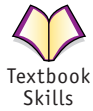


REVIEW Test 5

Before Reading

Survey the following passage taken from a college finance textbook. Then answer the questions that follow it.



Auto Insurance Policy Provisions

¹Auto insurance insures against damage to an automobile and expenses associated with accidents. ²In this way, it protects one of your main assets (your car) and also limits your potential liabilities (expenses due to an accident). ³If you own or drive a car, you need auto insurance. ⁴Policies are purchased for a year or six months at property and casualty insurance companies. ⁵Your policy specifies the amount of coverage if you are legally liable for bodily injury, if you and your passengers incur medical bills, and if your car is damaged as the result of an accident or some other event (such as a tree falling on the car).

⁶An **insurance policy** is a contract between the insurance company and the policy holder. ⁷An **auto insurance policy** specifies the coverage (including dollar limits) provided by an insurance company for a particular individual and vehicle. ⁸The contract identifies the policy holder and family members who are also insured if they use the insured vehicle. ⁹You should have insurance information such as your policy number and the name of a contact person at the insurance company with you when you drive. ¹⁰If you are in an accident, exchange your insurance information with that of the other driver and also fill out a police report.

—Adapted from Madura, *Personal Finance*, 2nd ed., p. 295

1. What words do I need to know? _____

2. What is the passage about? _____
3. What are the ideas in **bold** type? _____
4. What do I already know about this idea? _____
5. What do I need to remember? _____

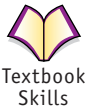
REVIEW Test 6

Before, During, and After Reading

- A. Survey the following passage from a college communications textbook. Next, using the words in **bold** type, create two questions to guide your reading.

1. _____
2. _____

- B. Read the passage, and then complete the outline that follows it.



Conflict Management: Avoidance and Fighting Actively

¹Conflict management techniques include unproductive strategies that should be avoided as well as their productive counterparts. ²**Avoidance** can be unproductive or productive depending on how it is used. ³Avoidance may involve actual physical flight: for example, leaving the scene of the conflict (walking out of the apartment or going to another part of the office), falling asleep, or blasting the stereo to drown out all conversation. ⁴It may also take the form of emotional or intellectual avoidance, whereby you leave the conflict psychologically by not dealing with the issues raised. ⁵Not surprisingly, as avoidance increases, relationship satisfaction decreases. ⁶This does not mean that taking time out to “cool off” is not a useful first strategy. ⁷Sometimes it is. ⁸When conflict is waged through e-mail, for example, this is an easy-to-use and often effective strategy. ⁹By delaying your response until you’ve had time to think things out more logically and calmly, you’ll be better able to respond constructively and to address possible resolutions to the conflict and get the relationship back to a less hostile stage.

¹⁰**Nonnegotiation** is a special type of avoidance. ¹¹Here you refuse to discuss the conflict or listen to the other person’s argument. ¹²At times, this nonnegotiation takes the form of hammering away at one’s own point of view until the other person gives in.

¹³Instead of avoiding the issues, consider **fighting actively** by taking an active role in your interpersonal conflicts. ¹⁴If you wish to resolve conflicts, you need to confront them actively. ¹⁵Involve yourself on both sides of the communication exchange. ¹⁶Be an active participant as a speaker and a listener; voice your own feelings and listen carefully to your partner’s feelings.

¹⁷Another part of active fighting involves the avoidance of silencers. ¹⁸**Silencers** are conflict techniques that literally silence the other individual. ¹⁹Among the wide variety that exists, one frequently used silencer is crying.

²⁰When a person is unable to deal with a conflict or when winning seems unlikely, he or she may cry and thus silence the other person. ²¹Another silencer is to feign extreme emotionalism—to yell and scream and pretend to be losing control of oneself. ²²Still another is to develop some physical reaction—headaches and shortness of breath are probably the most popular.

²³Still another part of active fighting involves taking responsibility for your thoughts and feelings. ²⁴For example, when you disagree with your partner or find fault with her or his behavior, take responsibility for these feelings. ²⁵Say, for example, “I disagree with . . .,” or “I don’t like it when you” ²⁶Avoid statements that deny your responsibility such as “Everybody thinks you’re wrong about . . .,” or “Chris thinks you shouldn’t. . . .”

—Adapted from De Vito, *The Interpersonal Communication Book*, 10th ed., pp. 322–23

Title: Conflict Management: Avoidance and Fighting Actively

Main idea: (3) _____

- A. (4) _____
1. Definition: leaving the conflict physically or psychologically
 2. Examples: walking out of the apartment, falling asleep, “cooling off”
- B. Nonnegotiation
1. Definition: refusing to discuss the conflict or listen to the other person’s argument
 2. Example: hammering away at one’s own point of view until the other person gives in
- C. Fighting actively
1. Definition: (5) _____

 2. Example: voicing your feelings and listening carefully to your partner’s feelings
- D. Silencers
1. Definition: conflict techniques that literally silence the other individual
 2. Example: crying and pretending extreme emotionalism

MASTERY Test 7

Name _____ Section _____
Date _____ Score (Number Correct) _____ × 20 = _____ %

Using SQ3R, read the following passage from a college health textbook. Then complete the outline.



Textbook
Skills

Communication Strategies: Confirming, Disconfirming, Rejecting

¹Many families develop predictable communication strategies for addressing power issues. ²Yet any given strategy is effective only if it is met with a response that engages it. ³Such is the transactional nature of communication.

⁴Confirming, disconfirming, and rejecting are strategies that affect power. ⁵These three strategies can become a part of power messages when family members attempt to separate and connect in one-up, one-down subsystems. ⁶In a *one-up position*, one family member attempts to exercise more power control over one or more other members. ⁷In the *one-down position*, the member accepts from the one-up member the control implied in the messages.

⁸**Confirming** implies acknowledgment and may be used to gain power when one tries to get another to identify with him or her, or when one tries to give rewards in order to gain power. ⁹The careful, nonjudgmental listener may wittingly or unwittingly gain power.

¹⁰The “silent treatment” represents a frequently used **disconfirming** behavior. ¹¹One family member can put another in a one-down power position with the punishment strategy of disconfirmation. ¹²“I’ll ignore him; he’ll come around” represents such an effort. ¹³On the other hand, disconfirming a power message may serve as an effective method of rejecting power. ¹⁴The child who pretends not to hear “clean up your room” messages effectively deflects the parental power, at least for a while. ¹⁵Family secrets can relate silence to power when alliances of insider knowledge are formed.

¹⁶**Rejecting** messages tie directly to punishment messages and are often used as control in family power plays. ¹⁷“I hate you” or “I don’t care what you say” may effectively halt control attempts, just as “If you don’t behave, you can’t go” may serve to pull a reluctant family member into line. ¹⁸Experts found that individuals who sensed they were being berated and stressed avoided argumentative situations.

—From Galvin, *Family Communication*, 5th ed., pp. 198–99

Main idea: _____

A. Power positions

1. one-up power position: asserting control over another

2. _____

B. _____

1. are based on acknowledgment and reward.
2. allow careful, nonjudgmental listeners to gain power.

C. _____

1. put another in a one-down position using punishment.
2. use the silent treatment to punish and control another.

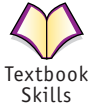
D. _____

1. tie directly to disconfirming messages and put another in a one-down position using punishment.
2. use berating phrases such as “I hate you” or “I don’t care what you say.”

MASTERY Test 8

Name _____ Section _____
Date _____ Score (Number Correct) _____ × 20 = _____%

Using SQ3R, read the following passage taken from a college interpersonal communication textbook. Create five questions, then answer those questions.



The Process of Coping with the Illness or Disability of a Child

¹A family with a seriously ill or disabled member goes through an important coping process before coming to terms with the problem. ²Research has uncovered a strong relationship between family stress and family illness. ³Coping with a child's birth defect or the effects of a debilitating disease or accident requires major adjustments involving physical and emotional energy. ⁴The immediate disruption of the family in no way equals the long-term drain on family resources and energies required to help the injured or sick family member deal with what may be a lifelong situation.

⁵The mourning process that parents of affected children undergo are similar to stages of coping with death. ⁶The stages include: impact, denial, grief, focusing outward, and closure.

⁷At the **impact** stage, the family learns, immediately or gradually, of a child's serious illness. ⁸Anxiety and tension characterize this period. ⁹Usually, the family responds in a frantic and disorganized manner. ¹⁰At first, the family can absorb very little information and has very limited responses. ¹¹Usually, the **denial** stage follows, carrying a sense of disbelief and distorted expectations. ¹²Parents may reject the diagnosis, fictionally explain the child's failure to perform normally, and find themselves unable to hear what others are saying about the problem. ¹³It is a period of fear and isolation.

¹⁴Anger and sadness characterize the **grief** stage. ¹⁵Parents question why this happened to them. ¹⁶Children question why their sibling has to suffer. ¹⁷They may blame each other for the difficulty, isolate themselves from interacting with usual friends or extended family, preventing open and supportive communication.

¹⁸Eventually, parents move toward the **focusing outward** stage, beginning a process of seeking information, discussing options, asking for help, expressing feelings, or forming a support group. ¹⁹Signs of relief are evident at this point, as the family moves toward dealing with the issues. ²⁰The **closure** stage represents a reconciliation with reality and a sense of adaptation to the child's needs. ²¹The family pulls together and adjusts to ways that allow the members of the altered system to move forward and to communicate directly about their concerns. ²²Parents do not dream of giving birth to a child with a disability. ²³The family must grieve the loss of limb, health, or whatever before they can become fully attached to this child.

—Adapted from Galvin and Brommel, *Family Communication*, 5th ed., pp. 314–15

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____