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Bridge to College English for Speakers of Other Languages

Chapter 1: Identity

Contents	Page
Chapter Preview	2
Reading 1: “Masks” by Shel Silverstein	4
• Pre-reading, During Reading, and Post-reading Questions	
Vocabulary Strategy	
• Using Context Clues	5
• Practice	7
Reading 2: “Fish Cheeks” by Amy Tan	
• Pre-reading and During Reading Questions	10
• Post-reading Questions	11
Focus on Grammar: Simple Past vs. Past Perfect	12
○ Practice	13
○ Think About It	13
Writing Assignment: Readings 1 and 2	14
Writer’s Note: What is a Paragraph?	14
• Practice	15
• Five Characters of a Good Topic Sentence	16
• Practice	17

Contents	Page
Vocabulary Strategy: Word Parts and Word Families	18
• Word Parts	
• Common Suffixes	
• Common Prefixes	
Unit 1 Vocabulary: Readings 3, 4, and 5	19
Reading 3: “Maslow’s Hierarchy of Needs” by Commonlit Staff	
• Pre-reading Questions	21
• During Reading Questions	21
• Post-reading Questions	23
Reading 4: “Freud’s Theory of the Id, Ego and Superego” by Commonlit Staff	
• Pre-reading and During Reading Questions	25
• Post-reading Questions	26
Grammar Note: Adjective Clauses, Adverbial Clauses, and Noun Clauses	27
• Grammar Practice	28
Reading 5: “The New Era of Positive Psychology” by Martin Seligman	29
• Pre Reading, During Reading, and Post Reading Questions	
Writing Assignment:	
• Summary-Response Assignment	30
• How to Write a Summary	31
Grading Rubric for Summary-Response	33

Chapter Preview

In this chapter, you will read a variety of texts about the theme of identity, including two poems, a short story by Chinese-American author Amy Tan, and three informational readings. You will learn vocabulary related to this theme and do several writing assignments ending with a short summary-response essay.

Discuss and Write

As we begin this unit, start to think about what makes a person who they are. How does our identity take shape over time? How does a person's culture affect their identity? What does the field of psychology say about identity?

Discuss these ideas with your classmates and then write down your ideas about identity in general and about your own identity.



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Reading 1

“Masks” by Shel Silverstein

You will read a poem by a famous American poet, Shel Silverstein, whose work is loved by people of all ages.

[Link to Commonlit website reading "Masks" by Shel Silverstein](#)

Pre-Reading

Think about the topic and prepare to read.

- 1) What kinds of masks do people wear?
- 2) When might someone wear a mask?
- 3) Why might someone wear a mask?

During Reading

- ✓ Notice the illustrations and think about the connection between the meaning of the poem and the illustrations.

Post-reading

Answer the questions below.

- 1) Look carefully at the illustrations that go with this poem. What is unusual about the masks?
- 2) Why are the people in this poem wearing masks?
- 3) Do the people in the poem really have blue skin? What do you think blue skin represents in the poem?
- 4) What is the main idea of this poem?
- 5) Why do you think this poem is included in this chapter about identity? How does it relate to the theme of identity?

Vocabulary Strategy: Using Context Clues

When you are reading and come to a word you don't know, what do you do?

- A. Stop reading and look up the word in a dictionary.
 - B. Keep reading and make a guess about the meaning of the word.
-
- ✓ If you stop reading every time you see a word you don't know, you will lose focus of what you are reading. This will prevent you from understanding what you are reading. So, answer choice "A" is not correct.
 - ✓ Often, writers give us clues in the sentence or nearby sentences that help us make a smart guess about the meaning of new words. These are called context clues. So, B is the correct answer. (Sometimes the writer doesn't give us any clues, though! In that case, it's okay to use a dictionary if you think the word is important.)

There are four main types of context clues. Look for signal words or punctuation clues that indicate context clues.



Think of the signal words and punctuation clues like traffic signals that guide you.

Image source: music4life, [Pixabay.com](https://pixabay.com), CC0

Type of Clue	Examples	Signal Words
Definition / Synonym	<p>Our friends have a strong influence (effect) on us.</p> <p>Our friends have a strong influence, or effect, on us.</p> <p>Our friends have a strong influence on us; this means they affect us.</p> <p>Our friends have a strong influence—effect—on us.</p>	<p>Or</p> <p>This means / which means</p> <p>That is</p> <p>This type of context clue also uses some punctuation clues: Parenthesis () Commas , Dashes – —</p>
Contrast	<p>Ying is a social person, but her sister enjoys spending time alone.</p> <p>Ying is a social person; in contrast, her sister enjoys spending time alone.</p> <p>Ying is a social person; however, her sister enjoys spending time alone.</p>	<p>But</p> <p>In contrast</p> <p>however</p>
Examples	<p>We all play many social roles in our lives; for example, we may be fathers, sons, sisters, or co-workers.</p> <p>We all play many social roles in our lives; for instance, we may be fathers, sons, sisters, or co-workers.</p> <p>We all play many social roles in our lives; such as fathers, sons, sisters, or co-workers.</p>	<p>For example</p> <p>For instance</p> <p>Such as</p> <p>Like</p>
General Knowledge or Inference	<p>I inherited my dad’s love of art and, like him, enjoy visiting art museums when I travel.</p>	<p>With this type of context clue, there are no common signal words or punctuation clues. You have to add up all the clues in the sentence in make an inference.</p>

Practice

The following words in **bold** appear in the short story, "Fish Cheeks." Use context clues to make a smart guess about the meaning of each **bold** word. Underline the context clues in each sentence.

1. I felt embarrassed when I showed up to the party in a **shabby** old pair of jeans; everyone else was wearing new dresses and shirts with ties.
 - a. Guess: _____
 - b. Type of Context Clue: _____

2. On the first day of class, most students **lacked** the proper materials, but within a week all the students had their notebooks, paper, and English dictionaries.
 - a. Guess: _____
 - b. Type of Context Clue: _____

3. Athena always hosts amazing parties, and last time she completely **outdid herself**: it was her best party yet!
 - a. Guess: _____
 - b. Type of Context Clue: _____

4. The three-year-old **grimaced** and turned his head in disgust whenever his parents tried to feed him vegetables; in contrast, he smiled when he saw a cupcake.
 - a. Guess: _____
 - b. Type of Context Clue: _____

5. Tegrid felt extremely **satisfied** with her last test because she got a 100%!

a. Guess: _____

b. Type of Context Clue: _____

6. Yusik **suffered** (experienced pain and discomfort) through his first winter in Michigan.

a. Guess: _____

b. Type of Context Clue: _____

Pronunciation

Directions: Underline the stressed syllable in each word (notice that verbs are in their base form):

shabby

lack

outdo

grimace

satisfied

suffer

Collocations

Collocations are the way that words are combined with other words in phrases. When you learn new vocabulary in groups of words that are often used as phrases, it is easier to remember which words go together and it will make your speaking and writing more fluent.

Satisfied with + a noun

- I am satisfied with this class; I'm learning a lot.
- Paolla expected Santa Claus to bring her dozens of toys, so she wasn't satisfied with just 2 small toys.
- Your sentence:

A lack of + a noun

- The rude students talked on their phone during class and talked with each other while the teacher was talking. They showed a complete lack of respect for the teacher.
- When they first arrived to the US, the immigrants had a lack of understanding of American culture.
- Your sentence:

Outdo oneself/himself/herself/myself

- Zahra always gets high grades, but last semester she totally outdid herself and got a 100% in the class!
- The basketball player outdoes himself every game by scoring more and more points.
- Your sentence:

Reading 2

“Fish Cheeks” by Amy Tan (1987) on Commonlit

[Link to Commonlit website](#)

Pre-reading Questions

How do your friends, family, or other people influence your thoughts and behavior?

How important are friends at different times of your life?



Image source: trevoykellyphotography, [Pixabay.com](#), CC0



Image source: Graehawk, [Pixabay.com](#), CC0

You will read a short story by the Chinese American author, Amy Tan. Before you read, think about and discuss these questions with your classmates.

- 1) How do Americans typically celebrate Christmas? What kinds of foods are typically eaten at a Christmas eve dinner?
- 2) What kinds of foods do you think a Chinese family might eat for a holiday dinner?
- 3) Do you know what a minister is? If not, look up this word in a dictionary.
- 4) What do you know about teenagers? How important is it for a teenager to fit in with their friends?

During Reading

- ✓ Practice the strategies that we learned for using context clues to determine the meaning of vocabulary that you don't understand.

Post-reading Activities

Discussion

Discuss the following questions with a partner or group of classmates.

- 1) Why did they invite the minister's family over for dinner?
- 2) Why did the mother prepare typical Chinese foods instead of typical American foods?
- 3) What does this story say about identity?

Grammar: Simple Past Tense vs Past Perfect

For a deeper explanation of verb tenses, please go to Chapter 5 Verb Tenses.

We use **simple past tense** to talk about events that happened at a specific moment in the past. Simple past is formed by adding –ED to regular verbs; however, irregular verbs have many different forms, so you must memorize them. There is a list of irregular verbs in Chapter 5. Simple past tense is often used with expressions such as: yesterday, last week, last month, last year, in the past, etc.

We use **past perfect tense** to talk about two events that happened in the past: the earlier event uses the past perfect. We use HAD + 3rd to form the past perfect tense and we often use past perfect with an adverb, such as “already” to make the timeline very clear. We place the adverb after the X-word HAD, for example: I had already eaten.

Practice

- ✓ Find four more examples of sentences with both simple past tense and past perfect tense in Reading 2. List your sentences below. The first one is done as an example.

Ex: When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried .
1.
2
3.
4.

Think About It

- ✓ In each example sentence, what happened first? Explain the sentence.

Example: Her parents invited the minister's family for dinner before their daughter found out about it. Then, she cried.

1.
2.
3.
4.

Writing Assignment: Readings 1 and 2

After reading “Masks” by Shel Silverstein and “Fish Cheeks” by Amy Tan, write a paragraph about one of the questions below. Use information from each reading to support your answer.

1. What is identity and what does each author say about identity?
2. Describe how the narrator’s mother in “Fish Cheeks” helps her daughter to be true to herself and how this relates to the central idea of “Masks.”

Writer’s Note: What is a Paragraph?

A strong paragraph contains three distinct components:

1. Topic sentence. The topic sentence tells the reader the general topic and the main idea or main point or what the writer wants to say about the topic.
2. Body. The body is composed of the supporting sentences that develop the main idea.
3. Conclusion. The conclusion is the final sentence that summarizes the main point, comments on the main point, or predicts the future.

The foundation of a good paragraph is the topic sentence, which expresses both the topic and the main idea of the paragraph. All the sentences in the rest of the paragraph should relate to the topic sentence and support it. In the American academic style of writing, it is the writer’s job to make his or point clear and to help the reader understand and agree with the point that the writer is trying to make. We do this by supporting our main idea in the body of the paragraph. Sometimes we use the acronym SEEDS to remember different ways to support a paragraph. SEEDS stands for Supporting Examples, Explanations, Details, and Descriptions.

Practice

Circle the topic and underline the main idea in each of the following topic sentences.

1. Exercising three times a week is the only way to maintain good physical health.
2. Sexism and racism are still rampant in today's workplace.
3. Raising the legal driving age to twenty-one would decrease road traffic accidents.
4. Owning a business is the only way to achieve financial success.
5. Dog owners should be prohibited from taking their pets on public beaches.

Five Characteristics Define a Good Topic Sentence:

1. A good topic sentence contains both a topic and a controlling idea, opinion, or main point.

Weak example. I am going to discuss identity.

This topic sentence provides a topic, but it does not present a controlling idea, opinion, or main idea.

Note: it is never appropriate to begin a paragraph with "I am going to..."

Stronger example. My cultural identity is a central part of who I am.

This topic sentence presents the writer's opinion or main idea about the topic of *identity*. It also narrows the topic to **cultural** identity.

2. A good topic sentence provides an accurate indication of what will follow in the rest of the paragraph.

In the example above, the reader can expect the paragraph to explain, describe, and give examples of the writer's culture and how it is a very important part of his or her identity.

3. A good topic sentence is clear and easy to follow.

Weak example. In general, writing an essay, thesis, or other academic or nonacademic document is considerably easier and of much higher quality if you first construct an outline, of which there are many different types.

This topic sentence includes a main idea and a controlling idea, but both are buried beneath the confusing sentence structure and unnecessary vocabulary. These obstacles make it difficult for the reader to follow.

Stronger example. Most forms of writing can be improved by first creating an outline.

This topic sentence cuts out unnecessary words and simplifies the previous statement, making it easier for the reader to follow.

4. A good topic sentence does not include supporting details.

Weak example. Salaries should be capped in baseball for many reasons; most importantly so we don't allow the same team to win year after year.

This topic sentence includes a supporting detail that should be included later in the paragraph to back up the main point.

Stronger example. Introducing a salary cap would improve the game of baseball for many reasons.

This topic sentence omits the additional supporting detail so that it can be expanded upon later in the paragraph.

5. A good topic sentence engages the reader by using interesting vocabulary.

Weak example. The military deserves better equipment.

This topic sentence includes a topic and a claim, but the language is general and unexciting.

Stronger example. The lack of resources provided to the military deserves our immediate attention.

This topic sentence states the same idea as the weaker example, but uses more interesting vocabulary to show the writer's opinion more clearly.

Practice

Choose the most effective topic sentence from the following sentence pairs and note what the problem is with the weaker topic sentence.

1. Stronger sentence: _____

- a) This paper will discuss the likelihood of the Democrats winning the next election.
- b) To boost their chances of winning the next election, the Democrats need to listen to public opinion.

Problem with the weaker sentence:

2. Stronger sentence: _____

- a) The unrealistic demands of union workers are crippling the economy for three main reasons.
- b) Union workers are crippling the economy because companies are unable to remain competitive as a result of added financial pressure.

Problem with the weaker sentence:

3. Stronger sentence: _____

- a) Authors are losing money as a result of technological advances.
- b) The introduction of new technology will devastate the literary world.

Problem with the weaker sentence:

4. Stronger sentence: _____

- a) Rap music is produced by untalented individuals with oversized egos.
- b) This essay will consider whether talent is required in the rap music industry.

Problem with the weaker sentence:

Vocabulary Strategy: Word Parts and Word Families

Word Parts

Introduction to prefixes, roots, and suffixes: EdPuzzle Word Parts Video

[Link out to Edpuzzle website](#)

Word Families: Parts of Speech

Word families are groups of words that have the same root (main part of a word), so they have similar meanings, but are used differently (as a noun, verb, adjective, or adverb.) We add a suffix, and may change the spelling slightly, to form a different part of speech.

Common suffixes for each part of speech:

Noun: -er, -or, -tion, -ment, -ism, -ist

Verb: -ize

Adjective: -ed, -ing, -ic, -ical, -al

Adverb: -ly

Common prefixes:

- **un-** means not or opposite of something (Ex. To *unlock* the door means to open it.)
- **sub-** means below or less than (Ex. A *submarine* can go below the surface of the ocean. *Subzero* temperatures are below 0. To *subdivide* something is to divide it into smaller pieces.)
- **dis-** means not; the opposite of (Ex. To *discontinue* the process means to end or stop the process.)

Unit 1 Vocabulary: Readings 3, 4, and 5

Term and Part of Speech	Other Forms	Meaning
Psychologist, n	Psychology, n Psychological, adj	Psyche (root) = mind A psychologist is a person who studies how the mind functions. Psychology is the study of the mind.
Motivation, n.		
Survival, n.		
Theory, n.		
Unconscious, adj.	Conscious, adj.	
Subconscious, adj.		
Behavioral, adj.		

Term and Part of Speech	Other Forms	Meaning
Behavioral, adj.		
Disorders, n.		
Classification, n.		

Collocations

Collocations (co + location): can you guess what this word means?

Collocations refer to the way we use words together in phrases. When you learn new vocabulary, notice how the word is used in the reading and in example sentences in the dictionary. Take note of the collocations, and learn to use the word in phrases. Notice whether or not the verb needs or can take an object. This will help you build your fluency in English.

Practice:

Find and list some collocations for the Chapter 1 vocabulary.

Reading 3

“Maslow’s Hierarchy of Needs” by Commonlit Staff

[Link to Commonlit](#)

Pre-reading

Skim the introduction (the first 3 paragraphs). Then, answer these questions:

1. What context clues did you find for the word “hierarchy”?
2. What does hierarchy mean?
3. What is Maslow’s Hierarchy of Needs? (Explain in your own words based on what you read in the introduction paragraphs.)
4. Have you ever heard about Maslow’s Hierarchy of Needs before? If yes, explain.

Now, skim the subtitles. What do you predict* you will read about in this article?

*predict is made up of the prefix “pre,” which means “before” and the root “dict,” which means “say,” so predict means to say before. When you predict as a reader, you skim the title, subtitles, and pictures to make a smart guess about what you will read. This helps you be an active reader.

During Reading

Read through once:

- ✓ As you read, check if your predictions are correct. Highlight or underline information in the reading that supports or contradicts* your predictions.

*Contra=prefix meaning “opposite” or “against”

- ✓ Question your understanding as you read. Ask yourself things like, “How does this idea connect or relate to the previous idea?” “Is this a main idea or a supporting detail?” “What is this an example of?”
- ✓ Think about how the ideas fit together.

Read it again:

- ✓ Read with a highlighter and pen or pencil in hand. Highlight main ideas, underline important supporting details. Make notes or write questions in the margins.
- ✓ Consider using a different color for new vocabulary.

Post-Reading

Vocabulary Development

Post is a prefix that means “after.” After you have read the article, go back and scan the article for the following key vocabulary terms. Then, use context clues in the article to match the words with their meanings. Write the letter of the definition on the line.

Vocabulary Term	Meaning
1. Hierarchy _____	A. Very important
2. Motivate and motivation (both forms appear in the reading) _____	B. Relationships between people
3. Survival _____	C. Arrangement of levels
4. Critical _____	D. To make someone want to do something; to encourage
5. Interpersonal _____	E. Able to be hurt or affected by something
6. Vulnerable _____	F. Continuing to live or exist
7. Contribute _____	G. Coming before in time or order
8. Previous and previously (both forms appear in the reading) _____	H. To give or add something

Pronunciation Note

Directions: Underline the stressed syllable in each word (notice that verbs are in their base form):

hierarchy

vulnerable

motivate

contribute

motivation

previous

survival

critical

previously

interpersonal

Chapter 1

Comprehension Questions for Reading 3

After reading, think about what you read and make sure you have understood it correctly.

- 1) Which of the needs are considered “higher order” or “higher level” needs?
- 2) Is it possible to achieve higher level needs without having met lower level needs?
- 3) Do you think this theory applies to everyone all over the world, or only to certain people? Why?

Reading 4

“Freud’s Theory of the Id, Ego and Superego” by Commonlit Staff

[Link to Commonlit](#)

Pre-Reading Activities

- 1) Read the title and information in the shaded box.
 - a. Who was Freud?
 - b. What is he famous for?
 - c. Use context clues to determine what “subconscious” means.
- 2) Read the headings
- 3) Predict what this reading will be about and what the purpose of this article is (to inform, to entertain, to persuade, other?).

During Reading

- 1) Read with a highlighter and pencil in hand. Highlight main ideas. Write questions about things you are unsure about in the margins.
- 2) Look for definitions of terminology and unfamiliar words. Use a different color to highlight important vocabulary.
- 3) Ask yourself questions to check your own understanding as you read. If you come to the end of a paragraph, but don’t understand, consider re-reading the paragraph.

Post Reading

Check your understanding of the reading.

- 1) What did Freud believe about the unconscious mind?
- 2) Freud believed that humans are not in control of the decisions we make. What did he think controls our decisions?
- 3) Explain the differences between the id, the ego, and the superego.
- 4) How does Freud's theory relate to topic of identity?

Grammar Note: Adverbial Clauses, Adjective Clauses, and Noun Clauses

One of the ways to become a better writer is to pay attention to sentence structure as you read. We will focus on three common ways to combine information to show relationships between ideas and to create varied and interesting sentences.

- ✓ For a better understanding of sentence structure and an explanation of each type of clause, please see Chapter 4. Here is a brief explanation of each type of clause:

Adverbial Clauses: Adverbial clauses are used to show time, conditions, reason, contrast, or purpose.

Adjective Clauses: Adjective clauses relate to a noun and define the noun or give additional information about the noun.

Noun Clauses: Noun clauses take the place of a noun in a sentence. They can be used as the subject of a sentence or as the object of a verb.

Grammar Practice

Review Readings 3 and 4 and find two example sentences that contain each type of clause. Write your example sentences below

Adverbial Clauses:

1)

2)

Adjective Clauses:

1)

2)

Noun Clauses:

1)

2)

Reading 5

“The New Era of Positive Psychology” by Martin Seligman (2004)

[Link to Commonlit](#)

Pre-reading Activities

- 1) Read the title and the introductory information in the shaded box.
 - a. Who is the author?
 - b. What is he famous for?
 - c. How is “positive psychology” defined?
- 2) Notice that this reading is the transcript from a speech. How might a speech be different from an article in a journal or from a chapter in a textbook?
- 3) What do you think is the purpose of this speech?

During Reading

- 1) A speech usually has an introduction, body, and conclusion. Can you identify where the body of the speech begins?
- 2) Ask yourself questions as you read. What is the speaker’s main point? Why is he using this story or this example?

Post Reading

- 1) Identify Seligman’s main ideas. How does Seligman support his main ideas?
- 2) What is the purpose of Seligman’s speech?
- 3) After reading the whole speech, what does Seligman mean by “positive psychology”?
- 4) How do Seligman’s ideas compare or contrast to Freud’s ideas?
- 5) Do you think that Freud would agree with Seligman’s approach to psychology? Why or why not?

Writing Assignment

Write a summary and response to Seligman’s speech. Summarize the speech in one paragraph, and write a one paragraph response. In your response, you can discuss some of the following topics:

- whether or not you agree with Seligman’s approach,
- how should we define “the good life”
- how do Seligman’s claims agree with or differ from what you know about how to achieve happiness

Writing Tips

- ✓ Be sure to begin with a topic sentence that tells the reader what your point of view is. Then, support your point of view with explanations and examples of your own. End your paragraph with a concluding sentence.
- ✓ Be sure to review the grading rubric for this assignment before handing in your paragraphs.

How to Write a Summary*

Summarizing consists of two important skills:

1. identifying the important material in the text, and
2. re-stating the text in your own words.

The first step in identifying the important material in the text is to read and understand the text. Highlight main ideas and annotate important supporting details in the margins of the text, or on a sticky note. You need to restate the main ideas in your own words. Don't copy sentences or even long phrases from the text when you annotate. Use your own words and change the sentence structure.

Since writing a summary consists of omitting minor information, it will always be shorter than the original text. It is also important to note that a summary does not contain your opinion unless your professor asks you to write a response.

Steps for Writing a Summary

1. A summary begins with an **introductory sentence** that states the text's title, author and main thesis or subject. This is similar to a topic sentence in that it tells the reader the topic and main idea, but a summary does not contain your opinion.
2. A summary contains the main *thesis* (or main point of the text), restated in your own words.
3. A summary is *written in your own words*. It contains few or no quotes.
4. A summary is *always shorter than the original text*, often about 1/3 as long as the original. It is the ultimate "fat-free" writing. An article or paper may be summarized in a few sentences or a couple of paragraphs. A book may be summarized in an article or a short paper. A very large book may be summarized in a smaller book.
5. A summary should *contain all the major points* of the original text, but should *ignore most of the fine details*, examples, illustrations or explanations.
6. The backbone of any summary is formed by *critical information* (key names, dates, places, ideas, events, words and numbers). A summary must never rely on vague generalities.
7. If you quote anything from the original text, even an unusual word or a catchy phrase, you need to put whatever you quote in quotation marks ("").
8. A summary must contain only the ideas of the original text. *Do not insert any of your own opinions, interpretations, deductions or comments* into a summary.

9. A summary, like any other writing, has to have a specific audience and purpose, and you must carefully write it to serve that audience and fulfill that specific purpose.
10. Finally, keep your reader in mind. You must assume that your reader has not read the original text, so you must give them a basic understanding of the original.

*This information has been adapted from Writing a Summary. **Authored by:** Elisabeth Ellington and Ronda Dorsey Neugebauer. **Provided by:** Chadron State College. **Project:** Kaleidoscope Open Course Initiative. **License:** [CC BY: Attribution](#)

Guidelines for a Summary Paragraph

1. **First Sentence.** Introduce the summary by telling the reader what you are responding to. Give the author's name, and title of the article, and a general introduction to the main idea.

Author: McEntire Williams

Title: "The Male and Female Brain"

Example: In his article "The Male and Female Brain," McEntire Williams states/argues/claims that....

2. **Body Sentences.** Summarize major supporting ideas for the author's claim or main idea. Use your own words, but do not add your own ideas. Do not include details. Make sure to use verbs to show that you are reporting someone else's ideas. Use the simple present tense.
3. **Concluding Sentence.** Remind the reader of the author's main idea.

Practice

Use one of the articles from this chapter and write the first sentence of a summary.

Grading Rubric for a Summary-Response Essay

Grade & Points	Overall Description	Grading Standards
4.0 50-46	Excellent	Topic sentence correctly introduces the author, title and main idea. Demonstrates strong understanding of the speech and includes all main ideas and important supporting ideas. Provides a thoughtful and well-supported reaction. Demonstrates mastery of all principles of summary and response writing, correct language structures, mechanics, and format.
3.5-3.0 45-41	Good	Topic sentence correctly introduces the author, title, and main idea of the article. Shows good understanding of the speech, but may have omitted one or two important points. Reaction/Response is fairly thoughtful and well-supported. Sentences are clear, correct, and meaningful. The format is correct and there are very few mistakes in grammar, sentence structure, punctuation, or capitalization.
2.5 40-38	Acceptable	Topic sentence correctly introduces the author, title, and main idea of the article. Shows a basic understanding of the speech, but may have omitted two or three important points. Response is reasonable, but does not show a lot of depth. There may be minor problems with sentence structure and/or format.
2.0-1.5 37-33	Weak	Topic sentence does not correctly introduce the author, title, and main point of the speech. Paragraph lacks purpose or connection to the assignment by misinterpreting the writer's ideas or not including all main ideas from the speech. Response lacks depth. Demonstrates very little engagement with ideas presented in the reading. There may be several problems with language structures or format (MLA style, inconsistencies in capitalization and punctuation, for example.)
1.0 and below 32-0	Poor	Misconstrued purpose with little relationship to the assigned topic or too little substance. Does not correctly cite the author, title, and main point of the original speech.
0		No attempt was made to answer the question.