

Upgrade Your Writing: Connections & Transitions *Study Guide*

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Video Aided Instruction, Inc.
Roslyn Heights, New York

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Upgrade Your Writing: Connections & Transitions

1 DVD · 1 hr. 22 mins.

item #VAI-2163 · price \$49.95

isbn 9781573852166 · upc 600459216399

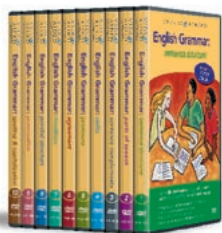
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Introduction

Video Aided Instruction's *Upgrade Your Writing* Series is like a virtual "writing clinic on DVD" that gives middle school students through adults (and challenged learners requiring remediation, in particular) the tools they need to dramatically improve their performance on any academic writing assignment or real-world writing task.

Before you begin viewing this program, please allow us to make a few recommendations. First, we suggest that you have a notebook and pen ready, so you're prepared to use the many on-screen graphics to take notes for yourself—the physical act of writing things down can help you remember them. Best of all, when you're done, you'll have a terrific resource filled with useful tips, key concepts, and easy-to-follow strategies that will help you become a better writer—all in one handy notebook that you can refer back to again and again.

Secondly, don't forget to take advantage of your "pause" button while viewing the program. This will allow you to try to complete the exercises in this study guide before you view the answers on-screen.

Finally, don't try to absorb too much at one time. By viewing the program over a number of short sessions (instead of all at once), you'll stay "fresher" and retain more of what you learn. And don't forget: you can review the entire program, or specific sections, as many times as you need to!

So now you can avoid the kind of incoherent, disorganized, and error-laden writing that inspires teachers to "break out the red pen"—you really can *Upgrade Your Writing...* let Video Aided Instruction be your guide!

About the Author

Laurie E. Rozakis, Ph.D., is a Professor of English and Humanities at the State University of New York at Farmingdale. An award-winning educator and vibrant public speaker, Dr. Rozakis is also a prolific author with more than 100 books to her credit, including numerous test prep titles for Scholastic, McGraw-Hill, and Peterson's and many books in the bestselling *Complete Idiot's Guide* series.

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PART 1: Connections and Transitions Overview

Directions: See DVD program.

PART 2: Commonly Used Linking Devices

Exercise 1

Directions: Fill in each blank in the following paragraph with an appropriate connection or transition from the list provided. Choose your transitions based on the way that they link together sentences, phrases, and ideas to create unity, logic, and cohesion.

Jacques Cartier established the colony of New France in 1534. The French did little with their colony for more than 60 years _____ they were involved in long, costly wars within Europe. _____, some French did begin fishing off the coast of New France _____ established a fur trade with the Native Americans. _____ no one would have predicted it, this fur trade would soon bring great wealth to France.

but
however
as a result

despite
frequently
and

although
because
in particular

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Some Connections and Transitions That Show...

<p>ADDITION</p> <p>again also and another besides finally for example further furthermore in addition moreover next then too plus <i>etc.</i></p>	<p>CAUSE & EFFECT</p> <p>accordingly as a result because consequently for that reason hence since so therefore thus <i>etc.</i></p>	<p>CHRONOLOGY (TIME ORDER)</p> <p>after at length before currently during eventually finally first immediately in the future later meanwhile next now second soon subsequently then third in <date> <i>etc.</i></p>	<p>COMPARISON & CONTRAST</p> <p>different from in comparison in the same way like likewise on the one hand same as similarly however in contrast on the contrary unlike nonetheless on the other hand but yet instead rather again nevertheless <i>etc.</i></p>	<p>CONCESSION</p> <p>although certainly granted naturally no doubt of course though to be sure whereas admittedly indeed arguably <i>etc.</i></p>	<p>EXAMPLES</p> <p>for example for instance in particular in this case namely to illustrate specifically <i>etc.</i></p>
<p>EXCEPTION</p> <p>yet still however nevertheless despite in spite of of course occasionally rarely seldomly surprisingly <i>etc.</i></p>	<p>IMPORTANCE (EMPHASIS)</p> <p>most important least important most of all least of all best of all worst of all chiefly especially in particular mainly mostly largely ultimately above all primarily significantly most significant least significant <i>etc.</i></p>	<p>LOCATION</p> <p>above across adjacent at the side below beside beyond closer to elsewhere farther on further from here in the distance near nearby opposite there to the left to the right <i>etc.</i></p>	<p>QUALIFICATION</p> <p>frequently if in case occasionally often sometimes provided typically usually rarely seldomly unless when chiefly especially mainly mostly largely primarily <i>etc.</i></p>	<p>RESULT</p> <p>as a result accordingly consequently due to this so since thus on account of then because therefore thus based on this <i>etc.</i></p>	<p>SUMMARY</p> <p>as a result finally hence in brief in short in summary on the whole to conclude to summarize clearly in other words to simplify ultimately <i>etc.</i></p>

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Exercise 2

Directions: Choose the appropriate transition from the words or phrases in the parentheses. Remember to choose a transition that creates unity, logic, and cohesion. Explain why you chose each transition.

1. The train stopped running at midnight. (*Consequently, Nevertheless*), the tourists walked a mile back to their hotel.

2. We may soon be eating food from sea farms. (*For example, Thus*), algae is a high-protein crop that shows great promise.

3. Rita has so many chores! She has to do the laundry and feed the pets. (*Therefore, Worst of all*), she has to wash the floor.

4. (*However, On the one hand*), Mark wants to lose weight; (*on the other hand, for instance*), he is not willing to modify his diet or do exercise.

Exercise 3

Directions: Without referring to the lists of transitions elsewhere in this study guide (or the other exercises!), cross out the words in the following list that are NOT transitions.

first	homemaker	yet
lukewarm	because	while
since	attractive	despite
besides	finally	clock
rambling	for example	further
for instance	nevertheless	eerie
therefore	intelligent	however

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Exercise 4

Directions: Read the following passage. Decide why it seems so choppy and disconnected. Ask yourself, “Why is the writing boring? Why is it difficult to follow the ideas?”

The modern game of soccer was developed from the eighth to the nineteenth century in England. A formal set of rules was adopted. Other countries accepted these rules. International matches were held. Great Britain ruled colonies all over the world. British traders, soldiers, and sailors introduced the game to many parts of Asia, Africa, and the Americas.

Exercise 5

Directions: Reread the passage from *Exercise 4*. Mark 3 spots in the passage where transitions are needed. Look for ideas that should be related to each other, especially those that show time and cause and effect. (NOTE: Your answer may vary from the program.)

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Exercise 6

Directions: Fill in each blank with the transition from the list provided that best links related ideas. Remember to capitalize a transition if it will be the first word in a sentence. (NOTE: Your answer may vary from the program.)

The modern game of soccer was developed from the eighth to the nineteenth century in England. _____, a formal set of rules was adopted. Other countries accepted these rules; _____, international matches were held. _____, Great Britain ruled colonies all over the world. British traders, soldiers, and sailors introduced the game to many parts of Asia, Africa, and the Americas.

at some time

in 1863

because

but

consequently

namely

when

at this time

Hence

Exercise 7

Directions: Read the following passage. Decide why it seems illogical and does not make sense. Ask yourself, "Why is it difficult to follow the ideas? What's missing that could make this paragraph better?"

Besides the Spanish Civil War (1936–1939), Spain was a divided country. A large group of Spanish people hated Spain's ruler, General Franco; for instance, he had complete power over the country. The people against General Franco called themselves the Resistance. They wanted to defeat Franco's government, so Franco was a powerful leader. Hitler, the leader of Nazi Germany, supported Franco. Mussolini was the leader of fascist Italy.

On May 8, 1945, the war ended in Europe, for the Japanese fought on. The Allies, led by the Americans, ended World War II by dropping two atomic bombs on Japan. The Japanese namely surrendered on August 14, 1945.

Exercise 8

Directions: Reread the passage from *Exercise 7*. Mark the 5 transitions in the passage that are illogical and/or incorrect. Look for ideas that should be related to each other, especially those that show time and cause and effect. (NOTE: Your answer may vary from the program.)

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Exercise 9

Directions: Fill in each blank with the transition from the list provided that best links related ideas. Remember to capitalize a transition if it will be the first word in a sentence. (*NOTE: Your answer may vary from the program.*)

_____ the Spanish Civil War (1936–1939), Spain was a divided country. A large group of Spanish people hated Spain’s ruler, General Franco; _____, he had complete power over the country. The people against General Franco called themselves the Resistance. They wanted to defeat Franco’s government, _____ Franco was a powerful leader. Hitler, the leader of Nazi Germany, supported Franco. Mussolini was the leader of fascist Italy.

On May 8, 1945, the war ended in Europe, _____ the Japanese fought on. The Allies, led by the Americans, ended World War II by dropping two atomic bombs on Japan. The Japanese _____ surrendered on August 14, 1945.

during	hence	granted
yet	however	next
too	but	like
again	for instance	finally

Exercise 10

Directions: Read the following passage. Decide why it is difficult to follow the writer’s ideas. Ask yourself, “Why does this passage sound awkward? Why doesn’t it make sense?”

The Carolina Parakeet was the only parrot native to the eastern United States, and it had green on its back, yellow on its head, and orange on its cheeks, although the largest Carolina Parakeets were thirteen inches long, including their tail feathers. They once lived throughout the Southeast, as far north as Virginia and as far west as Texas. Parrots are among the smartest of birds; however, farmers thought these fruit-eaters were pests, so they shot them from the skies, and the Carolina Parakeet became extinct in the 1920s as a result, so all that’s left are stuffed examples of this bird in museums.

Exercise 11

Directions: Reread the passage from *Exercise 10* and underline all of the transitions.

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Exercise 12

Directions: On a separate piece of paper, rewrite the passage from *Exercise 10*, deciding which transitions to keep and which to delete. Try to stick closely to the original wording, link related ideas, and create an interesting and varied style by mixing short, medium, and long sentences. (*NOTE: Your answer may vary from the program.*)

Exercise 13

Directions: Read the following passage. Is the writer guilty of: A) linking unrelated ideas; B) using too many linking devices; or C) Using the wrong transitions?

The Pony Express was a short but interesting chapter in American history and it was the creation of Alexander Majors, William Waddell, and William Russell, three men who made and lost a lot of money in the Old West. All three men had business acumen and money to invest, but it was Russell who got the Pony Express off to a great start because he had the support of influential people in Washington, DC, and from then, it took him only two months to establish the Overland Mail Express.

Exercise 14

Directions: On a separate piece of paper, rewrite the passage from *Exercise 13*, using more logical connections and transitions. Try to stick closely to the original wording, link related ideas, and create an interesting and varied style by mixing short, medium, and long sentences. (*NOTE: Your answer may vary from the program.*)

Exercise 15

Directions: Underline the repeated words and phrases in the following excerpt from George Bernard Shaw's *Getting Married*.

There are couples who dislike one another furiously for several hours at a time; there are couples who dislike one another permanently; and there are couples who never dislike one another; but these last are people who are incapable of disliking anybody.

Exercise 16

Directions: Read the following passage. Is the writer guilty of: A) linking unrelated ideas or B) faulty parallelism?

In order to be classified as great, a baseball player must hit with power, a high lifetime batting average is necessary, to field well. The player must also be a quick runner and throwing with strength and precision.

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Exercise 17

Directions: On a separate piece of paper, rewrite the passage from *Exercise 16*, correcting the faulty parallelism. Try to stick closely to the original wording and remember to put all items presented in a list in the same grammatical form. (NOTE: Your answer may vary from the program.)

Exercise 18

Directions: Locate the incidences of parallelism in the following excerpt from Abraham Lincoln's "Gettysburg Address."

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate... we cannot consecrate... we cannot hallow... this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us... that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

Exercise 19

Directions: Rewrite the second sentence in each pair, using an appropriate referral (a.k.a. a pronoun) to link it back to the first sentence in each pair.

1. Sedimentary rocks are formed when water deposits granular soil over time. Sedimentary rocks can also be formed from deposits of organic remains of plants and animals.

2. The Renaissance was a time of looking back to the classical achievements of Greece, Rome, and Arabia. The Renaissance was also a time of looking forward, for much remained to be discovered.

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Exercise 20

Directions: Fill in each blank in the following passage with an appropriate connection, transition, or referral. You may wish to refer to the lists of transitions elsewhere in this study guide. Also, locate the incidences of repetition and parallelism. (*NOTE: Your answer may vary from the program.*)

One of the big questions in Shakespeare's *Hamlet* is why Hamlet waits so long to exact his revenge against his uncle Claudius for murdering his father and seizing his throne. _____, he learns of _____ murder in Act I, Scene v when his father's ghost tells him: "the serpent that did sting thy father's life/Now wears his crown."

The ghost _____ tells Hamlet the manner in which Claudius executed the murder; _____, he killed King Hamlet by pouring poison in his ear:

Sleeping within my orchard,
My custom always of the afternoon,
Upon my secure hour thy uncle stole,
With juice of cursed hebenon in a vial,
And in the porches of my ears did pour
The leperous distilment; ...

_____, Hamlet refuses to take action, _____ he still demands conclusive proof of his uncle's guilt. _____, Hamlet still waits until he can eavesdrop on his uncle in prayer, in Act III, Scene iii. He hears his uncle confess to the crime: "O, my offence is rank it smells to heaven;/It hath the primal eldest curse upon't,/A brother's murder."

_____, Hamlet has the conclusive proof he was looking for. Yet still he waits. Why? Perhaps a fault in his psychological makeup causes his inability to act. _____, Hamlet's paralysis of will, regardless of its cause, leads to his tragic downfall and eventual demise. _____, Laertes, Polonius' son, takes action immediately when Ophelia drowns herself. _____, the audience comes to realize that Laertes acts too rashly, _____ Hamlet shows restraint.

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Exercise 21

Directions: Fill in each blank in the following passage with an appropriate connection, transition, or referral. You may wish to refer to the lists of transitions elsewhere in this study guide. Also, locate the incidences of repetition and parallelism. (*NOTE: Your answer may vary from the program.*)

_____, some children enjoy playing with action figures, enacting mock battles, or planning attacks. _____ this "war play" can be a useful outlet for aggression. _____, what message are we giving our children by marketing these products?

Studies have shown that violence is a learned behavior _____ that parents have more control over it than they think. _____, parents exert control over which toys children acquire, _____ they are in charge of purchasing these toys when their children are young. Parents can _____ restrict which toys their children acquire through gifts as well as their own purchases.

Violent toys are especially dangerous _____ young children cannot separate fact from fantasy. Children learn through example and they learn through play. _____, violent toys communicate violent messages. _____ make it too easy for children to confuse violent behavior with play.

Through the sales of these types of toys, our society is marketing violence. _____, some stores currently sell an action figure that has blow-apart legs and carries a machine gun. _____, children can purchase action figures that come equipped with arrows, darts, laser guns, and other weapons. _____, these "toys" lack educational value.

_____, some experts believe that violence is addictive, much as certain drugs can be. They _____ maintain that the relationship between violent toys and violent behavior is similar to the relationship between smoking and lung cancer; not everyone who smokes will contract lung cancer, _____ a significant number will.

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Exercise 22

Directions: On a separate piece of paper, create a paragraph with these sentences. Link related ideas with any or all of the following methods: transitions, repetition, parallelism, and referrals. Also try to stick closely to the original wording and create an interesting and varied style by mixing short, medium, and long sentences. (*NOTE: Your answer may vary from the program.*)

1. Aunt Millie and my mother Marie are more than sisters.
2. Aunt Millie and my mother Marie are best friends.
3. Aunt Millie and my mother Marie always help each other out.
4. Aunt Millie and my mother Marie help each other out, especially when it comes to cleaning house.
5. They're both "collectors."
6. Every June, Aunt Millie and my mother Marie have a huge garage sale at Aunt Millie's house.
7. For a week, they lug out dolls and they bring more dolls.
8. They bring some teacups and more teacups.
9. The lawn is carpeted with broken lamps and dented pots. There are chipped dishes, too.
10. By the end of the weekend, it has all magically disappeared!

PART 3: Summary

Directions: See DVD program.