts, and thinks. Think about what particular aspect of this story you responded to and how you can relate this aspect to your readers. For example, did the story's humor appeal to you? Did a certain character touch you? Was there a particular lesson taught that is important to you?

Commit the story to memory. You don't have to memorize the whole story word for word. Rather, study the story until you think you can tell it to someone else, using some of your own words. Be sure to preserve the spirit of the story. Memorize exact words and phrases that are central to the story's meaning and that help the audience create a mental picture and put themselves in the place of the story's characters.

Practice, practice, practice. Practice telling your story to anyone who will listen. Use the following tips to help you as you practice your story.

Tips for Practicing Storytelling

- 1 Adapt your story to your audience. If you know that you will be telling your story mainly to young children, make sure you adapt the vocabulary you use. You might also wish to introduce the story to an audience that is unfamiliar with it, explaining the story's origin and its relevance to your own culture today.
- 2 Correct pacing of the story is very important. Some stories are meant to be told at a brisk pace, whereas others should be told in a slow, leisurely drawl. In many stories, the pace changes throughout. The story's action, sentence structure, and style of writing will give you clues to how to pace your story. In general, action sequences should be told fairly quickly, while poetic, creative passages should be told more slowly.
- 3 Practice using your voice to make your story as entertaining as possible. For example, when a girl pushes open the door to an old, abandoned house, you might pause to add suspense before you continue. You might also lower the volume of your voice to a whisper and slow the pace. Decide on an appropriate voice for each character and use the same voice for each one consistently.
- 4 Stay connected with the audience. To keep your listeners involved in your story, make eye contact with them frequently.
- 5 Use gestures and facial expressions that you would use in everyday conversation. Don't try to dramatize every scene. Remember that you are *telling* a story, not acting it out.

Keep distractions to a minimum. For your listeners to get the most out of your story, neither they nor you should be bothered by distractions. Close the door, turn off the radio, and close the windows so that you have the undivided attention of your listeners.



Exercise 7

Use the guidelines in this section to help you select a story and prepare to tell it. Once you think you are ready to tell the story, find a partner and tell the story to him or her. Ask your partner to evaluate your storytelling and to make suggestions for improvement. Incorporate your partner's suggestions as you rehearse again. Then tell the story to someone else and ask for feedback. Continue this process until you are confident that you are telling your story well. Once you are able to enjoy telling the story, offer to share it with your class or a younger class in your school. If your efforts are successful, you may consider telling your story to a group less familiar to you, such as listeners at your neighborhood library's storytelling hour.

UNIT
27

Viewing and Representing

Lesson 27.1	Interpreting Visual Messages	780
Lesson 27.2	Analyzing Media Messages	786
Lesson 27.3	Producing Media Messages	790



Writing Online

For research tools and additional skills practice, go to glencoe.com and enter QuickPass code WC87703p3.

27.1 Interpreting Visual Messages

A recent report by the American Academy of Pediatrics stated that most young people in the United States spend more of their non-school time watching television than performing any other activity except sleeping. A study by the United States Department of Education shows that students who watch television more than ten hours a week generally get lower grades than those who watch less television.

Mass Media Young people, far more than their parents and grandparents, are greatly influenced by **mass media**, a term that means “a form of communication that is widely available to many people.” Along with television, mass media includes newspapers, magazines, radio, movies, videos, and the Internet.

Most forms of mass media contain advertisements or commercials—messages that have one purpose: to persuade people to buy a certain product. By the time of high school graduation, the typical student will have probably seen an estimated 360,000 television commercials.

The various forms of mass media will have a great influence on your life. Some forms of the media will have positive influences, enabling you to learn new skills and explore new ideas and opportunities or allowing you to relax and enjoy inspiring dramas and music. However, some forms of the media can have negative effects. If you are not careful, the media can mislead you, confuse you, and even endanger you.

As you face such challenges, the best solution is to learn how to make responsible, educated decisions about which media messages are valuable, uplifting, and truthful and which messages are harmful, unfair, or just plain silly. This unit will help you learn how to interpret, analyze, and evaluate the various forms of mass media. With these skills comes the power to enjoy the media’s benefits and to protect yourself against possible negative influences.

Media and Values All media productions—text, pictures, and even music—contain points of view about the world. No media product is neutral or value-free. Each is designed carefully to attract and appeal to a particular audience and to create specific reactions. Every form of media except radio contains visual art. Like all forms of

media, each piece of visual art, whether it is a photograph, painting, cartoon, drawing, advertisement, or computer graphic, is created carefully to send a distinct visual message. If you understand how artists and photographers craft visual art to send messages, you will be able to “read” each message and evaluate its value and truthfulness.

Understanding Visual Design

The use of colors, shapes, and various types of lines makes up the *visual design* of a piece of art. The arrangement of such visual elements is called *composition*. The chart on page 782 lists some basic elements in the visual design and composition of a picture and describes how the artist or photographer might manipulate these elements to send different visual messages.

Study the photograph above. Note that the mountain is positioned at the top and is emphasized by sunlight. The viewer’s eye is immediately drawn to this dominant feature. Then the eye is attracted to the curved, bright line of the waterfall, which flows into the darkened forest. The visual message of this photograph is the power of the wilderness, as represented by the dominant rocky mountain and the rushing stream.



Exercise 1

Choose a photograph in this textbook other than the two on this page. Use the Elements of Visual Design and Composition chart on the next page to interpret the visual message that is contained in the photograph you chose. Explain how positioning—as well as colors, light, and shadows—and the use of straight and curved lines work together to send the message.

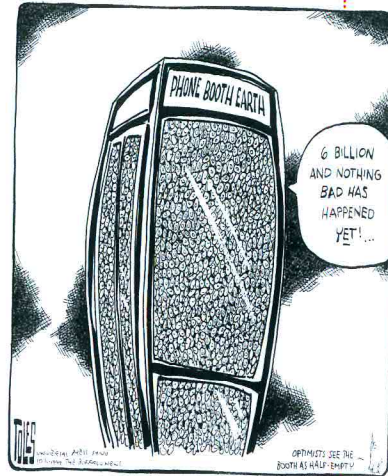


Elements of Visual Design and Composition

Element	Possible Significance
Lines	
Heavy, thick lines	Emphasize an object, person, or space; can suggest boldness or power
Thin lines	Can give a sense of sharpness; create a feeling of lightness and grace
Straight lines	Point in a direction or lead the eye to something else
Curved lines	Suggest motion
Gentle, wavy lines	Create calming, soothing effect
Sharp, zigzag lines	Suggest tension or energy
Vertical lines	Suggest power, status
Horizontal lines	Suggest peace, stillness
Diagonal lines	Suggest tension, action, energy
Repeating lines	Create patterns
Light	
Brightly lit areas	Draw the eye to a specific area; create a cheerful mood
Dimly lit areas or shadows	Give a sense of mystery or sadness; show a lack of emphasis
Colors	
Cool colors (blue, green, gray)	Convey a sense of calm and coolness
Warm colors (orange, yellow, red)	Convey a sense of energy and vibrancy
Bright Colors	Create a sense of warmth and joyfulness
Subdued or pastel colors	Suggest innocence or softness
Repetition of color	Can suggest a pattern or assign a value to what is portrayed
Position of subjects	
Center of picture	Suggests strength, dominance; draws attention to the subject
Top of picture	Suggests power, importance
Bottom of picture	Suggests weakness; adds contrast to images positioned in the middle or top of the picture
Space	
Large space around object	Draws attention to subject; can suggest loneliness, vastness
Small amount of space around subject	Makes subject seem very powerful

Reading a Political Cartoon

Tom Toles, the *Buffalo News* political cartoonist, drew this cartoon in 1999 as a comment on the growing world population. Note Toles's use of position and size—"Phone Booth Earth" surely dominates the page, and the curved lines emphasize that the phone booth is about to burst. What message might Toles have wanted to send by making the inside of the phone booth the most brightly lit part of the cartoon? Then note the dialogue, both in the bubble and at the bottom of the cartoon. What message might Toles have wanted to send with those words? What thoughts and feelings do the jam-packed phone booth bring to your mind? What do you think the cartoonist suggests might happen to an overcrowded planet Earth?



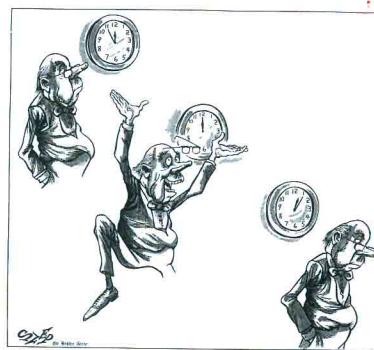
Exercise 2

Study the cartoon below by the *Boston Globe* political cartoonist Paul Szep, entitled "Happy New Year." Identify the visual message that he intends the cartoon to send. Then explain how his use of lines, position, repetition, space, and facial expressions extend or emphasize that message.

Understanding Film Techniques

Like a short story or novel, every motion picture and television drama or comedy tells a story. Also like written literature, films use dialogue to tell much of the story. However, films also use a variety of other narrative elements that go beyond what can be done on the written page. Directors of movies and television shows employ many of the techniques listed in the Elements of Visual Design and Composition chart on page 782 to extend or emphasize the mood or message of the film. Additionally, filmmakers can employ the following special visual techniques.

In many of his early films, movie actor Humphrey Bogart played a tough, savvy, wise-guy villain. Directors generally thought that he was neither tall enough nor handsome enough to be cast as a leading





man. The public disagreed. Therefore, as Bogart's stardom increased, directors began to cast him as a tough, savvy, wise-guy *hero*. Some of his most famous roles included Sam Spade, a private detective, and Rick, the lonely but gallant hero of *Casablanca*.

Study the movie still to the left. It is from the 1942 movie *Across the Pacific*, in which Bogart plays a clever detective who must track down enemy spies. In this scene, director John Huston has Bogart use his characteristic tough stance as he protects the character played by Mary Astor.

Note that the camera angle is low, shooting up at Bogart from the ground. Why might director John Huston have chosen this angle? Note also that Bogart is shown with full, head-on light, making him seem strong and dominant.

However, his eyes are shaded by his hat, giving him a mysterious, sly look. Note which elements from the Elements of Visual Design and Composition chart are used by Huston. He has probably instructed Bogart to stand as straight as possible so that the vertical line of that stance would emphasize the character's power. Note the pattern Huston creates with lines. Contrast the parallel lines of the gun and the line painted on the ship with the suggested diagonal lines of vision of both actors. Why might Huston have carefully set up such a diagonal pattern?

What dialogue might the characters be speaking in this shot? How does Huston's visual image extend or emphasize that message? If you were on the creative staff of this movie, what type of background music would you choose for this scene in order to manipulate the audience's emotional response?



Film Techniques for Sending Visual Messages

Technique	Possible Significance
<p>Camera angle</p> <p>High (looking down on subjects)</p> <p>Low (looking up on subjects)</p> <p>Straight-on (eye level)</p>	<p>Often makes subject seem smaller, less important, or more at risk</p> <p>Emphasizes the subject's importance or power</p> <p>Puts viewer on equal level with subject; can make viewer identify with subject</p>
<p>Camera shots</p> <p>Close-up (picture of subject's face)</p> <p>Long shot (wide view, showing character within larger setting)</p>	<p>Emphasizes character's facial expressions; leads viewer to identify with him or her</p> <p>Shows relationship between character and setting</p>
<p>Lighting</p> <p>High, bright lighting</p> <p>Low, shadowy lighting</p> <p>Light from above</p> <p>Light from below</p>	<p>Creates cheerful, optimistic tone</p> <p>Creates gloomy, mysterious tone</p> <p>Makes subject seem to glow with power or strength</p> <p>Increases audience tension</p>
<p>Editing</p> <p>Quick transitions between frames</p> <p>Slow dissolve or fade out</p>	<p>Quickens pace; increases suspense or excitement</p> <p>Indicates change in perspective or time; may introduce a flashback or dream sequence</p>
<p>Special effects</p> <p>Slow motion</p> <p>Blurred motion</p>	<p>Emphasizes movement and heightens drama</p> <p>Suggests speed, confusion, or a dream-like state</p>
<p>Background music</p>	<p>Manipulates audience's emotional response</p>

Exercise 3

Study the color still, or movie photo, on page 784. Identify the visual message that the filmmakers intend to send to viewers. Then, using the Elements of Visual Design and Composition chart on page 782 and the Film Techniques for Sending Visual Messages chart on this page, explain what techniques the filmmakers use to extend and emphasize the message.

27.2 Analyzing Media Messages

Photographs, movies, and television programs often seem realistic; they show scenes, characters, actions, and conflicts that could easily happen in real life. Some media presentations *are* realistic. However, all media messages are constructed carefully, to emphasize a particular point of view. Even a factual film documentary or a public service message on a topic such as health care or environmental protection uses carefully chosen colors, lines, and camera angles to persuade the viewer to accept and agree with a certain point of view.

The artist, photographer, or director makes many decisions about what pictures and information to include, what camera angles will prove most effective, and what information should *not* be included. Follow three steps to unravel the sometimes confusing messages sent by the media.

1. Identify the visual message that an artist, photographer, cartoonist, or film director is sending.
2. Spot the techniques of design, composition, and film that were used to extend and emphasize that message.
3. Decide whether you agree or disagree with that message.

Key Questions for Analyzing Media

To analyze a media message, ask yourself these Key Questions:

- What message is this photo (or drawing, cartoon, movie, television show, music video) trying to send me?
- How did the artist or photographer use elements of visual design and composition and/or film techniques to emphasize the message and to persuade the audience to accept and agree with the message?
- What do I already know about this subject?
- How can I use what I already know to judge whether this message is
 - fair or unfair
 - based on reality or fantasy
 - based on facts or opinions

- What sources might I use to find other viewpoints on this subject that I can trust?
 - parent, teacher, or other trusted adult
 - reliable books or other reference sources
 - other _____.

Then, on the basis of your answers to the questions and other trusted viewpoints, make a decision about the visual message. Make sure that in your own mind you can support that decision with well-thought-out reasons.

- I agree with the visual message because _____.
- I disagree with the visual message because _____.

Exercise 4

Practice the Key Questions by analyzing one of the political cartoons shown on page 783. Write answers to the questions. Compare your findings, and your ultimate decision, with those of your teacher and classmates.

Exercise 5

Watch carefully as your teacher plays a scene or two from a popular movie or television show and then shows a popular music video. Use the Key Questions for Analyzing Media to have a class discussion analyzing and evaluating the visual messages you received from each segment or video you saw.

Exercise 6

Choose a favorite movie, television show, or music video. Use the Key Questions to analyze and evaluate the visual messages. Write a brief report on your findings and conclusions.

Analyzing Advertisements and Commercials

You can also use the Key Questions to analyze and evaluate the media messages contained in advertisements appearing in newspapers, magazines, and Web sites, as well as on television commercials.

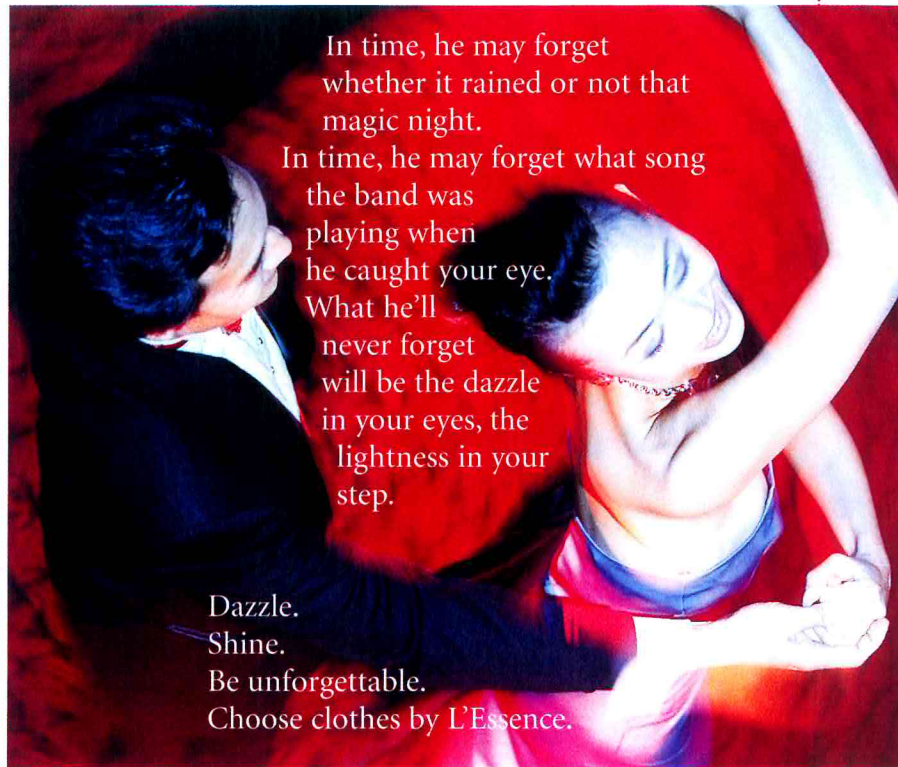
More than any other form of media, advertisements and commercials have one goal: *to persuade the viewer to buy the product or service*

being advertised. To accomplish that goal, advertisers often use techniques listed in the Elements of Visual Design and Composition chart on page 782, and the Film Techniques for Sending Visual Messages chart on page 785. Additionally, they often use one or more of the following advertising techniques.

Common Advertising Techniques

Element	Description	Example
"Jump on the bandwagon and join in the fun!"	using visual images or carefully chosen words to show that "all popular, attractive, well-liked people" use this product	An advertisement for a certain brand of clothing shows attractive, smiling people enjoying each other's company as they wear that brand of clothing.
"Be like your favorite celebrity! "	showing a popular star of movies or television, a famous athlete, or a leading musical performer using the product	An advertisement for a certain shampoo or other cosmetic shows a popular television or movie star who claims that he or she uses that product.
"Use this for incredible results! "	using oils, dyes, special lighting, or other "tricks" to make the product results "too good to be true"	An advertisement for jeans uses make-up, special lighting, air-brush photography, or other special effects to make a model look excessively slim and gorgeous while wearing that brand of jeans.
" Leading experts are convinced that you should use this product."	using actors to pretend that they are doctors, dentists, and other experts	In an advertisement for a headache medicine, an actor portrays a doctor who recommends using the product.
" Feel guilty or foolish if you don't buy this important product."	manipulating scientific terms, statistics, or other data to convince viewers that using another product would be foolish or wasteful	An advertisement for a certain brand of computer suggests that using any other brand will make you less efficient and successful.
Be smart, rich, and successful!	using persuasive language and visual images to make people feel that the "elite" (rich, powerful, and successful people) already use this product	An advertisement for a certain car shows stylish, successful people driving to an exclusive restaurant or golf club.
Enjoy romance!	using persuasive language and visual images to make people feel that using this product will bring them excitement or romance	A fragrance advertisement shows two people looking fondly at each other.

Although commercials and advertisements often contain a few convincing facts, those facts are surrounded by persuasive words and often unrealistic claims. Don't be fooled by the glossy images and exuberant proclamations of advertisements. Use a version of the Key Questions to "cut through" the glitter and make informed, wise decisions about which products to buy. As an example, examine the model of an advertisement on this page.



Exercise 7

Use the Key Questions for Analyzing Media to analyze and evaluate the above advertisement. Discuss your findings with classmates.

Exercise 8

Work with a group to make a collage of advertisements that appear in popular magazines. Use labels and captions to point out the "tricks" that the advertisers used to persuade people to buy the products. Display your poster in class. Discuss your findings with classmates.

Exercise 9

Watch carefully as your teacher plays a video clip of one or more television commercials. Then work as a class to use the Key Questions for Analyzing Media Messages to identify, analyze, and evaluate the message or messages you have just seen.

27.3 Producing Media Messages

Another way to increase your understanding of media messages is to produce your own media messages, applying the techniques that artists, filmmakers, and advertisers use. This section will help you to create two types of media messages: a political cartoon and a scene from a television program.

Creating a Political Cartoon

Political cartoonists often use one or more of the following techniques to send a visual message about a current issue or event. Although political cartoons use humor to get their points across, there is virtually always a serious issue behind the cartoon.

Elements of Humor Often Used by Cartoonists

- **Exaggeration:** Drawing something bigger or greater than it would normally be, causing it to have larger-than-life effects on other objects or people

Example: Tom Toles shows an enormous “Phone Booth Earth” filled with very tiny people.

- **Irony:** Providing an outcome that is completely unexpected or unusual

Example: Instead of continuing the celebration, Paul Szep’s New Year’s celebrant went right back to his dull, disinterested pose as soon as midnight passed.

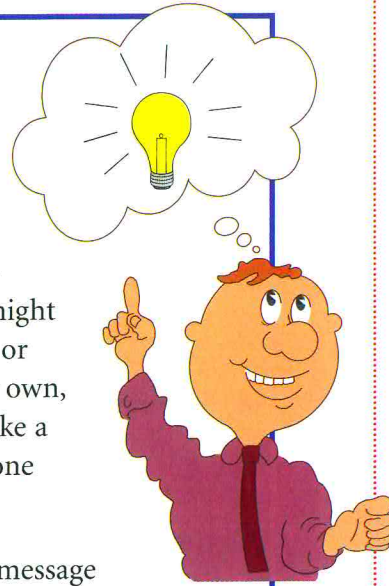
- **Satire:** Poking fun at a person, event, or situation

Example: A cartoon about a politician who voted against an environmental proposal might show the politician snarling as he frantically chops down a forest of trees.

Satire is perhaps the most common humorous element in political cartoons. Each day political cartoonists poke fun at politicians, news events, or situations that they find amusing. This type of cartoon often carries the strongest visual message because the purpose is not only to create humor but to send a message of criticism about a person, event, or situation.

Tips for Creating a Cartoon

- 1 Brainstorm.** Think about issues, events, and situations at school and in the local and national news, as well as global issues such as the environment or world peace. Concentrate on topics that you would enjoy poking fun at through exaggeration, irony, and satire. You might select a rule or a law that you disagree with, a politician or other public figure whose opinions are contrary to your own, or a serious issue or situation on which you'd like to make a strong statement. Jot down several ideas and then pick one idea to develop into a political cartoon.
- 2 Identify your purpose and message.** What underlying message do you want your cartoon to express? What point of view do you intend to get across through humor? Summarize your point of view in a sentence or two. Keep your point of view in mind as you draw.
- 3 Identify your audience.** To what specific group do you want to focus your message—classmates, all students at your school, members of a particular team or club, neighbors, or family members? Think about what your specific audience already knows and thinks about your topic. What other information might your audience need to know in order to understand your humorous message? Make sure that you somehow include that information in your cartoon.
- 4 Decide whether to use words.** Often the best cartoons use the picture to show, rather than words to tell, the message to the viewer. Will your message be clear from your picture alone, or do you need a caption to make your message precisely clear? Should the characters be labeled so that their identity is clear? Should they speak through speech balloons in order to make the meaning clear? Experiment using words and omitting words until you are satisfied that your message is clear.
- 5 Make layout sketches.** On scrap paper, draw several versions of the cartoon. Refer to the Elements of Visual Design and Composition chart on page 782 for ideas about such elements as lines, colors, positions, and space.



(continued)

- 6 **Make your final copy.** When you are satisfied with your sketches and your decision of whether to include words in your cartoon, make a final copy. If possible, use black felt markers of various thicknesses to give your political cartoon a professional, crisp “newspaper” look.
- 7 **Publish your cartoon.** Share your cartoon with your selected audience. You might publish it in the school newspaper or display it where it will catch the attention of your intended audience. Ask for feedback. Find out if your viewers understood and agreed with your message.

Exercise 10

Use the Tips for Creating a Cartoon to send an effective, humorous media message by creating a political cartoon.

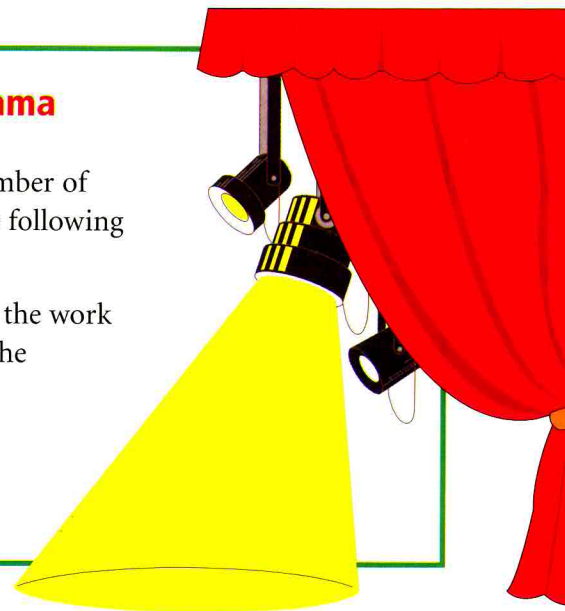
Creating a Scene from a Television Drama



The production of a television program requires the skills and cooperation of a group of people. Group members take on one or more roles, based on their skills and interests. By pooling talents, group members can create a production that one member of the team could not manage alone. Follow these tips to create an effective scene from a television drama. On film, your scene should run for about ten minutes.

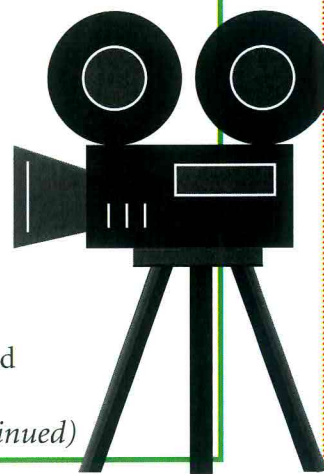
Tips for Creating a Television Drama

- 1 **Build a production team.** Have each member of your group commit to one or more of the following roles:
 - **Director** – leads the group, overseeing the work of all team members and supervising the filming
 - **Source Advisor** – works with the scriptwriter to adapt a published book or short story into a television format



- **Scriptwriter** – writes and revises the script on the basis of input and suggestions from the Source Advisor and Director
 - **Organizer and layout expert** – creates a “storyboard,” a series of simple sketches that shows each step in the scene. The storyboard outlines the format of the scene from beginning to end. The director, actors, camera operator, and music arranger follow this plan during the filming
 - **Set and Props Captain** – works with the director, scriptwriter, and layout expert to gather or make all elements of the scenery and props; has all sets and props in place prior to the filming
 - **Actors** – follow the director’s guidance to speak the dialogue and act out the scene
 - **Lighting expert** – follows the director’s plan for creating the proper lighting during the filming
 - **Video operator** – videotapes the show
 - **Music arranger** – works with the director to choose any background music that may be used; follows the director’s cue to start the music at the appropriate time during the filming
- 2 **Find your source.** Work together with your group to discuss books and short stories that might provide the source for your television scene. Keep in mind your time limitations. You have only ten minutes of film in which to portray one scene. Keep in mind your set limitations. Avoid scenes that will require extensive scenery or props—or extensive imagination on the part of your viewers!
 - 3 **Work cooperatively to plan the scene.** Hold a team meeting to begin the planning process. Make suggestions to the director regarding the elements of visual design and film techniques he or she might use. Then work independently to plan and prepare your assigned part of the production. Come together to go over and revise ideas until everyone is satisfied.
 - 4 **Rehearse.** Do several run-throughs of the scene before actually taping it. At this point, the director should be in charge, planning the camera shots and angles, the lighting, the movements and positions of the actors, and the voice and music cues.

(continued)



- 5 **Shoot!** Tape the scene, following the plan that you perfected during rehearsals. Don't get upset if mistakes occur—they happen in real television and movie studios too! Reshoot if necessary.
- 6 **Present your scene.** Hold a film festival at which your group joins other groups in presenting your films. After each performance, pause for feedback and discussion. Which camera angles, lighting, dialogue, and visual details seemed most effective in sending media messages? Why?

Exercise 11

With a group, use the Tips for Creating a Television Drama to create a dramatic television scene.

UNIT
28

Electronic Resources

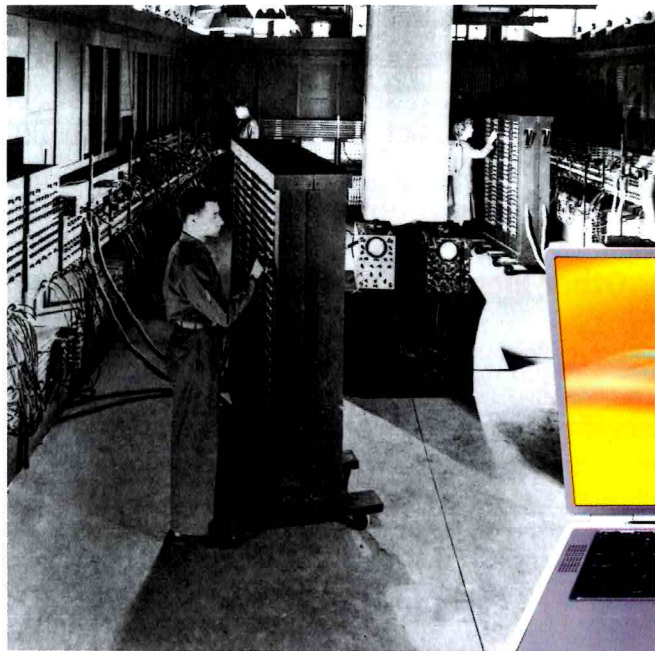
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28.1

Computers and the Internet

For students whose schools boast computer labs or classroom computers, or for those whose families compete for time on a personal computer at home, the beginnings of the computer age may seem like ancient history. It wasn't all that long ago, and we've come a long way since then. The first operational computers—named Eniac and Univac—were developed in the 1940s and occupied enormous amounts of space. Eniac was more than six feet high and twenty-six yards long! Users required training in a special computer language to access the databases of these machines.



Today's computers are so compact that they are portable and so simple to operate that they can be used by young children. Even computers that respond to the sound of the human voice are now on the

market. One of the most helpful resources made available through computers is the Internet. The **Internet** is an electronic connection to a huge fund of information and general data. It uses telephone lines, cable lines, and satellites to link computers all over the world. Among the computer terms that have become a part of our vocabulary are *cyberspace*, *surfing the Web*, *googling* and *browsing*.

What we generally refer to as the “Internet” is the part of the Internet called the **World Wide Web**. The World Wide Web is one of the best ways to explore the Internet. The Web, as it is often called, was designed to make it easy to allow millions of computers to exchange data that include text, video, graphics, animation, and sound. You can consult experts in specialized fields, find information in a variety of encyclopedias, listen to radio programs, and find late-breaking news from all over the world on the Web. You can use the Web to communicate with students in other cities, other states, and even other countries. If you don’t own a computer, you can access the Internet at a school computer lab or a public library. Many public libraries now have Internet terminals available to their patrons.

Exercise 1

Working in a small group, list the different ways in which you and your family use computers. Then predict how you will use the Internet in your daily life in the next year and what uses the Internet will have in ten years. Finally, predict how your children will use the Internet when they are your age. Compare your predictions with those of others in your class.

28.2

Getting on the Internet

The three basic things you need to access the Internet are a computer, a modem, and an Internet service provider. A **modem** is a device that allows a computer to communicate and share information with other computers over telephone or cable lines. An **Internet service provider**, or ISP, provides a service (for a fee) that allows your computer to connect to the Internet. You can also access the Internet by using an online service, such as America Online (AOL), Earthlink, Microsoft Network (MSN), or NetZero. Such a service lets you access the Internet as well as its own private services. For example, America Online users can use private chat rooms and other exclusive features.

Browsers

To display the contents of a Web site, your computer must have a browser. A **browser** is a software program that displays Web pages as text, graphics, pictures, and video on your computer. Some of the best-known browsers are Microsoft Internet Explorer, Mozilla Firefox, Safari, Opera, and Netscape Navigator. If your computer does not already have a browser installed, your service provider should be able to provide you with one.

Once you have a browser, software programs called plug-ins will allow you to use your browser to play sounds or display movies from a Web site. Examples of plug-ins include RealAudio, which allows you to listen to recorded music and radio broadcasts, and RealVideo, Quicktime, and Flash, which show movies.

Internet Addresses

The World Wide Web is made up of millions of Web sites. A **Web site** is a page, or collection of pages, that have been put together by a person, a company, or an organization such as a university. A Web site may include photos, artwork, sound, and movies in addition to text. A **Webmaster** is the person in charge of building and maintaining a Web site.

To get to a particular Web site, you need to know its address. Every Web site on the Internet has a unique address, or **URL**. URL stands for Uniform Resource Locator. No two Web sites can have the same URL.

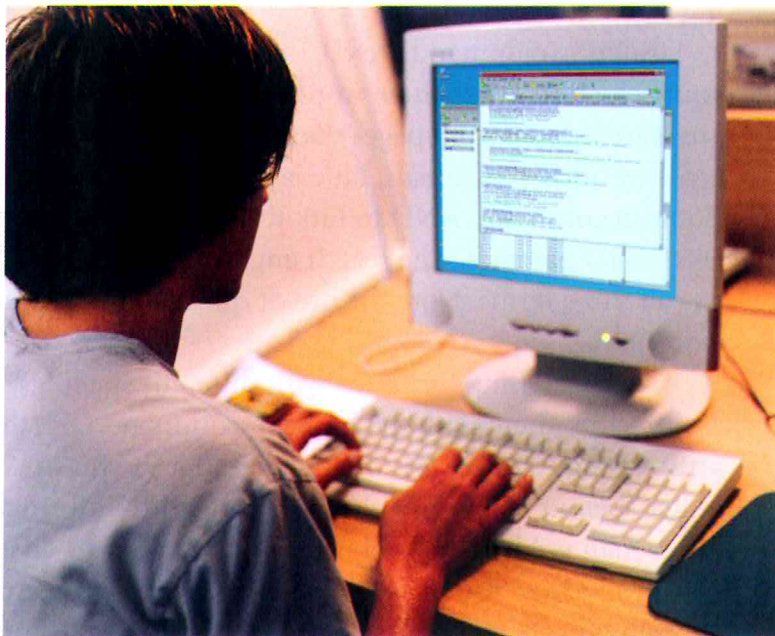
As an Internet user, you may want to keep track of some Web sites that you visit. URLs can often be long and difficult to remember. You can keep a record of them by making a bookmark of them or by naming the sites as “favorites.” This function lets you keep a list of the URLs of your favorite sites so that you don’t have to remember them. To access a site, just pull down the bookmark or favorites menu and click on the site’s name.

As you add to your list of bookmarks/favorites, you may want to organize them into folders for categories such as search engines, reference sources, and news.

Hyperlinks

You may notice as you begin to investigate various Web sites that some words or phrases are underlined or are in a different color from the rest of the text. These words are called hypertext links, or hyperlinks. A **hyperlink** is text or a graphic that, when clicked on, takes you to a related

Web site or a new page in the site you are on. Sometimes it may be difficult to find a hyperlink on a Web page, especially if it is a photo. If you are not sure whether the text or graphic is a hyperlink, drag the arrow over it. If the arrow changes to a pointing finger, you’ve found a hyperlink.



Using a Search Engine

One way to find information on the Web is to type in the URL for a specific site. But often you do not know exactly where on the Web you might find the information. How do you find Web sites that will give you the specific information you are looking for? The fastest way is to start with a search engine. A **search engine** lets you look for information on the Web by searching for keywords. A **keyword** is a word or phrase that describes your topic. For example, if you wanted information about the early years of the National Football League, you might try *NFL* and *history* as keywords.

Choosing keywords carefully can help you get better results. Use phrases in quotation marks and combine terms (using a + sign) to narrow your search. If your keyword is too general, try adding additional terms that will help find the information you are looking for. For example, if the keyword *dog* is too general, try searching for *dog* + “*golden retriever*” + *training* to help you find information about training a golden retriever.

Using the commands AND, OR, and NOT can also help narrow your searches. These three words are the basis of **Boolean logic**. If you are searching for Web pages that contain information about three types of birds—cardinals, blue jays, and parrots—you would use the Boolean command AND to link those keywords (cardinals AND “blue jays” AND parrots). The search engine will then suggest only sites that use all three terms. Note the use of quotation marks around the two-word name.

When searching for terms with different spellings, like *theater* and *theatre*, link them with the Boolean command OR (theater OR theatre). Using OR between the words will lead you to Web sites with either spelling. To find Web sites that feature information about dogs other than golden retrievers, you would use NOT in combination with AND to narrow the search (dogs AND NOT “golden retriever”).

Metasearch engines, such as Dogpile and Metacrawler, allow you to submit a keyword to several search engines at the same time. You will not get as many results as you would if you were using a specific search engine. However, you are likely to get the most relevant and useful information from each engine that the metasearch engine searches—provided your keywords were well chosen.

If you haven't narrowed your search to a specific topic, you can start with a subject directory. A **subject directory** lists general topics, such as arts and humanities, science, education, entertainment, sports, and health. After you select a broad topic, the directory will offer a list of possible subtopics from which to choose. Click on a subtopic and you'll get a group of more specific topics. Most subject directories also offer a search function.

As you use search engines, remember that you should always "surf the Web" with a purpose. Spending time exploring search engines and Web sites will give you an idea of the kinds of things available on the Internet. When you find something that could be of value later, print a page from the Web site as a reminder of what is there. File the sheet in a binder that you can refer back to or share with other students when you are looking for specific information.

The chart that follows lists some search engines and subject directories that will help you get around the Internet more quickly and efficiently.

Search Engines and Subject Directories		
Name	Type	URL
Alta Vista	search engine	http://www.altavista.com
Ask	search engine	http://www.ask.com
Excite	search engine	http://www.excite.com
Go	search engine	http://www.go.com
HotBot	search engine	http://www.hotbot.com
Lycos	search engine	http://www.lycos.com
The Mining Company	subject directory	http://www.miningco.com
Yahoo!	subject directory	http://www.yahoo.com

Exercise 2

Using a search engine or a subject directory to locate appropriate Web sites, find the answers to the following questions.

1. Where is Richard Nixon's dog, Checkers, buried?
2. What role did actress Suzy Amis play in the movie *Titanic*?
3. What year was the Beatles' album *Abbey Road* released?
4. Where is the National Inventors Hall of Fame located?
5. How many people attended the first World Series game in 1903?
6. What was Lewis Carroll's given name?
7. Where was Jesse Hilton Stuart born?
8. Name two books written by Japanese author Yoko Kawashima Watkins.
9. What is the Statue of Liberty's complete name?
10. What is the medical name for Lou Gehrig's disease?

Exercise 3

Search for a subject with a single search engine. Then search for the same subject on a metasearch engine. Which engine provided the most results? Which provided the most helpful links?

Exercise 4

As a class, create five subject folders under the bookmark or favorites option of your browser. Bookmark at least five sites in each of the folders. Then create a directory for the classroom that lists the subject headings and the Web site addresses that provide useful information for those headings.

28.3

Evaluating Internet Sources

As you search the Internet and discover new Web sites, remember that anyone can create a Web site. What that means is that you cannot always be sure that the Web site information is correct. Newspapers, magazines, and books are reviewed by editors, but the Internet is a free-for-all. People and organizations who post information on the Internet are not required to follow any specific guidelines or rules. Therefore, it is your responsibility to determine what information is useful to you, whether that information is accurate, and how current the information is.

You'll want to make sure the sources you use in a presentation or research paper are reliable. How can you be sure? One way is to find out who owns the Web site or who created it. For instance, if you are looking for the batting average of a baseball player on the New York Yankees, you could probably rely on the official Yankees Web site to be accurate. However, if you find the data on a personal Web site created by a baseball fan, you may want to find a second source to back up the information.

When evaluating a Web site, ask these questions:

- What person, organization, or company is responsible for the Web site?
- When was the site last updated?
- Can the information presented there be verified?
- Does the site refer to other reliable sources for similar or related information?
- Does the site's text contain spelling mistakes, incorrect grammar, and typographical errors that make you suspicious about the reliability of the information?

Citing Sources

Just as you are expected to document the print sources you use when writing a report or giving a presentation, you are also expected to document information from the Internet. Sometimes Web sites disappear or change location, so if you do pull information from the Internet, you should always provide the URL, the title, and information about the author. You should also include the date that the material was available at that Web site and provide a printout of the information.

Works Cited

“Olympic and Titanic: Maiden Voyage Mysteries.” Encyclopedia Titanica. 29 April 2007

<http://www.encyclopedia-titanica.org/maiden_voyage_mysteries.html>.

“Titanic.” Encyclopaedia Britannica Online. 20 August 2007

<<http://www.search.eb.com/eb/article-9072642>>.

Exercise 5

Working with a small group of classmates, create a checklist to use for evaluating Web sites. Include the basic information in your checklist (name of site, URL, etc.).

- Develop a scale by which to rank Web sites.
- Make copies of your checklist to pass out to other students in the class.
- Choose five different Web sites, and ask students to use your checklist to evaluate each of them.
- Use the results to present a brief summary of the five Web sites.

Troubleshooting Guide

As you work on the Web, you may need help in dealing with possible problems.

Here are some error messages that you might see as you spend time on the Web. They are followed by their possible causes and some suggestions for eliminating the errors.

Message: Unable to connect to server. The server may be down. Try connecting again later.

Possible Causes: The server is having technical problems. The site is being updated or is not communicating properly with your browser.

Suggestion: It usually helps if you try again in a few minutes; however, it could be a few days before the server is working properly.

Message: Unable to locate the server: www.server.com. The server does not have a DNS (Domain Name System) entry. Check the server name in the URL and try again.

Possible Causes: You have typed in the URL incorrectly, or the site no longer exists.

Suggestion: Be sure you have entered the URL correctly—check for proper capitalization and punctuation. If you have entered it correctly, try using a search engine to find the site. Keep in mind, though, the possibility that the site may have been abandoned.

Message: File Not Found: The requested URL was not found on this server.

Possible Causes: You have reached the server, but that particular file no longer exists or you have entered the path or filename incorrectly.

Suggestion: Check the URL again. If you have entered it correctly, try searching for the page from the server's home page.

Message: Network connection refused by the server. There was no response.

Possible Causes: You have reached the server, but it is too busy (too many other people are trying to access it) or temporarily shut down.

Suggestion: Try to access the site later.

Message: Connection timed out.

Possible Causes: Your browser attempted to contact the host, but the host took too long to reply.

Suggestion: Try to access the site later.

Message: Access denied. You do not have permission to open this item.

Possible Causes: The URL has moved, the Webmaster no longer allows public access to the site, or you have been denied access to the site.

Suggestion: Contact the Webmaster to verify the URL or try the site again in a few days. Sometimes there is nothing you can do if access has been denied. Many colleges, for example, allow access to parts of their sites only to faculty and registered students.

Message: You do not have the proper plug-in installed to view this content.

Possible Causes: You have attempted to access content that your Web browser is not equipped to view.

Suggestion: A Web site that requires the plug-in will usually provide instructions for downloading and installing the plug-in. Before you download and install the plug-in, evaluate the reliability of these instructions. Some of the popular plug-ins are Flash player, Quicktime, RealPlayer, and Windows Media Player.

28.4

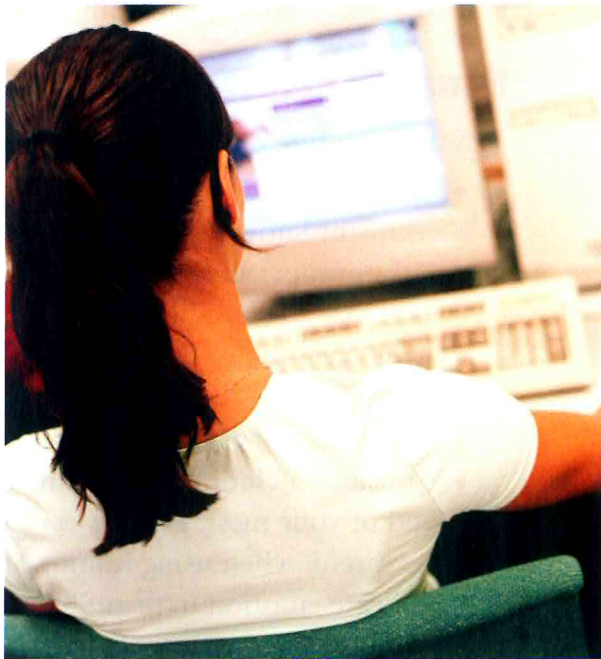
Using Other Internet Features: E-mail

A popular feature of the Internet is electronic mail, or **e-mail**. E-mail programs allow you to receive, send, and forward e-mail messages. Millions of Americans send or receive e-mail every day. With the click of a button, you can send a message to anyone in the world. A feature called attachments, available with most e-mail software, lets you attach other files to the e-mail. You can send someone pictures of yourself, send a sound clip of a piece of music to a friend, or send a story you have written to a Web site that accepts and publishes submissions from young writers.

To send e-mail, you need an e-mail address. Like Web site addresses, e-mail addresses are unique. No two people can have the same e-mail address. Your Internet service provider will provide you with an e-mail address. You can also use another service, such as Gmail (Google) and Yahoo!, to provide you with an e-mail account.

On many e-mail programs, you can store frequently used e-mail addresses in an address book. Then, when you want to send a message to a person whose address is in your address book, all you have to do is begin typing his or her name and the application “autofills” the individual’s address. You can also store additional information, such as the person’s street address, birthday, and phone number, in your address book.

Just as you can send an e-mail message to anyone in the world, anyone in the world can send an e-mail message to you. Sometimes you will receive junk e-mail, or **spam**. It is similar to the junk mail



your family receives at home. Advertisements are the main form of spam, and sometimes this kind of e-mail can be offensive. E-mail can contain software viruses in the form of attachments that can be harmful to your computer. If you receive an e-mail from someone whose e-mail address you do not recognize, show it to an adult and do not write back unless the adult gives you permission. Some people send links to Web sites through e-mail. If you receive a message with a link to a Web site, show it to an adult before clicking on the link.

E-mail Etiquette

When sending e-mail, follow the rules of e-mail etiquette.

- Use the subject line wisely. Be as brief as you can, but let the recipient know what your message is about.
- Use appropriate capitalization. Using all capital letters is considered SHOUTING.
- Avoid sending unfriendly e-mail. Sending an unfriendly e-mail message is called “flaming.”
- Check your message for correct spelling.
- Consider including your name and contact information at the end of your message. This is typically referred to as a signature.
- Be careful when using humor or sarcasm. It can be difficult to indicate emotion in print. Use emoticons if you want to show emotion. The term “emoticons” is made up of the words *emotion* and *icons*. They are little faces made by the characters on a keyboard—for example:

:-) (a smile)	;-) (a wink)
:-((a frown)	:-D (laughing)

- Keep messages short and to the point.
- Remember that good behavior on the Internet is no different from good behavior in face-to-face situations. Treat others as you would like them to treat you.

Viruses and Security

A **virus** is a computer program that invades your computer by means of a normal program or message and may damage your system. A virus may be spread by e-mail, but more often it occurs when you download a software program and run it on your computer. All computers that are connected to the Internet should have virus-protection software. You can obtain such software from your service provider or your local computer store, or you can even download utility programs from the Internet.

A **hacker** is a computer criminal who may steal valuable data from your computer. A hacker may “tap” into your computer from another location and read through all of your program files. That is why it is important to choose your password carefully. A password for e-mail or other accounts should be random and meaningless, yet easy to remember. Don’t tell anyone your password. If you must write it down to remember it, don’t leave it near a computer. Most programs that require a password will allow you to change your password if you think somebody might know it. If you do think somebody has your password, let an adult know.

Message Boards and Mailing Lists

A **message board**, also known as a bulletin board, is a place on a Web site where people with similar interests can post and read messages on a specific topic. Message boards are found on certain Web sites and commercial online services, such as America Online. Anyone can post messages on a message board, but the Web site generally asks a user to register first with a full name and an e-mail address. As you surf the Web, look for Web sites that have message boards. If you have a comment or question about a Web site, post your message on its message board. You can use message boards on certain Web sites to post reviews of books, CDs, and movies.

If there is a particular subject that you need to research, you might want to consider subscribing to a **mailing list** concerned with your topic. A mailing list is like a bulletin board on which you exchange information through e-mail. Type “mailing list” into a search engine along with your topic of interest, such as “hockey” or “astronomy.” Choose a search result that interests you. You may want to be specific when choosing a topic. For example, instead of typing “hockey,” you could type “Chicago Blackhawks.” Once you have found a mailing list that interests you, follow the directions to subscribe to the list. You can cancel your subscription to a mailing list at any time.

Exercise 6

Find a Web site that allows you to post reviews of books, movies, or CDs. Choose a book, movie, or CD that you have a strong opinion about and review it. Print the Web page that lists your review and share it with the rest of the class.

Exercise 7

With the help of your teacher, select a class at an elementary school to trade e-mail with. Ask the younger students to send you any questions they might have about the Internet or e-mail. Work together, doing research if necessary, to answer the questions and send them back to the students. As a class, discuss the responses to the questions.

28.5

Other Electronic Resources

In your search for information, you may use other sources of electronic information besides the Internet. A computer can help you access a wide variety of information from CDs, DVDs, CD-Rs, and CD-RWs. CD-R stands for “compact disc recordable,” and CD-RW stands for “compact disc rewritable.”

CDs

CD recordables and CD rewriteables (CD-R and CD-RW) look like audio compact discs, but they store more than just audio information. Once data has been written onto a CD, it cannot be removed or changed; it can be read only by the computer. CDs can store text, graphics, and video files.

Because CDs can store large amounts of information, many dictionaries, encyclopedias, and other reference works are stored on them. You can use CDs to read text and look at pictures. You can also use them to view video and audio files of historic events. To use a CD, your computer must have a CD drive. Such drives are standard on most computers.

DVDs

A DVD, or digital video disc, can store up to six times the data of a CD on the same surface area. Dual-layer DVDs record on both sides of the disc, thus doubling the storage capacity of a standard DVD. Similar in size and shape to a CD, a DVD can hold enough information for a full-length movie. Like a VCR, a DVD player can be used to watch movies, and like a CD, a DVD requires a special drive on the computer. Some computers now come equipped with DVD drives. Although a DVD drive can play CDs, a CD drive cannot play DVDs.

Removable Storage

Your computer uses a built-in hard drive that stores information. All computers also include a drive for removable discs that can increase your storage capacity. You can insert a removable disc into another computer and transfer files to it. These removable discs can also be used to send information to someone else or to store files as a

backup in case your hard drive crashes and you lose the information there.

The average computer user uses CDs or flash drives to store information, although most software is now being distributed on CDs or DVDs. As more people get more involved in multimedia, they need storage devices that can hold the larger multimedia files. Flash drives are removable, rewritable devices. Small and lightweight, most are about the size of a pack of gum. They are also convenient and portable and can be carried in your pocket, on a key fob, or on a lanyard around your neck. These devices are popular with those who use more than one PC and need to move personal data or work files from one place to the other. Many of these devices can hold more than a CD.

External writable CD and DVD drives, also called burners, make it possible to record music or data from a computer or other CD or DVD. These drives are standard equipment with new PCs. Because of the widespread practice of burning CDs and DVDs, laws against illegal copying of music and movies are being enforced.

Exercise 8

A CD incorporates many different elements (text, audio, graphics, video). Work in a small group to select a subject that could be presented on a CD. Use a library, the Internet, or other resources to find information that you could include on your CD.

For the audio portion of your CD, find audiocassettes or CDs that could provide music or spoken word segments. For the visual portion, make drawings of what you would include. If possible, use a video camera to record images to illustrate your subject. After you have compiled all the elements, prepare an audio and visual presentation similar to one that you would find on a CD and present it to the class.