

MAKING NEW WORDS YOUR OWN

Lesson 26 **CONTEXT: Writers, Their Work, and Their Worlds**

Writing Together

Many writers work together as partners when they write. Sometimes both their names may appear on the book—for example, Louise Erdrich and Michael Doris, or Will and Ariel Durant. In other cases, the writers may choose to use one name. For example, Emma Lathen, the mystery novelist, is actually two people, and so is Hadley Irwin, the author of several novels for young adults. Writers also work together on the job or in the classroom to produce one document or text.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about how such writing works. Below are ten vocabulary words that will be used in these exercises.

- | | | | | |
|-------------|---------|------------|-----------|------------|
| autonomous | depict | functional | paramount | transcribe |
| collaborate | disrupt | irksome | reluctant | virtual |

EXERCISE 1 *Mapping*

Directions. In the item below, a vocabulary word is provided and used in a sentence. Take a guess at the word's meaning and write it in the box labeled **Your Guess**. Then look the word up in your dictionary and write the definition in the box labeled **Definition**. In the **Other Forms** box, write as many other forms of the word, such as adjective and noun forms, as you can think of or find in your dictionary.

Then, following the same procedure, draw your own map for each of the nine remaining vocabulary words. Use a separate sheet of paper.

1.

autonomous

Some writers prefer to remain **autonomous**. They prefer to keep all decisions about their writing, down to the last comma, under their own control.

↓

Your Guess:

↓

Other Forms:

Definition:

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EXERCISE 2 *Context Clues* 

Directions. Scan the definitions in Column A. Then think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct vocabulary word from Column B. Write the letter of your choice on the line provided; then write the vocabulary word on the line preceding the definition.

COLUMN A

_____ 11. word: _____

adj. useful; practical; able to perform a function

_____ 12. word: _____

adj. chief in importance; supreme; dominant

_____ 13. word: _____

v. to work together; to cooperate with the enemy

_____ 14. word: _____

v. to picture in words; to represent in picture or sculpture; to describe

_____ 15. word: _____

v. to produce a written or typed copy from another form, such as oral speech or shorthand notes

_____ 16. word: _____

v. to disturb or interfere with the order or progress of; to break apart; to split up

_____ 17. word: _____

adj. self-governing; independent

_____ 18. word: _____

adj. annoying, irritating

_____ 19. word: _____

adj. pertaining to something that exists in effect, though not in name or fact

_____ 20. word: _____

adj. not eager; unwilling

COLUMN B

- (A) Writing is not always an **autonomous** process. Good writers frequently get feedback from readers and incorporate those suggestions in their work.
- (B) Writers who **collaborate** may approach the task in a variety of ways. For example, they may work side by side, or they may work in separate cities and communicate through their computers.
- (C) Writers who work together will sometimes disagree. For example, one might think that it is a good idea to **depict** a scene in detail while the other thinks a brief description would be a more effective way to show the scene.
- (D) Much of the writing that collaborators produce in the work world might be considered **functional** writing. In other words, it is writing that has a useful purpose in terms of the job, such as telling other employees how to do things.
- (E) Sometimes cowriters divide the chores. One writer might gladly do a task that the other finds **irksome**, and vice versa.
- (F) Deadlines are often of **paramount** importance when writing for work. A missed deadline can cost a company thousands of dollars.
- (G) Many people who are at first **reluctant** to write with a partner eventually find that they enjoy it.
- (H) Partners may work in very different styles. For example, during the prewriting stage, one may talk into a tape recorder and **transcribe** his ideas later while the other may sit down to freewrite at her computer.
- (I) Students who work in small groups know how well collaborative writing works. In fact, members of a group that is successful hate the thought of anything that might **disrupt** the group.
- (J) Writers who have never worked with other people may find it a **virtual** impossibility to understand how the process works until they try it themselves.

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EXERCISE 3**Sentence Completion** 

Directions. For each of the following items, circle the letter of the choice that best completes the meaning of the sentence or sentences.

21. "I still see advantages to being _____," says Sandy, who writes about child psychology, "but I have learned how to _____ since I began working with Mario."
 (A) paramount . . . transcribe
 (B) functional . . . transcribe
 (C) autonomous . . . collaborate
 (D) virtual . . . collaborate
 (E) autonomous . . . disrupt
22. "First I was afraid it would _____ my routine. Then I was afraid Sandy would expect me to do nothing but sit at the computer and _____ her thoughts," says Mario.
 (A) transcribe . . . disrupt
 (B) disrupt . . . transcribe
 (C) depict . . . disrupt
 (D) collaborate . . . depict
 (E) function . . . collaborate
23. Mario and Sandy now _____ themselves as converts to collaborative writing and find that they are often _____ to write alone.
 (A) disrupt . . . reluctant
 (B) depict . . . reluctant
 (C) collaborate . . . paramount
 (D) transcribe . . . functional
 (E) depict . . . autonomous
24. Both agree that getting used to each other's styles and ways of doing things was sometimes a bit _____ at first.
 (A) irksome
 (B) virtual
 (C) autonomous
 (D) functional
 (E) reluctant
25. "Once we were working on a paper about how children react to furnishings that are _____—that is, furniture designed to meet people's needs—and we just couldn't agree on how to get started."
 (A) autonomous
 (B) irksome
 (C) paramount
 (D) functional
 (E) reluctant
26. "I thought that it was _____ to get the kids into the introduction, but he thought we should begin with how the experiment was designed, so we were at a _____ standstill."
 (A) functional . . . virtual
 (B) functional . . . reluctant
 (C) paramount . . . virtual
 (D) irksome . . . reluctant
 (E) virtual . . . functional
27. Sandy and Mario report that they solved the problem by becoming _____ writers again for a little while. "We simply went to separate computers."
 (A) autonomous
 (B) reluctant
 (C) virtual
 (D) functional
 (E) irksome
28. "As it turns out, neither of us had written the best introduction possible. Both of them were _____—they would serve the purpose—but we were _____ to use either of them."
 (A) irksome . . . autonomous
 (B) reluctant . . . irksome
 (C) paramount . . . reluctant
 (D) functional . . . autonomous
 (E) functional . . . reluctant
29. Finally, the two writers were forced to _____ on a new introduction.
 (A) depict
 (B) disrupt
 (C) transcribe
 (D) collaborate
 (E) functional
30. The introduction they came up with together was much better than either of the _____ efforts.
 (A) reluctant
 (B) autonomous
 (C) paramount
 (D) virtual
 (E) functional

