

# *Portfolio*

Page Layout

Photo Retouching

Web Sites

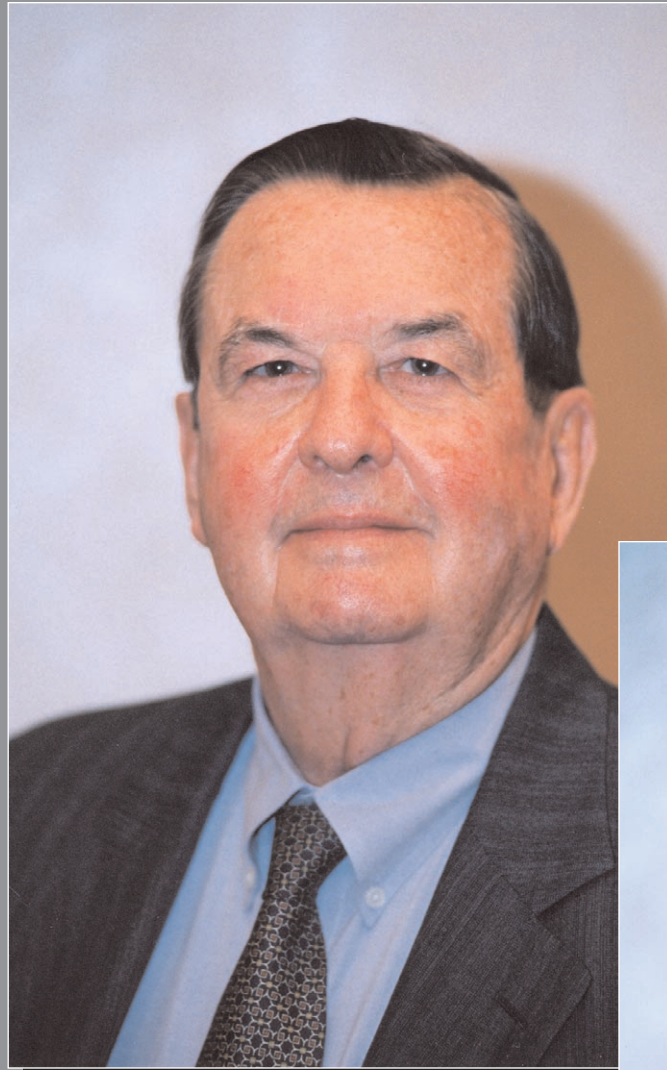
3D  
and Animation

Book Covers

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# Photo Retouching

Before



After



Before



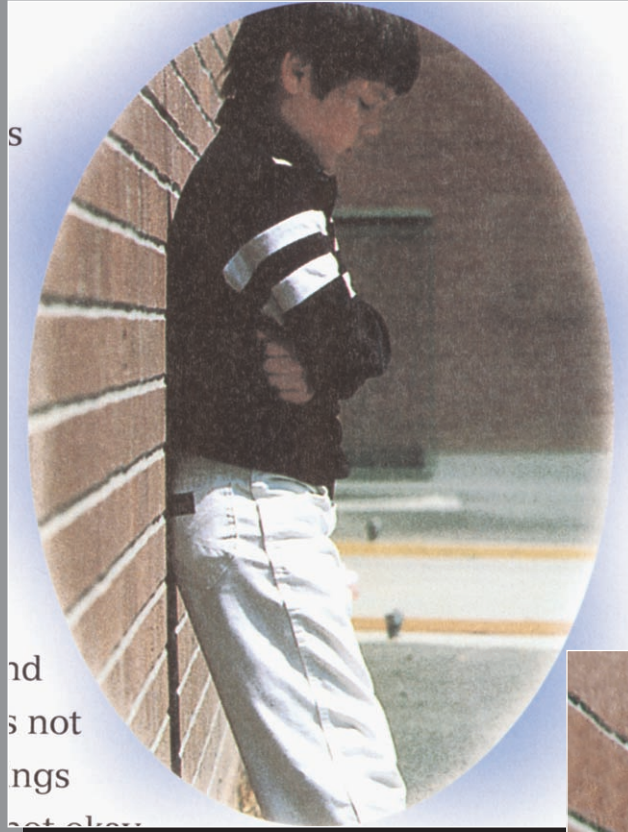
After



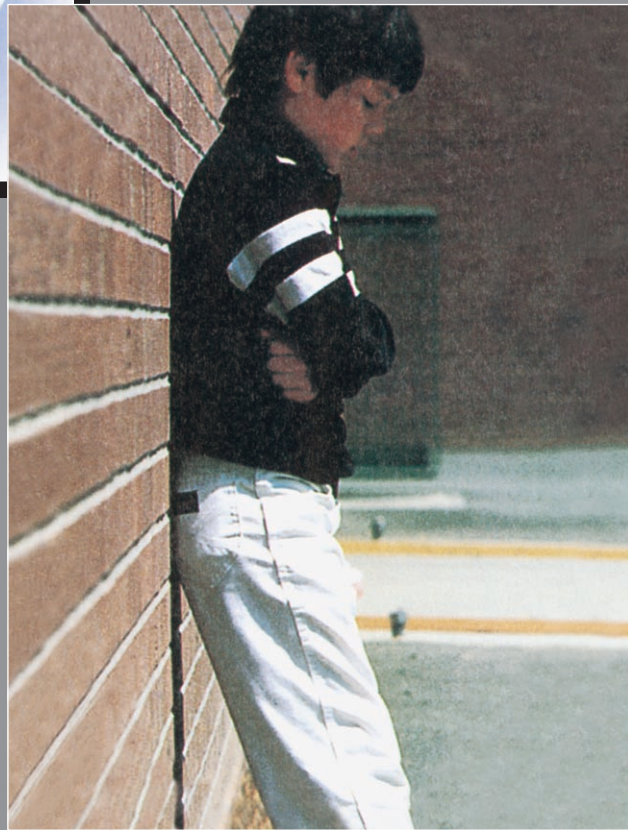


# Photo Retouching

Before



After



Before



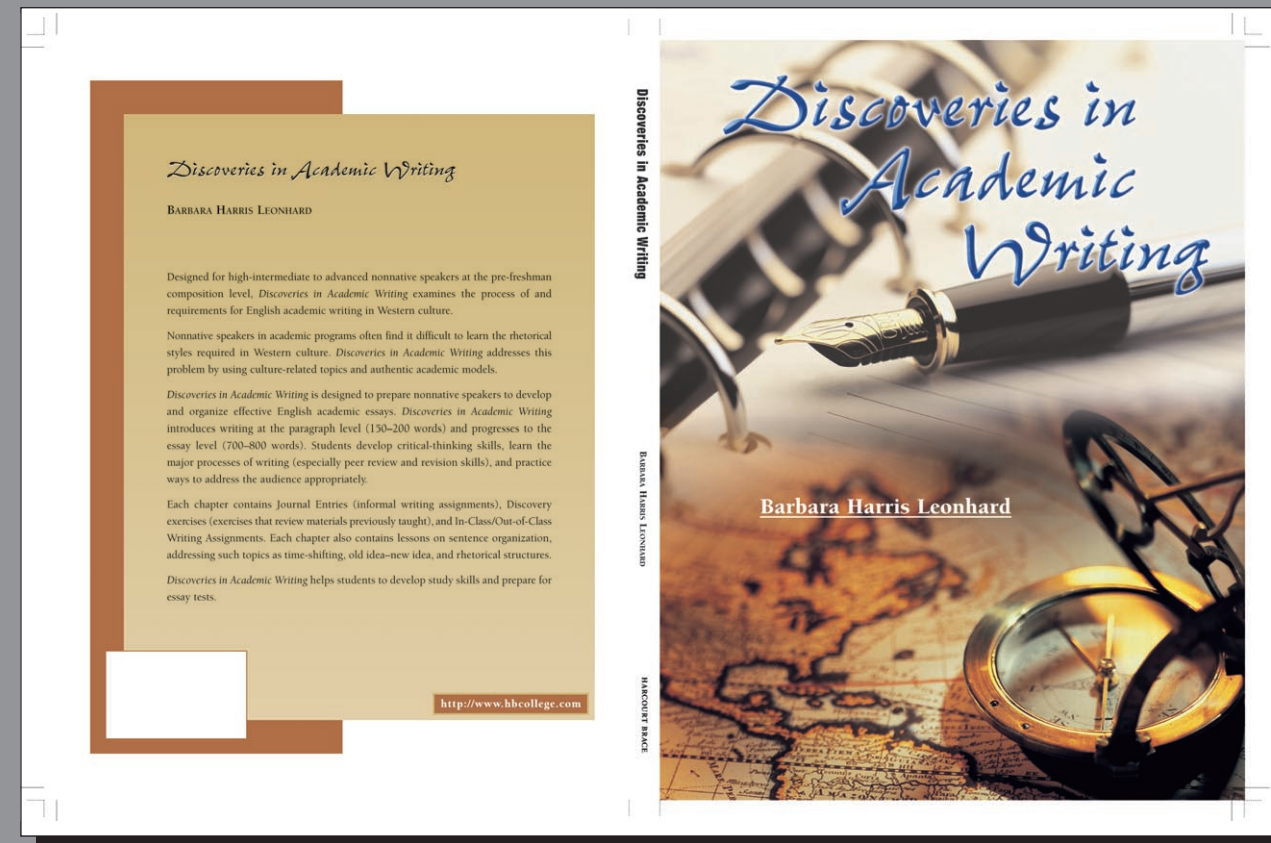
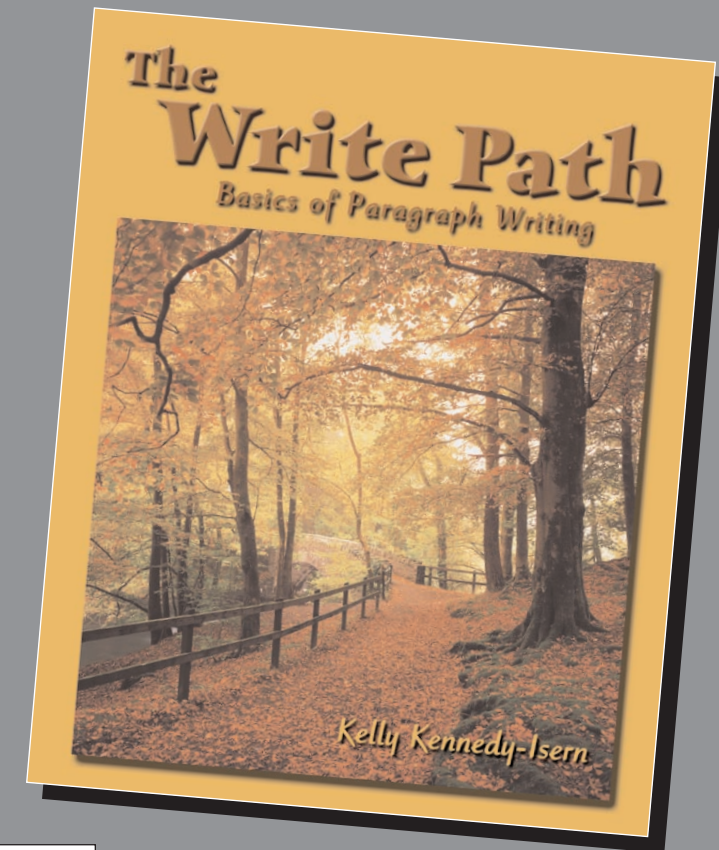
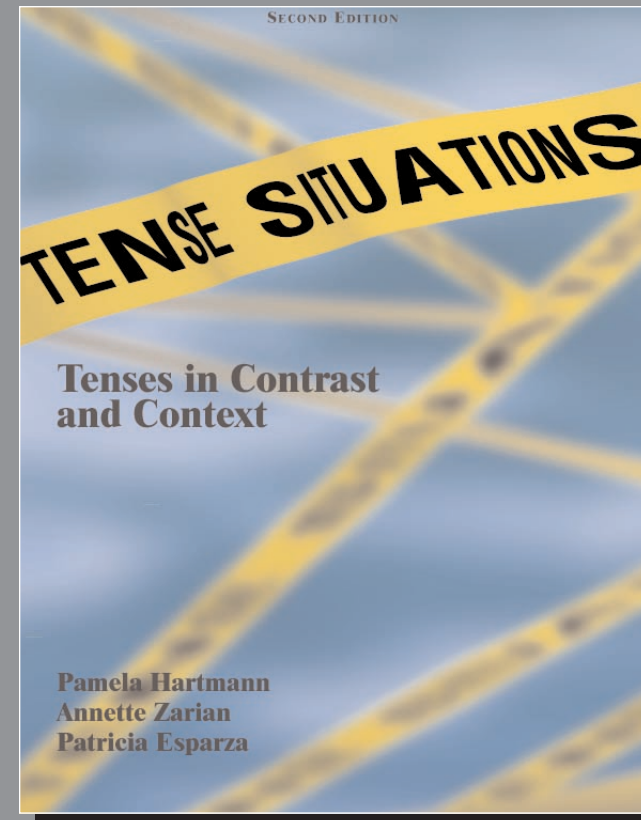
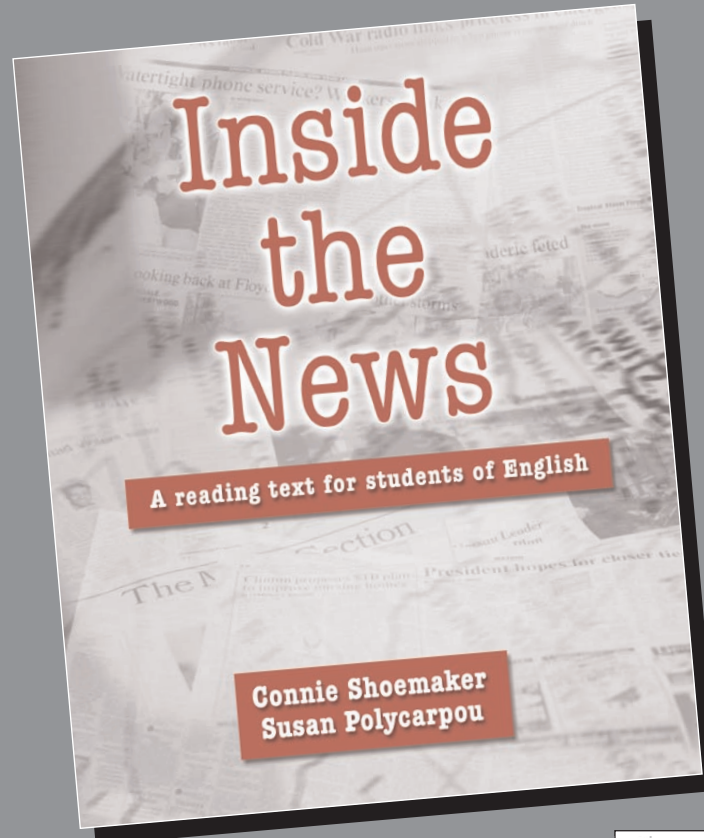
After





# Book Covers

Various book cover designs for educational material.

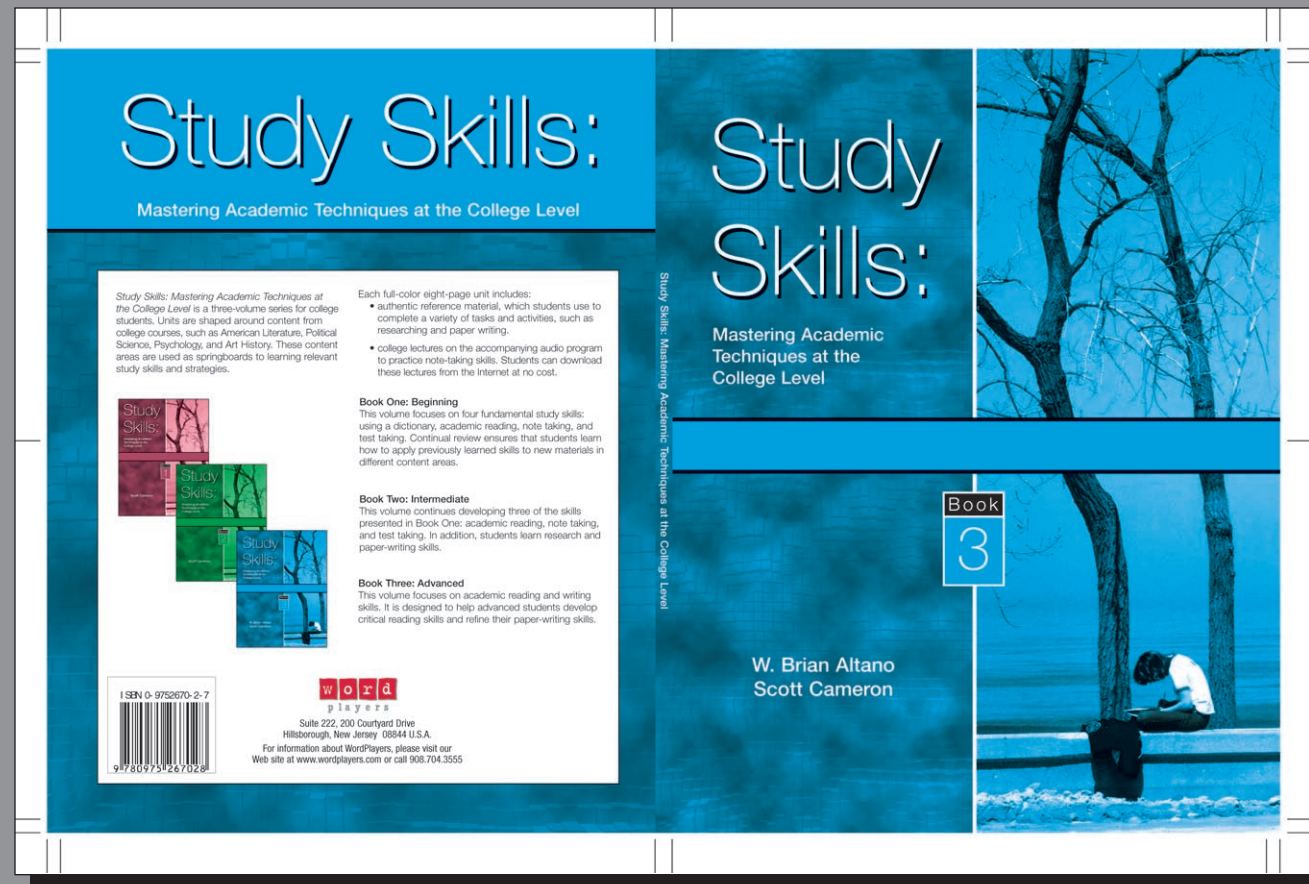




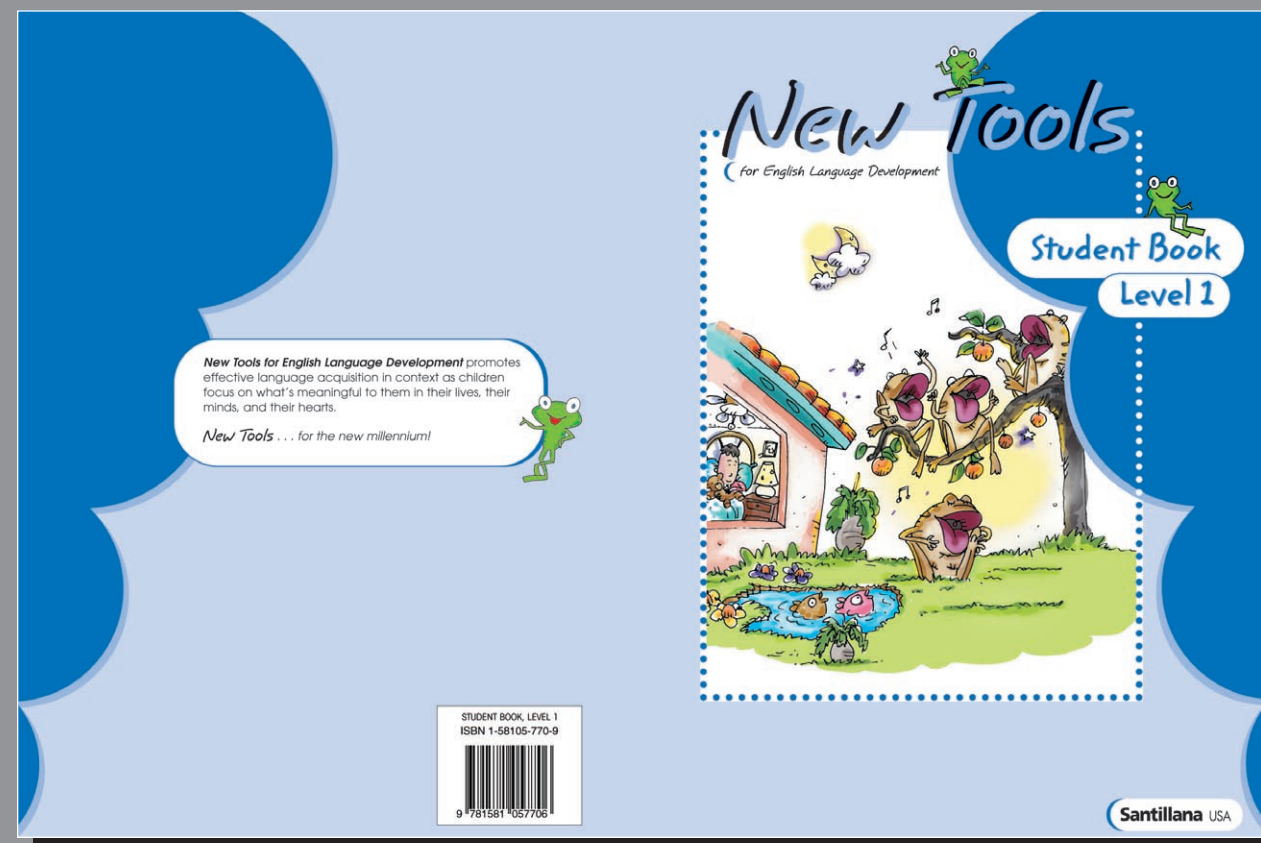
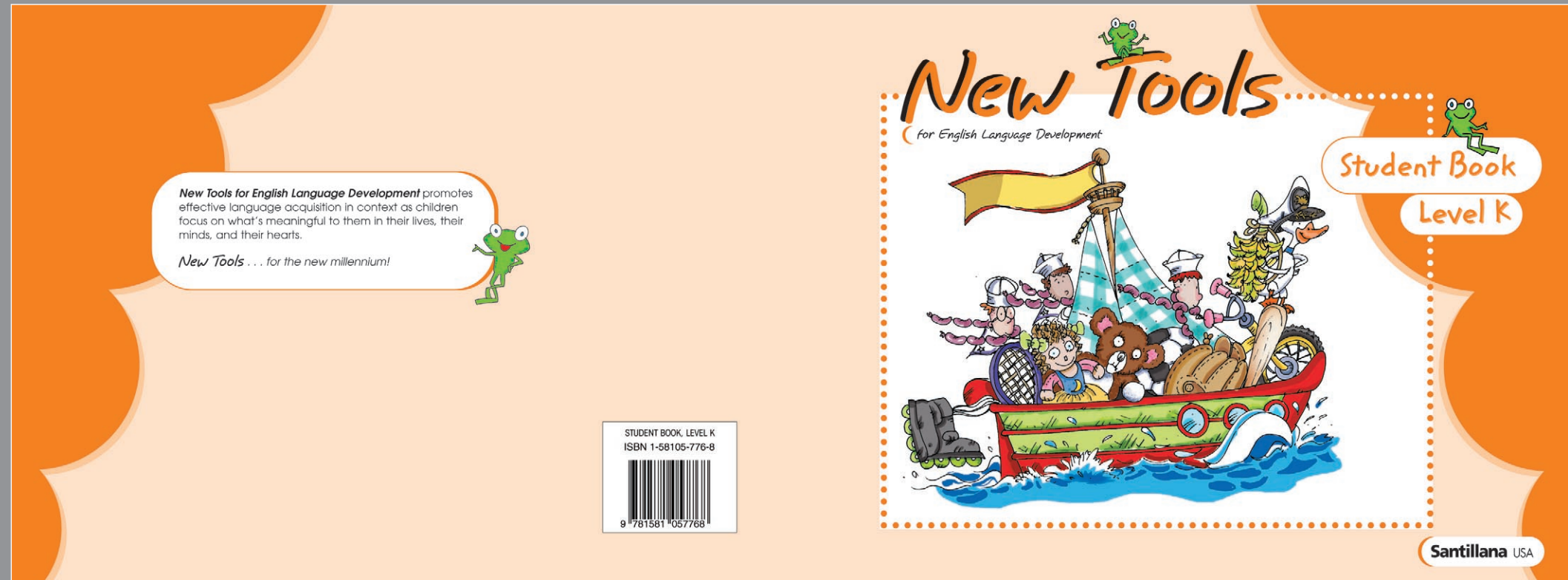
A reading series for middle school.



A series for college-level students.



A K-3 multi-skill (listening, speaking, reading, and writing) ESL series.






Pages from the K-3 multi-skill ESL series.


## Unit 7

### When I Grow Up . . .

1

2

3

5

### WORD BANK

1

2

3

4

a pilot


a singer

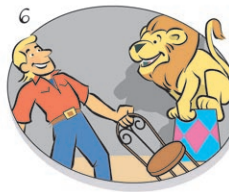
a doctor


an astronaut

### What do you want to be?

4

7

6

8

5

6

7

8

a photographer

a lion tamer

an athlete

a chef

## Unit 7

### Wheels!

Copy the words on the lines. Say the words.

subway

train

bus

car

truck

taxi

van

motorcycle

### Draw and talk.

How DOES YOUR MOM GET TO WORK?

By CAR.

Draw a special car here. Tell about your drawing.

## Unit 7

### Come, Look Outside the Window

(sung to the tune of Go In and Out the Window)

Come, look outside the window.  
Come, look outside the window.  
Come, look outside the window,  
And tell me what you see.  
I see **cars** and **buses**.  
I see **cars** and **buses**.  
I see **cars** and **buses**.  
That is what I see!

**Make up more verses.**  
trees and flowers  
taxis and trucks  
stores and houses

### Draw and talk.

Draw what you see outside your window.  
Tell about your drawing.

## Unit 7

### When I Grow Up

What do I want to be when I grow up?  
I really don't know.  
I have to think about it.

Mom says I can be a nurse.  
Nurses are important to a community.  
But . . . I really don't know.

Dad says I can be an engineer.  
Engineers are important to a community.  
But . . . I really don't know.



Pages from the college-level series.

UNIT 6

American History: The Thirteen Colonies

Study Skills Practiced in This Unit

Organizational Skill

Understanding exam requirements

Note-Taking Skill

Taking notes from a lecture: using verbal cues

Reading Skill

Making inferences

Test-Taking Skill

Highlighting study materials

Unit Overview

You are now in the sixth week of Professor Vail's course—American History 101. Soon you will have to take the midterm exam. Professor Vail will explain what topics will be covered on the exam. One major topic is the Thirteen Colonies. You will be asked to listen to Professor Vail's lecture and take notes. Then you will practice making inferences from your class readings. Finally, you will review your notes to prepare for the exam.



The Thirteen Colonies stretched along the eastern coast of North America.

Vocabulary

Exercise 6:1

In your notebook, write the definitions of these terms. You should write the definition for only the part of speech indicated. In addition, you should choose the definition that you think is most closely related to the topic of the unit—American history.

- |                   |                   |                     |
|-------------------|-------------------|---------------------|
| 1. ancestry (n.)  | 4. dwelling (n.)  | 7. monarch (n.)     |
| 2. colonist (n.)  | 5. harvest (n.)   | 8. persecution (n.) |
| 3. diversity (n.) | 6. immigrate (v.) | 9. tolerant (adj.)  |

Exercise 6:2

Complete these activities in your notebook.

- A. Write about your own ancestry. Where are your grandparents from? Where are your great-grandparents from? How far back can you trace your ancestry?
- B. Imagine that somebody your age has just immigrated to the United States today. Write a paragraph about the kinds of things he/she will feel and experience in the first day.

Organizational Skill

Understanding exam requirements

Preview this unit. What will you learn about? What do you know about the topics covered?

Exercise 6:3

Read the excerpt from the course syllabus. Then listen to Professor Vail talking about the midterm exam. Take notes below, using the abbreviations you learned on pages 43 and 44 and any other abbreviations you know. There are some abbreviations in the Shortcuts Review box if you need help.

Midterm Exam:

- Will cover the course up through the American Revolution
- 50 multiple-choice questions and 4 short-answer questions

Midterm will cover  
of course including Revolution.

Exam: 50 multiple-choice questions:

- 10 = before Columbus.

- questions Indians

- 16-17 questions 13 colonies: who were colonists, why they came, kinds of houses, food, kinds of jobs, education system, government, class system.

- Ab. 18 questions ab. Revolution.

- 4 short-answer questions, must write 3 or 4 sentences. Sample question: Why did colonists leave their native countries move to ?

Exercise 6:4

Based on what you now know about the exam, complete the following list in your notebook.

Subject Number of Questions

Amer. before Columbus

Amer. Indians

Shortcuts Review

Use these abbreviations and symbols to help you take notes.

about = ab.  
America/American = Amer.  
and = & or +  
first = 1st.  
hall = h.  
second = 2nd  
several = sev.

Unit 2 Psychology

Exercise 2:5

Review the Finding the Right Definition box. Then read each sentence and circle the letter in front of the correct definition for the word.

1. Sigmund Freud was one of the most important minds in the field of psychology.  
a. definition 5      b. definition 3      c. definition 1
2. I've been so busy with school and work that I'm losing my mind!  
a. definition 4      b. definition 2      c. definition 3
3. The children have great minds, so they should figure out a solution quickly.  
a. definition 2      b. definition 1      c. definition 4
4. Psychologists study the human mind.  
a. definition 2      b. definition 3      c. definition 1

Exercise 2:6

Look up each of the vocabulary words from Exercise 2:1 in your dictionary. For each word, answer these questions.

1. Are there additional definitions for the same part of speech of the word? If so, write them (as many as five) in your notebook.
2. Can this word be used as a different part of speech (for example, can reason be used as a noun)? If so, write down the part of speech and the definition of the word. Then write a sample sentence.

Exercise 2:7

Read the Dictionary Tip. Then read the entries that are above and below each of these words in your dictionary. For each word, write at least two related words in your notebook. Include the definitions.

- |                |               |
|----------------|---------------|
| 1. perception  | 3. reason     |
| 2. philosopher | 4. systematic |

Dictionary Tip

Always read the entries above and below the word you are looking up. These words are often related to the word you are looking for, so taking note of them will help you expand your vocabulary. For example, the entry for the word *mind* is followed by several related words:

mind  
mind-bender  
mind-bending  
mind-blow

Unit 2 Psychology

Reading Skills

Skimming: Previewing an assigned reading

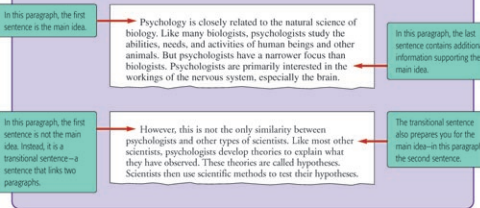
In Unit 1, you learned how to scan a text to find specific information. Skimming is a similar skill. Just as with scanning, when you skim a text, you do not read every word. Instead, you look for key words and phrases that tell you the main ideas.

Skimming tells you what parts of the text are the most important to focus on. For this reason, skimming is very useful for long reading assignments. In combination with previewing, skimming will help you understand the reading more clearly and easily.

Tips for Skimming

1. Pay close attention to the first paragraph of a reading. This paragraph often introduces the main idea for the entire chapter, unit, or section.
2. Find the main idea in each paragraph. In most cases, the main idea of a paragraph is introduced in the first sentence. However, sometimes the first sentence of a paragraph is a transitional sentence—a sentence that is designed to make the words flow from one topic to the next but not to convey the main idea. In these cases, the main idea might be in the second sentence of the paragraph. Finally, look at the last sentence. This sentence often summarizes the paragraph, so it can be a helpful way to make sure you are on the right track. Sometimes it also provides important additional information that supports the main idea.
3. Do not read every word. Remember, the goal of skimming is to get information quickly. As your skimming skills improve, it will become easier for you to sense which words are the most important.

Examples:



Unit 3 Political Science

Note-Taking Skills

Taking notes from a book: underlining

Underlining

Underlining is similar to highlighting, but it should be done with a dark ballpoint pen rather than a colorful highlighting marker. Just as with highlighting, the important thing to remember when underlining is that not every word is important. Underline only the words that are essential to the text.

Compare these two sentences to the highlighted versions on page 25.

In democratic countries, political parties perform several important tasks. First, they select candidates to run for public office.

Exercise 3:7

Read the Underlining box.

1. Read the last paragraph in the excerpt on page 25 and underline the main ideas.
2. Do you prefer highlighting or underlining? Explain why.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Exercise 3:8

Read through your highlighted and underlined notes on page 25. Then listen to the statements and decide whether each statement is true or false. Circle your answers.

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. true | false | 3. true | false |
| 2. true | false | 4. true | false |

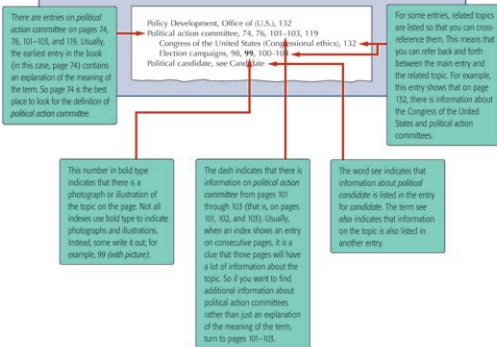
Now look at page 25. Try to remember the main ideas that were asked about in the questions above. Then listen to the questions again. Change any of your answers that you think are incorrect.

Reading Skill

Using an index

Using an Index

Imagine that you can remember reading about political action committees in a previous chapter, but you cannot remember exactly where that section was in the book. In this situation, the best thing to do is check the index of the book. The index is an alphabetical list of important names, places, and other topics in the book. It is usually at the back of the book. Each entry lists all the pages on which the topic appears. For example, look at this excerpt from the index in the Donaldson textbook:



Unit 5 Humanities

Exercise 5:9

Read each paragraph. Decide whether it is a paragraph of comparison or a paragraph of contrast. Circle your answer. Then write a check (✓) to show whether the paragraph has a concluding sentence.

Almost 2,000 years after the Greek scholar Euhemeros proposed his theory of the origin of myths, the English anthropologist Sir Edward Burnett Tylor developed a very different theory. While Euhemeros believed that myths began as historical events, Tylor argued that myths were invented to explain natural occurrences that people could not understand. Euhemeros believed that scholars had to ignore the supernatural elements of myths and look at the historical facts. Tylor, on the other hand, believed that supernatural beliefs were a crucial part of how myths developed.

paragraph of comparison  
concluding sentence?      paragraph of contrast  
yes \_\_\_\_\_ no \_\_\_\_\_

Although the myths of ancient Greece and the ancient Central American civilization Teotihuacan are quite different, there are some striking commonalities. Both cultures believed in a god that could control rain from the heavens. In ancient Greek mythology, this god was Zeus. Sometimes called the sky god, Zeus wielded a thunderbolt as a weapon. Teotihuacan myths also featured a storm god who carried a lightning bolt. The similarities do not end there. Zeus had a rocky marriage to the goddess Hera, who was sometimes benevolent and sometimes cruel. The Teotihuacan storm god was also identified with a goddess who was sometimes kind and sometimes cruel. For two such different cultures, these common elements are quite surprising.

paragraph of comparison  
concluding sentence?      paragraph of contrast  
yes \_\_\_\_\_ no \_\_\_\_\_

Exercise 5:10

In Unit 1, you learned about scanning. This skill can be useful when you need to decide whether a paragraph is one of comparison or contrast. Scan the two paragraphs in Exercise 5:9. Circle the key words and phrases often used in paragraphs of comparison. Underline the key words and phrases often used in paragraphs of contrast.

Unit 5 Humanities

Note-Taking Skill

Taking notes from a book: using abbreviations and symbols

In Exercise 5:3, Professor Stinson said that you will need to use your reading pack as your primary source for writing your paper. In addition, you can use encyclopedias and other books from the library. Because these books are not your own, you cannot use the note-taking techniques you learned in previous units, which allowed you to write in the books. Instead, you will need to take notes in your notebook.

Using Abbreviations and Symbols

You can save time when you take notes by using abbreviations—shorter forms of words and phrases. You can write abbreviations with or without periods. It is important to choose an abbreviation that you feel comfortable with and to use the same one consistently. Abbreviations—and all other aspects of note-taking—must always be useful for you.

about = ab.	example = ex.
addition = add.	from = fr.
against = agst.	important = imp.
America/American = Amer.	people = ppl.
believe = bly.	several = sev.
each = ea.	very = v.

Symbols can also be used to represent words. These are the most common symbols.

and = & or +	number = #
at = @	money = \$

In some cases, symbols are combined with abbreviations.

because = b/c	second = 2nd
between = b/w	with = w/
first = 1st	without = w/out or w/o

Exercise 5:11

Read the abbreviations in the Using Abbreviations and Symbols box. Then rewrite these sentences, using abbreviations and symbols. The number in parentheses tells how many abbreviations you should use.

1. There are several American Indian myths about floods. (3)

\_\_\_\_\_

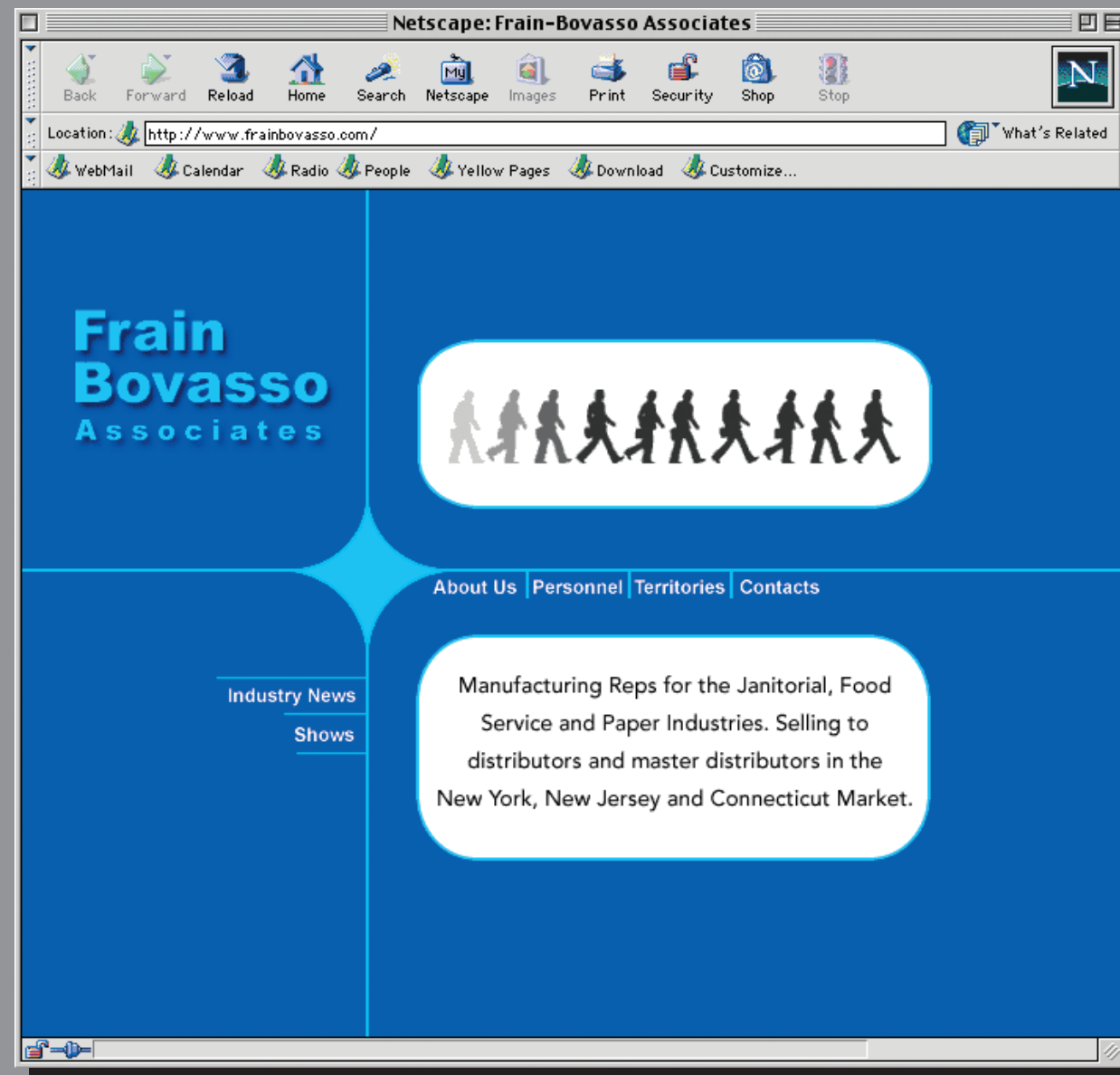
2. Today, very few people in America believe in Greek myths. (4)

\_\_\_\_\_



# Web Sites

Web Site home pages and links to the sites.



<http://www.frainbovasso.com>



<http://www.wordplayers.com>



# 3D and Animation

3D and animation are other personal creative interests.

