

Chapter 2: Developing

1. A paragraph is

- a. a group of sentences focusing on one central idea.
- b. a group of three to five sentences.
- c. a part of a longer work.
- d. a group of sentences that stand alone.
- e. a group of sentences that work only as part of a larger whole.

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2. Shelia has to write a topic sentence for her paragraph. What should she keep in mind?

- a. Her topic sentence should be the first sentence in the paragraph.
- b. Her topic sentence should be phrased as a question.
- c. Her topic sentence should be the final sentence of the paragraph.
- d. Her topic sentence should express the main point of the paragraph.
- e. Her topic sentence should only contain a minor detail.

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3. Shelia comes up with the topic sentence, “College students who are single parents face different challenges from those encountered by traditional college students.” Which of the following body sentences would you suggest that Shelia omit to make her paragraph stronger?

- a. Being a single parent and going to college is like working two jobs.
- b. Single parents have to juggle parenting, classes, and homework.
- c. All single parents are discriminated against.
- d. Instructors are sometimes insensitive to the challenges single parents face.
- e. Some single parents have to work in addition to attending school and taking care of their children.

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4. You may need to narrow your topic when

- a. you dislike the topic you’ve been given.
- b. your topic will provide you with enough supporting information to complete the assignment.
- c. you need to make your topic fit the size of the assignment.
- d. you don’t know what you’ll write about the topic.
- e. none of the above

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5. You can use freewriting, brainstorming, clustering, or questioning to narrow your topic.

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6. Ebony's instructor asked her to write a paragraph about relationships. Ebony used brainstorming to narrow her topic and came up with the ideas below. Which of her topics is still too broad?
- a. When I tried Internet dating
 - b. Marriage
 - c. My best friend
 - d. Deciding to marry my husband
 - e. Losing my sister
- Page: 15; Learning Objective: 2*

7. The controlling idea is an essential part of the topic sentence that makes a point about the topic.
- Page: 15; Learning Objective: 3*

8. The sentence, *Today's children are spoiled*, is not a strong topic sentence because
- a. it is vague and cannot be supported.
 - b. it expresses an incomplete thought.
 - c. it is an announcement.
 - d. it is a fragment
 - e. it is too narrow.
- Page: 16; Learning Objective: 3*

9. The sentence *I am going to write about my career* is not a strong topic sentence because
- a. it is too vague.
 - b. it expresses an incomplete thought.
 - c. it is too narrow.
 - d. it cannot be supported.
 - e. it is an announcement.
- Page: 16; Learning Objective: 3*

10. Your topic sentence should express an obvious or well-known fact.
- Page: 17; Learning Objective: 3*

11. When you are developing your writing skills, it is a good idea to place your topic sentence
- at the beginning of your paragraph.
- Page: 18; Learning Objective: 3*

12. The best topic sentence for the narrowed topic *money* is
- Money is a necessity.
 - In this essay, I will discuss how to budget your money.
 - Investing the money you have.
 - Opening a savings account is an important step towards wisely investing your money.
 - Spending more money than you make
- Page: 19; Learning Objective: 3*

13. You should focus on developing supporting details before you have a clear topic sentence.

Page 20; Learning Objective: 4

14. Generating supporting ideas, choosing the best supporting ideas, and organizing your ideas

are

- steps you can take to determine your paragraph's supporting details.
- steps you can take to determine your paragraph's topic sentence.
- steps you can take to narrow your paragraph's topic.
- steps you can take to choose the best ideas for your paragraph.
- steps you can take to ensure your paragraph is unified.

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15. To achieve unity in your paragraph, you should

- group similar sentences together.
- generate interesting supporting details.
- remove any ideas that do not support your topic sentence.
- include all of the most interesting ideas from your prewriting.
- include plenty of questions.

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16. A paragraph that begins with the sentence, *Throughout history, men have engaged in conflicts*, is most likely organized by

- emphatic order.
- compare-contrast order.
- emphatic and space order.
- cause and effect order.
- space and time order.

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17. When you use emphatic order, you

- describe an image in the sequence in which you see it.
- arrange details according to the sequence in which they have occurred.
- arrange details from most to least interesting.

- d. group similar ideas together.
 - e. organize supporting details in a logical sequence.
- Page: 24; Learning Objective: 4*

18. Adrienne writes her topic sentence at the top of a piece of paper. Underneath it, she writes

her supporting details in the order in which she wishes to present them. What has Adrienne written?

- a. A paragraph plan
- b. A paragraph
- c. A journal entry
- d. A first draft
- e. An essay

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19. Zoe writes the following sentence in the body of her first draft. Why isn't this an acceptable

sentence for a first draft? *Korean markets are often.*

- a. The sentence is a complete thought.
- b. The sentence is not interesting.
- c. The sentence is a fragment.
- d. The sentence is disorganized.
- e. The sentence is acceptable.

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