TEST BANK
to accompany

THE READER’S HANDBOOK:
Reading Strategies for College and Everyday Life
Second Edition
By Brenda D. Smith
and
THE LIFELONG READER
Second Edition
By Brenda D. Smith and Laura Courtney Headley

prepared by
Linda L. Arthur, Ph.D.
Georgia Southern University

Durelle Tuggle, M.Ed.
Georgia Southern University
# TABLE OF CONTENTS

**Chapter Review Tests**

Preface ..................................................................................................................... v

Chapter 1: The Reading Process ............................................................................. 1

Chapter 2: Vocabulary ........................................................................................... 5

Chapter 3: Main Idea ............................................................................................. 9

Chapter 4: Details and Organizational Patterns ................................................... 15

Chapter 5: Inference ............................................................................................. 19

Chapter 6: Point of View ..................................................................................... 23

Chapter 7: Critical Thinking ................................................................................ 31

Chapter 8: Reading Rate ...................................................................................... 35

Chapter 9: Techniques for Remembering Textbook Information ....................... 43

Chapter 10: Reading in the Humanities ............................................................... 47

Chapter 11: Reading Literature, Poetry, and Drama ............................................. 51

Chapter 12: Reading in the Social Sciences .......................................................... 53

Chapter 13: Reading in the Life and Natural Sciences ......................................... 61

Chapter 14: Reading in Mathematics and Computer Sciences ............................ 67

Chapter 15: Reading in the Business Disciplines ............................................... 71

Chapter 16: Reading Vocational and Technical Material ..................................... 75

Chapter 17: Reading in the World ....................................................................... 81

Chapter 18: Reading Print Media ......................................................................... 85

Chapter 19: Reading Electronic Media .................................................................. 89

Chapter 20: Reading Contemporary Fiction and Nonfiction ............................... 93
Chapter 21: Reading Graphs................................................................. 101
Chapter 22: Reading in the Workplace............................................ 111
Chapter 23: Reading Personal Mail................................................... 115
Chapter 24: Reading Reference Works and Scholarly Articles........... 119

ANSWER KEYS......................................................................................... 121
PREFACE

Within this volume the instructor will find assessment material to accompany Smith’s *The Reader’s Handbook, 2nd Edition*, and Smith/Headley’s *The Lifelong Reader, 2nd Edition*. The tests are constructed to measure the student’s ability to: 1) comprehend chapter content through multiple-choice items; 2) apply reading skills to supplemental reading selections; 3) demonstrate reading comprehension through writing; 4) summarize; and 5) think critically. The mastery of critical thinking skills is assessed through the writing of not only contrastive essays but also expository essays. In addition, students are required to interpret, evaluate, and synthesize reading selections.

Features of the test bank include:

A. A *multiple-choice test* of at least ten items in most chapters; the ten-item test is beneficial in that it facilitates scoring.

B. A *Mastery Test* (Chapter 6) which assesses whether or not the student has a grasp of *basic academic reading skills*: main idea, details and patterns, inference, vocabulary, and point of view.

C. Reading selections and related questions which assess both basic academic reading skills and *higher-level skills* (i.e., Critical Thinking and Critical Reading Skills).

D. Tests which help determine the student’s *reading rate* and comprehension.

E. *More than one test* for most chapters. These additional tests may be useful to the instructor as regular testing material or as makeup exams.

F. Reading selections which were carefully selected to reflect the concepts presented in the chapters as well as to reflect course content *across the curriculum*. Passages were drawn from the disciplines of philosophy, business, psychology, health science, life science, communication arts, computer information systems, and vocational and technical material.

G. *Bonus Questions* which are added for a substantial chapter. The instructor may, of course, utilize these Bonus Questions as she or he wishes.

H. *Answer Keys* at the back of the test bank.
CHAPTER 1: The Reading Process

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. At what level of reading comprehension does a reader react and reflect?
   
   A. literal
   B. interpretive
   C. applied

2. If a professor asked you to answer “who were the characters in the passage,” and “where did the action take place,” you would be responding at which level of reading comprehension?
   
   A. literal
   B. interpretive
   C. applied

3. Stages of good reading include all of the following except
   
   A. formatting.
   B. reacting.
   C. previewing.

4. Which of the following is NOT a question for previewing written text?
   
   A. Why am I reading this material?
   B. What do I already know about this topic?
   C. Why doesn’t this reading material make sense to me?

5. Learning questions are generally
   
   A. located at the end of articles to reinforce comprehension.
   B. found at the beginning of textbook chapters to heighten interest.
   C. threaded throughout novels to keep the reader intrigued.

6. To overview an entire book, the reader should
   
   A. read the Table of Contents and Preface.
   B. flip through glancing at particular subheadings.
   C. look at the illustrations on the front cover.
7. The depth of a schema is dependent upon the reader’s
A. IQ.
B. previous experience.
C. childhood reading teacher.

8. According to the author, college students may earn better grades in their junior and senior years because
A. they are struggling to assimilate new information.
B. they have realized that studying and reading must be done every day.
C. they are building on a schemata previously established.

9. Good readers build meaning by
A. demonstrating correction strategies and repeating.
B. reading silently and making predictions.
C. verbalizing a confusing point and sharing an analogy.

10. Metacognition focuses on the reader’s
A. knowledge of basic reading skills.
B. chemistry assignments.
C. own awareness of not being able to comprehend the material.

**BONUS QUESTIONS**

11. According to the author, a poor reader will probably
A. continue to read even though he is not comprehending.
B. unintentionally guess the right answers when tested.
C. stop reading when frustrated.

12. A student using a metacognitive strategy would
A. monitor his reading.
B. read orally.
C. unravel confusing writing on a word-by-word basis.
13. All of the following are mentioned as benefits of writing about what you have read except
   A. the reader’s recall improves.
   B. the reader can clarify what was learned.
   C. the reader may answer multiple-choice questions without memorizing facts.

14. One characteristic of poor readers is that they
   A. want to remember everything they read.
   B. never recall anything they read.
   C. can discriminate between important and trivial ideas.

15. According to your textbook, most experts agree that the single best predictor of your reading comprehension is
   A. your SAT verbal score.
   B. what you already know.
   C. the books you read in high school.
CHAPTER 2: Vocabulary

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. All of the following are ways to remember new words except
   
   A. using concept cards.  
   B. using associations.  
   C. using context clues.

2. To unlock the meaning of new words through context in a passage, do not depend on
   
   A. a definition.  
   B. a dictionary.  
   C. an example.

3. By the 12th grade, a student has encountered
   
   A. 3,000 to 5,000 unknown words.  
   B. 15,000 to 30,000 unknown words.  
   C. 300 unknown words.

4. The average college student recognizes and uses about how many words?
   
   A. 50,000 and 10,000  
   B. 20 percent of the English language  
   C. 70,000 and 15,000

5. When using a context clue to unlock the meaning of a word, you are
   
   A. locating the definition within the sentence or paragraph.  
   B. looking up the word in a dictionary.  
   C. consulting the book’s glossary.

6. Context clues include all of the following except
   
   A. elaborating examples.  
   B. word parts.  
   C. comparison.
7. The three types of word parts are
   A. root, prefix, and suffix.
   B. Latin, Greek, and English.
   C. pseu-do-nym.

8. In the word “egoist,” the “ist” is an example of a
   A. root.
   B. prefix.
   C. suffix.

9. Resources that help you with the meaning of words include
   A. a dictionary, a glossary, and a thesaurus.
   B. etymology, context clues, and a dictionary.
   C. guide words, a dictionary, and parts of speech.

10. An example of “easily confused words” is
    A. words that have multiple meanings.
    B. “can” as a helping verb and “can” as a noun.
    C. their, they’re, and there.
TEST B

Circle the correct meaning of each underlined word. Write the clue that gave you the meaning of the word using one of the following choices.

<table>
<thead>
<tr>
<th>word part</th>
<th>definition</th>
<th>contrast</th>
<th>comparison</th>
<th>details</th>
<th>examples</th>
</tr>
</thead>
</table>

1. Putting off until tomorrow what you could do today is a sign of procrastination.
   
   A. intelligence   B. gaiety   C. postponement
   
   Clue:______________________________________________________________

2. Driving with an invalid driver’s license can result in a person getting a ticket.
   
   A. faulty   B. honest   C. favorable
   
   Clue:______________________________________________________________

3. If not supported properly when typing, the carpus or wrist can become inflamed and extremely sore.
   
   A. wrist   B. rib   C. vein
   
   Clue:______________________________________________________________

4. BIOL 1101 is a prerequisite for BIOL 1102.
   
   A. option   B. contrast   C. prior requirement
   
   Clue:______________________________________________________________

5. Diabetes is a chronic disease; however, the flu only lasts three days.
   
   A. continuing   B. infrequent   C. simple
   
   Clue:______________________________________________________________
Read the article taken from a textbook on communication. Then write the meaning of the underlined words.

*Stereotyping* is a commonly used shortcut in people perception. Originally, “stereotype” was a printing term that referred to the plate that printed the same image repeatedly. A sociological or psychological stereotype, then, is a fixed impression of a group of people. Most people have stereotypes based on race, nationality, religion, socioeconomic class, age, or occupation.

Because of these stereotypes, you may perceive a person primarily as having the characteristics of a group rather than as a unique individual. If you meet a homeless person, for example, you might apply the stereotypical characteristics for homeless people (for example, uneducated, dirty, having no family or a family that doesn’t care) to this individual. And so, without other information, you assume that any homeless person you might meet would have these characteristics. You see these characteristics whether they’re present or not. Further, you may not see characteristics that may be present (for example, the homeless person’s political activism or deep religious beliefs) but that contradict these stereotypes.


6. stereotyping____________________________________
7. originally______________________________________
8. socioeconomic class_____________________________
9. unique individual_______________________________
10. assume________________________________________
CHAPTER 3: Main Idea

TEST A

Answer the multiple-choice questions that follow the reading selection on charismatic leaders.

Max Weber adapted the term charisma from the vocabulary of early Christianity to denote one of the three types of authority on the basis of claims to legitimacy. He distinguished among (1) traditional authority, whose claim is based on “an established belief in the sanctity of immemorial traditions”; (2) legal authority, grounded on the belief in the right of those holding authoritative positions to issue commands; and (3) charismatic or personal authority, resting on “devotion to the specific sanctity, heroism, or exemplary character of an individual person, and of the normative pattern or order revealed by him.”

Of these types, charismatic authority, according to Weber, differs from the other two in being unstable. While elements of charismatic authority may be present in all forms of leadership, the predominantly charismatic leader is distinguished from the other leaders by his capacity to inspire and sustain loyalty and devotion to him personally, apart from his office or status. He is regarded as possessing supernatural or extraordinary powers given to few. Whether in military prowess, religious zeal, therapeutic skill, heroism, or in some other dimension, he looms “larger than life.” He is imbued with a sense of mission, felt as divinely inspired, which he communicates to his followers. He lives not as other men. Nor does he lead in expected ways by recognized rules. He seems to flourish in times of disturbance and distress. Viewing himself as the indispensable prop of his country’s existence and the only one in whose hands its destiny can be trusted, he may treat constructive criticism as treason.


1. The central focus of this excerpt is
   A. that charismatic leaders are unstable.
   B. a discussion of the characteristics of charismatic leaders.
   C. an analysis of past charismatic leadership.

2. The controlling thought of the first paragraph is that
   A. there are three types of authority according to Max Weber.
   B. traditional authority is the most effective type of authority.
   C. Max Weber coined the term “charisma.”
3. In the last sentence, Weber suggests that the charismatic leader may often be

   A. a military leader.
   B. vulnerable.
   C. paranoid.

Read this excerpt on critical thinking and answer the questions utilizing what you learned about creating a main idea.

Success in work depends on thinking skills. It isn’t enough for graduates to possess a large body of information in their fields; they must be able to apply information to their jobs. Employers are not looking for walking encyclopedias but for problem solvers and decision makers.

If our thinking were perfectly logical, dealing with issues would be easy. We’d begin with a completely open mind. Then we’d gather available evidence, examine it objectively, and draw the most reasonable conclusion.

However, things don’t always go so well. Instead of beginning with an open mind, we often begin with a certain bias. We sometimes think a particular answer is right even before we examine the evidence. If our desire to be right is strong enough, we may choose evidence that confirms our bias and ignore other evidence.

To avoid “rearranging prejudices,” try the following two-step approach to critical thinking; it can help you be honest.

Step 1. Begin by deciding what your position is on the issue in question. Putting this decision in writing can help.

Step 2. After you express your view in a sentence or two, ask yourself, “What evidence do I have to support my view? What have I seen in my life or learned from others that leads me to this conclusion? Are other conclusions possible?”

Answer these questions as completely as you can. You might put them in list form rather than full sentences. With this approach you can develop reasonable views that withstand discussion and debate.

4. The main idea of the passage is

   A. if our thinking were perfectly logical, dealing with issues would be easy.
   B. in work situations, employees always begin problem solving with a certain bias.
   C. with the two-step approach to critical thinking, the student can develop reasonable views that withstand debate.

5. The gist of paragraph three is that individuals

   A. can prove they are right by gathering evidence.
   B. should think with an open mind and consider all evidence.
   C. have a right to be biased and to express their opinions.

6. An example of a detail given in this passage is

   A. “Begin by deciding what your position is on the issue in question. Putting this decision in writing can help.”
   B. “Success in work depends on thinking skills.”
   C. “If our desire to be right is strong enough, we may choose evidence that confirms our bias . . .”.

7. Why are critical thinking skills important in the workplace?

   A. Employers want to hire individuals who know a lot of facts and statistics.
   B. Employers want to hire individuals who have experience using encyclopedias as research references.
   C. Employers are looking for problem solvers and decision makers.

The passage below is about student behavior. Read for the main idea, then answer the questions that follow.

Students choose their behavior. How they behave is not outside their control. Albert acknowledges that heredity, environment, innate needs, happy and unhappy experiences, and conditioned responses all affect how students behave. But she maintains that most students choose to behave the way they do, and that virtually all can behave properly when they see the need to do so. Once teachers understand that behavior is based on choice, they begin to see that they can influence how students choose to behave.
When students misbehave their goal is usually to gain attention, gain power, exact revenge, or avoid failure. Students need to feel that they belong in the classroom, which means they must perceive themselves to be important, worthwhile, and valued. Their behavior is reflective of that desire. Teachers can defuse incipient misbehavior by using appropriate intervention techniques and encouragement to help students attain a sense of belonging.

Teachers in general reflect three styles of classroom management: permissive, autocratic, and democratic. Of the three, the democratic style best promotes good discipline. The hands-off style fails to help students make responsible decisions about their learning. The hands-on style attempts to force behavior change, with the result that students rebel and come to dislike their teachers and their classes. The cooperative hands-joined style works to gain student trust and allow students to participate in making choices about their education, which invites them to be more cooperative and more motivated to achieve.


8. “...heredity, environment, innate needs, happy and unhappy experiences, and conditioned responses all affect how students behave” is an example of

A. the main idea of paragraph one.
B. support for the main idea of paragraph one.
C. a detailed description of paragraph one.

9. The focus of paragraph three is that

A. the democratic style is the best style for classroom management.
B. there are three classroom management styles.
C. the autocratic styles attempts to force behavior change.

10. According to the author, one of the most important strategies a teacher can utilize is to

A. use the hands-on style.
B. punish students for incipient behavior.
C. instill in the student a sense of belonging.
TEST B

Write an essay which focuses on what you believe to be the characteristics of both a positive charismatic leader and a negative charismatic leader. Be sure to select charismatic leaders in history or current day arenas (politics, religion, military, etc.) as examples to support your points.
CHAPTER 4: Details and Organizational Patterns

TEST A

Answer the multiple-choice questions following each passage.

Two schools of thought present diametrically opposed views about what the role of people in the world should be, how serious the world’s present and projected future environmental and resource problems really are, and what should be done about them. Neo-Malthusians (called “gloom-and-doom pessimists” by their opponents) believe that if present trends continue, the world will become more crowded and more polluted, leading to greater political and economic instability and increasing the threat of nuclear war as the rich get richer and the poor get poorer. The term neo-Malthusian refers to an updated and greatly expanded version of the hypothesis proposed in 1789 by Thomas Robert Malthus, an English clergyman and economist, that human population growing exponentially will eventually outgrow food supplies and will be reduced in size by starvation, disease, and war.

The opposing group, called Cornucopians (or unrealistic “technological optimists” by their opponents), believes that if present trends continue, economic growth and the technological advances based on human ingenuity will produce a less crowded, less polluted world, in which most people will be healthier, will live longer, and will have greater material wealth. The term cornucopian comes from cornucopia, the horn of plenty, which symbolizes abundance.


1. To get his point across in the passage, the author uses what pattern?

   A. classification
   B. contrast
   C. simple listing

2. The neo-Malthusians believe

   A. overpopulation will outgrow food supply.
   B. in the future there will be less pollution.
   C. technological advances will produce a less crowded world.
3. What is the main idea of the passage?

   A. Pollution will eventually cause starvation and war.
   B. There are two different views on how serious the world’s present and future environment problems are.
   C. Technology will help people in the future to be healthier.

4. The phrase that helps to indicate the pattern of the passage is

   A. “will become.”
   B. “what should become.”
   C. “two schools of thought.”

Read the following excerpt on Mercury and answer the multiple-choice questions following the passage.

Mercury is the most neglected of the five planets visible with the naked eye. It is a small world, not much bigger than the moon, and it never strays far from the sun. Even at the best viewing opportunities, it must be made out low in twilight skies and observed through the densest layers of the Earth’s atmosphere. Small wonder that the ancients called it Stilbon, the Twinkling One.

When Mercury is well placed for observation, its tiny disk never appears more than a paltry 10 arcseconds in diameter. Galileo’s primitive telescopes failed to reveal its phases, which were first noted by Hevelius in 1644. For centuries, most observers have given Mercury only a cursory glance then turned to far more rewarding targets like Mars, Jupiter and Saturn. Only a handful of observers managed to make out even vague markings, leading many to share 19th century astronomer Johann Schroter’s suspicion that the planet was shrouded in a dense, cloud-laden atmosphere.


5. The passage states that Mercury is

   A. often studied.
   B. not often studied.
   C. studied only in twilight skies.
6. The author uses what pattern of organization to make his point?

   A. classification
   B. time order
   C. description

7. Mercury is difficult to observe because of all the following reasons except

   A. it is a rewarding target.
   B. it is too small.
   C. it is too far away.

8. By referring to Saturn as a more rewarding target than Mercury, it is implied that Saturn

   A. has a denser atmosphere.
   B. has markings easier to see.
   C. receives more sunlight.

Read the following excerpt and answer the multiple-choice questions.

Pure (or perfect) competition is the complete form of competition. Pure competition is the market situation in which there are many buyers and sellers of a product, and no single buyer or seller is powerful enough to affect the price of that product. Note that this definition includes several important ideas. First, we are discussing the market for a single product—say, bushels of wheat. (The definition also applies to markets for resources, but we’ll limit our discussion here to products.) Second, all sellers offer essentially the same product for sale; a buyer would be just as satisfied with seller A’s wheat as with that offered by seller B or seller Z. Third, all buyers and sellers know everything there is to know about the market (including, in our example, the prices that all sellers are asking for their wheat). And fourth, the market is not affected by the actions of any one buyer or seller.

9. To define the term pure competition, the author uses
   A. comparison.
   B. chronology.
   C. simple listing.

10. Pure competition is the situation in which there are
   A. many buyers and sellers of a product but no one buyer or seller can affect price.
   B. few buyers and sellers of a product but one seller can affect price.
   C. set prices of products per buyer.

**BONUS QUESTIONS**

11. An example of pure competition is
   A. ten farmers selling corn to the Green Giant Company for the same price.
   B. Green Giant buying corn from farmers at different prices.
   C. Green Giant buying from 7 out of 10 farmers.

12. Pure competition involves a single
   A. price.
   B. product.
   C. seller.
CHAPTER 5: Inference

TEST A

Read the following passage about a Harvard professor turned Western guru. Then, answer the multiple-choice questions that follow.

Ram Dass came to fame and infamy in the ‘60s. He was Richard Alpert, the Harvard psychology professor who was ousted from the university with Timothy Leary in 1963 for experimenting with LSD. After that he went to India and came back a spiritual teacher, a Western messenger of Eastern wisdom. Charismatic, a great storyteller, a born teacher, he wrote books, traveled the world, and created organizations to help prison inmates, the aging, and the dying, and to promote awareness of environmental issues. He had the good life, doing good work and playing golf, dashing around in his MG sports car.

Then, at 65, in February 1997, he had a stroke. He lost his ability to speak or to understand words, and his right side was paralyzed. Doctors gave him a 10 percent chance of surviving and were waiting for him to die—until one of them went into his room to examine him, saw something in his eyes, came out and tore up the prognosis. A team mobilized to fight for his life. Three and a half years since that crisis, Ram Dass is teaching again.

“Most of us assume that aging is the end of growth—but you begin with the idea that it is an opportunity for growth. It’s the greatest learning we have. All our old desires are off our backs, finally. And we are silent inside. For old people to hear their own wisdom, they have to experience their own silence. This culture sees life as collecting experiences. But aging is an emptying out and beginning to experience the moment.


1. It is implied that experimenting with LSD in 1963 was

   A. acceptable.
   B. legal.
   C. unethical.

2. We can infer from the passage that Ram Dass spent his life

   A. experimenting with drugs.
   B. helping people.
   C. traveling the world.
3. It is suggested in the passage that while Dass was dying, the doctors

   A. didn’t help him.
   B. saw that Ram Dass had a will to live.
   C. panicked.

4. We can conclude that Ram Dass believes that we find wisdom

   A. only in India.
   B. at Harvard University.
   C. in silence.

Read the following passage and answer the multiple-choice questions that follow.

Most preadolescent girls are marvelous company because they are interested in everything—sports, nature, people, music and books. Almost all the heroines of girls’ literature come from this age group—Anne of Green Gables, Heidi, and Caddie Woodlawn. Girls this age bake pies, solve mysteries and go on quests. They can take care of themselves and are not yet burdened with caring for others. They have a brief respite from the female role and can be “tomboys,” a word that conveys courage, competency and irreverence.

Girls between seven and eleven rarely go to therapy. It’s amazing how little help these girls need to heal and move on. Something dramatic happens to girls, however, in early adolescence. Studies show that girls’ IQ scores drop and their math and science scores plummet. They lose their resiliency and optimism and become less curious and inclined to take risks. They report great unhappiness with their own bodies. They lose their assertive energetic and tomboyish personalities and become more deferential, self-critical and depressed.

The story of Ophelia, from Shakespeare’s *Hamlet*, shows the destructive forces that affect young women. As a girl, Ophelia is happy and free, but with adolescence she loses herself. When she falls in love with Hamlet, she lives only for his approval. She has no inner direction. Her value is determined utterly by his approval. Ophelia is torn apart by her efforts to please. When Hamlet spurns her because she is an obedient daughter, she goes mad with grief. Dressed in elegant clothes that weigh her down, she drowns in a stream filled with flowers.


5. It is suggested by the passage that girls who are 12 and older

   A. are no longer happy and free.
   B. will eventually kill themselves.
   C. solve mysteries and go on quests.
6. It can be inferred from the passage that

A. Hamlet loves Ophelia deeply.
B. Ophelia was unstable since childhood.
C. Ophelia was going through a crisis during female adolescence.

7. The word *spurns* in the passage most nearly means

A. rejects.
B. accepts.
C. temporarily ignores.

8. The author makes her point by using which of the following?

A. contrast
B. listing
C. example

*Read the following passage regarding architecture instruction and training and answer the multiple-choice questions that follow.*

Architects and educators have long disagreed about which skills should be taught in architecture schools and which are best taught later, during apprenticeships. Professors typically emphasize design and theory, believing that the more practical skills are better conveyed in a professional context. Meanwhile, practitioners complain that recent graduates come to them unprepared for real work.

This disagreement has now expanded to include computer skills. Many schools now teach 3D modeling in design studios, but some are dabbling in still more cutting-edge processes. While a student at the University of Oregon, Francis Dardis developed techniques for generating unusual and imaginative imagery. He began with a physical model of a simple concept. Then he placed the model on a scanner and created a 2D image, which he would subject to a variety of Adobe PhotoShop “filters.” The results inspired new design ideas, which were then sketched and scanned. In the end, Dardis came up with not only a credible project but also imagery that exceeds typical student projects.

Interns are entering firms with computer-aided design (CAD) skills that far outstrip those of their employers. That’s because some architecture schools have incorporated new digital technologies in such radical ways that the curriculum is being transformed. Michael Dingeldein, a teacher at Miami University, is a proponent of such advanced study. “Working with 3D modeling software makes the students better 3D thinkers.”
As students come to college with an unprecedented software fluency, professors are looking for ways technology can foster creativity, communication skills, and critical thinking.


9. Usually professors who teach architecture focus on

A. design and theory.
B. apprenticeships.
C. the professional context.

10. We can infer from the passage that

A. 2D imaging is the current practice.
B. 3D modeling is a current trend.
C. all schools of architecture use Adobe PhotoShop.

**BONUS QUESTIONS**

11. It is implied in paragraph three that

A. interns are smarter than their employers.
B. architecture schools are behind the times.
C. progressive architecture schools are more advanced than most corporations.

12. The author would probably agree that

A. all architectural schools should teach traditional methods.
B. students should spend more time on apprenticeships.
C. professors need to stay current with new software.
CHAPTER 6: Point of View

MASTERY TEST A

A. Answer the following multiple-choice items based on the chapter content.

1. Bias, like point of view, is said to be
   A. an opinion on a subject.
   B. a distorted view on a subject.
   C. facts about a topic.

2. Point of view and bias differ in that bias often has a
   A. neutral connotation.
   B. positive connotation.
   C. negative connotation.

3. In reading comprehension, it is better not to
   A. recognize your own biases.
   B. let your own biases interfere.
   C. recognize the author’s biases.

4. Which of the following statements is not an opinion?
   A. Soccer is the most boring professional sport to watch.
   B. Pro baseball has more spectators than pro football.
   C. It’s a fact that rugby is the most exciting game to play.

5. The three most common purposes an author uses when writing are to inform, to entertain and to
   A. explain.
   B. educate.
   C. persuade.
B. Read the following sentences and choose the tone of voice the author uses.

6. “I am so frustrated! Joe expects me to work all day, then come home and do all the cooking and cleaning!”
   A. serious
   B. angry
   C. pessimistic

7. The Fourth of July is a day we should all celebrate, and we should be thankful we live in a democracy.
   A. grateful
   B. bitter
   C. objective

8. Do you remember when we used to ride our horses on Lenox Road? There was hardly any traffic because it was a dirt road. Then, we’d head the other way and go swimming at the Chastain Park pool; those were the good old days.
   A. jovial
   B. nostalgic
   C. cynical

9. Nothing ever goes right for me. I’m always too late or too slow. Why am I always the one everybody criticizes?
   A. pessimistic
   B. mocking
   C. opinionated

10. I’m calling to let you know I got accepted into the study abroad program; I’ll be in Paris this summer!
    A. objective
    B. weary
    C. excited
Read the selection below and answer the questions that follow.

In order for you to feel any sensation on the surface of the skin--pain, heat, cold, tingling, crawling or itching--connections to the brain must be intact. When an area of the skin is numb, something is wrong with the nerves in the skin itself, or there is some obstacle along their path to the brain, or the brain itself has been damaged so that it cannot interpret the message properly.

Local nerve malfunction is usually due to injury and/or the formation of scar tissue in the area. If you’ve ever had an operation, you know that even though the scar itself is healing nicely, the skin around it is numb. That’s because the nerves have been cut and are no longer able to transmit impulses in the brain--and they probably never will.

Interference with the transmission of the nerve impulses along the pathway between the skin and the brain is most often due to spinal cord injury or to some disease or tumor within the spinal cord, the trunk line to and from the brain. When the problem lies within the brain itself, it’s usually due to damage following a stroke of some kind.

When you feel a tingling anywhere, there must have been some damage or irritation to the nerves serving the area involved, either locally, along their pathway or in the brain. Unlike numbness, however, the nerve is not completely dead or severed--just injured or being pressed upon. Tingling, then, is a sort of middle ground between the extremes of pain and numbness. As the disorder, whatever it is, gets worse, you may experience all three sensations: first the tingling, then pain and finally complete loss of sensation, and numbness. That’s the usual sequence of events, as, for example, when you have a disc somewhere in your spine pressing on a nerve. In this latter example, not only is sensation lost, but muscle power diminishes, too, as the “motor” nerves also become impinged upon.


1. The purpose of this excerpt is to

A. entertain.
B. persuade.
C. inform.
2. The tone of the passage is
   A. informal.
   B. academic.
   C. sarcastic.

3. The author defines the spinal cord as
   A. a trunk line to and from the brain.
   B. the pathway between the skin and the brain.
   C. “motor” nerves.

4. We can infer from the passage that the most serious consequence of damage to the spine is
   A. tingling.
   B. numbness.
   C. pain.

5. A synonym for sensation (as underlined in the passage) is
   A. numbness.
   B. itching.
   C. feeling.

6. The author of this excerpt is probably a
   A. doctor.
   B. health instructor.
   C. pediatrician.

7. All of the following could be causes of tingling except
   A. scar tissue.
   B. pressure on a nerve.
   C. spinal cord injury.
8. Which of the following is an opinion and not a fact?

   A. A herniated disc is perhaps the most painful of injuries.
   B. As the disorder worsens, you might experience all three sensations: tingling, pain, and numbness.
   C. In order for you to feel any sensation on the surface of the skin, connections to the brain must be intact.

9. The central focus of paragraphs two and three is

   A. how irritations of the skin are affected by the brain.
   B. effects of scar tissue due to surgery.
   C. symptoms of spinal injury and spinal disease.

10. The pattern of organization used by the author in paragraph three is

    A. comparison-contrast.
    B. cause-effect.
    C. description.
In my particular situation, I travel a lot. It means airports and airplanes and endless delays and migraine headaches.

“Good morning. Wingandapray Airlines. May I help you?”

“Yes,” I said to the voice on the phone. “I’d like to make two round-trip reservations for the Sunday evening flight to Pittsburgh, please.”

“Will this be first class, tourist or Wingandapray’s new cargo class?” she asked.

“Cargo class?”

“Certainly, sir. In an effort to attract your business in these competitive times, Wingandapray Airlines is offering an innovative and inexpensive way for you to travel by air. Cargo class simply means you ride in the cargo hold with the baggage at a huge savings in cost. This is available, however, only to those passengers who will fit into their own hanging bags.”

“I’ll just take tourist,” I said.

“Oxygen or non-oxygen?--another Wingandapray option in our effort to offer passengers a variety of ways to save money and still not have to take the bus,” she explained. “If you prefer to bring your own oxygen tank, then your seat will not be equipped with an automatic oxygen mask release in case of sudden cabin depressurization. If Wingandapray doesn’t have to provide you with oxygen, it can save money and pass those savings along to its customers in the form of reduced fares.”

“But I don’t have my own oxygen tank.”

“In that case, sir, how long can you hold your breath?”

“I’ll just take two seats with oxygen.”

When we finally arrived at the airport and boarded the plane, we were immediately greeted by the captain who said there was a delay due to “a minor mechanical problem,” and that “we should have it cleared up soon.” How can the captain or the passengers know for sure that the problem has been fixed? It’s not exactly like dealing with someone’s pickup truck, where the mechanic opens the hood, pulls at a few wires and then says, “Try it now.”

I expressed my concern to a passing stewardess.

“Don’t worry,” she said.

I looked out the window and saw a fellow who looked like a mechanic scratching his head with a big wrench. On his breast pocket I could read the name, Bobby Earl. Would you trust your life to a man named Bobby Earl?

Then I heard him yell to the pilot, “Try it now!” Sure enough, it started. I didn’t know whether to be happy or sad.

1. The author of this excerpt is probably a(n)
   A. airline fanatic.
   B. humorist.
   C. newspaper writer.

2. The tone of the passage is
   A. academic.
   B. persuasive.
   C. sarcastic.

3. We can infer from the passage that the writer
   A. is thrilled to be traveling on Wingandaprayer Airlines.
   B. has always been scared to fly since childhood.
   C. is disgusted with airlines in general.

4. **Depressurization**, as underlined in the passage, most nearly means that
   A. there is a loss of pressure in the airplane.
   B. when landing the tires will flatten.
   C. passengers will be depressed during the flight.

5. We can infer that the title of the airline is funny because it implies that
   A. the pilots sing while they navigate the aircraft.
   B. only passengers who are religious receive discounts.
   C. passengers are placing their lives into the hands of incompetents.

6. When the traveler told the stewardess that he didn’t have an oxygen tank, she asked
   A. if he wanted to change his flight.
   ➢ how long he could hold his breath.
   ➢ how soon he could get one.

7. In order to save the most money, how could a passenger choose to travel?
   A. cargo class
   B. tourist class
   C. first class
8. The purpose of this passage is to
   A. describe.
   B. entertain.
   C. contrast.

9. The main point the writer wants to get across in this selection is
   A. how accommodating the airlines are in today’s world.
   B. how a traveler can save money by using Wingandaprayr Airlines.
   C. how ridiculous traveling by air is in present times.

10. What can we infer from the mechanic “scratching his head with a big wrench”?
    A. He knows what the problem is.
    B. He’s not sure how to fix the problem.
    C. His head itches.
CHAPTER 7: Critical Thinking

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Overall, to best identify arguments, a reader must
   A. understand the tone of the selection.
   B. recognize the underlying purpose.
   C. remember supporting details.

2. To think critically, a good reader
   A. accepts written beliefs of others.
   B. uses old information.
   C. evaluates information.

3. An individual is not thinking critically if he or she
   A. is willing to plan.
   B. is willing to self-correct.
   C. is inflexible.

4. “Guns should not be legal” is an example of
   A. hasty moral judgments.
   B. reliance on authority.
   C. labels.

5. Which of the following would not be an argument?
   A. You should watch the news on Channel 4 because it gives the best coverage.
   B. People should not own rottweiler dogs because they are vicious.
   C. The race car did 40 laps before a tire blew, and it had to forfeit the race.

5. To identify the issue in persuasive writing, a reader uses
   A. a debatable question.
   B. main idea skills.
   C. the author’s first statement.
6. In looking for points of support in an argument, a reader searches for

   A. a premise.
   B. analogies.
   C. trivia.

7. Which of the following is not a relevance fallacy?

   A. Michael Jordan says buying Nikes will make you jump higher.
   B. I need to buy some platform shoes because everybody is wearing them.
   C. I have to pay my way through school, so please give me a raise.

8. Weighing the advantages and disadvantages of buying a new car and deciding on which one best suits your needs is an example of

   A. inductive reasoning.
   B. deductive reasoning.
   C. argument.

9. Generating many possible solutions to a problem refers to

   A. critical thinking.
   B. creative thinking.
   C. essential thinking.

10. To think “outside the box” refers to

    A. writing.
    B. just lateral thinking.
    C. creative and critical thinking.
TEST B

In this exercise, you will be employing the steps in critical thinking you read about in your text. Choose one of two issues below and write an essay using any Internet sources you can find to support your argument. Be sure to cite the sources you quote.

1. The issue of right-to-life has been debated for many decades. Defend your position on this issue.

2. Today, actors (both male and female) demand million-dollar salaries. Defend your position as to whether or not this practice should be continued.
CHAPTER 8: Reading Rate

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. The average adult reading speed on relatively easy material is
   A. 250 wpm.
   B. 200 wpm.
   C. 350 wpm.

2. When reading different material, a student should
   A. always read at the same rate.
   B. evaluate reading rate.
   C. vary reading rate according to purpose.

3. An internal distraction that would hinder concentration is
   A. someone talking loudly.
   B. worry over money.
   C. poor lighting.

4. A strategy for avoiding regression when reading is
   A. think the ideas.
   B. daydreaming.
   C. memorize the information.

5. Reading more than one word per fixation will
   A. not affect your reading time.
   B. reduce your reading time.
   C. hinder your peripheral vision.
6. Vocalization is different from subvocalization because with vocalization a student
   A. moves his lips as he reads.
   B. hears a voice in his head as he reads.
   C. experiences another sensory dimension as he reads.

7. Which of the following is not a way to preview a chapter?
   A. notice graphics
   B. de-activate prior knowledge
   C. read subheadings

8. Using a pencil as a marker as you read
   A. causes you to regress as you read.
   B. improves concentration as you read.
   C. slows down your reading.

9. A technique of selectively reading for the main idea when not reading the entire passage is
   A. skimming.
   B. previewing.
   C. subvocalizing.

10. When locating a specific detail on the printed page, you should
    A. preview for the answer.
    B. skim for the answer.
    C. scan for the answer.
Why do we come to see ourselves as inept or unworthy? If we were born with a confident sense of self more or less intact, how did we manage to lose it—and how do we get it back? These are urgent questions, because in our complicated world, the demand for self-confidence confronts us at every turn.

Confidence means trust. When we confide in someone, we entrust them with our secrets. When we are self-confident, we trust ourselves. We believe that we have what it takes to accomplish what we need to accomplish; we also trust ourselves not to fall apart if we fail to accomplish it.

Self-confidence can be closely aligned with self-esteem, but confidence as a term is usually applied to performance and skill mastery (“I’m confident I can win the game.” “I’m confident about my job qualifications.”), whereas self-esteem reflects a value judgment about oneself, one’s morals, principles, and spirituality. So it is possible to have self-esteem without being confident, or to be confident, say, as a computer whiz, without having an overall sense of self-esteem.

The concern with confidence is first and finally a very personal frustration. Male or female, it is the result of one’s own individual history, one’s own character. It is in our private psychological story that the problem of loss of confidence takes hold. And here is where we can find its solution.

Self-confidence is so intimately tied to self-evaluation that in order to figure out why we do or don’t have sufficient self-confidence, we first need to look at the ways in which we judge ourselves. How do we come to believe that we are charming, callous, talented, sexy, stupid, or kind?

It appears that we base our opinions of ourselves on two primary sources, the first being our own experience and the second being what we think people think of us.

Ask Donna why she considers herself clumsy, for instance, and she’ll tell you about the two occasions, five years apart no less, when she spilled wine at a party. You’ve been at dozens of parties with her over the years and have never seen her do anything the least ungraceful; why she is so wedded to this image of herself as a klutz is baffling to you. But many of us, like Donna, allow our failures and embarrassments to burn themselves into our memories while at the same time taking our accomplishments for granted.

[400 words]

1. Self-confidence confronts us
   A. at developmental stages during our lives.
   B. in all situations at all times.
   C. most often at parties.

2. Trusting ourselves makes us
   A. unworthy.
   B. secretive.
   C. self-confident.

3. Which of the following statements is correct?
   A. A person can be confident without having self-esteem.
   B. A person can have self-esteem without good value judgment.
   C. Self-confidence and self-esteem are the same.

4. Our opinions of ourselves are based on our own experience and
   A. what we think people think of us.
   B. what people think of us.
   C. what we do in terms of achievement.

5. Self-confidence is closely aligned to
   A. self-reliance.
   B. self-esteem.
   C. self-evaluation.

Now that you have finished the comprehension questions, check the Time-Rate Conversion Chart on Page 41 and write the Words Per Minute (WPM) it took you to read the passage in the space provided underneath the passage. Write your score on comprehension above the passage next to “SCORE.”
Our society, with its obsession with thinness, has cultivated the development of eating disorders. Research studies found that 52% of adolescents begin dieting before age 14. Among college females, 78% reported bingeing experiences and 8.2% used self-induced vomiting to control weight.

The following myths about eating disorders add to the problem and prevent individuals from getting treatment for potentially life-threatening conditions. MYTH 1: Since women college students are usually well-educated, they are a low-risk group for eating disorders. On the contrary, college women are a high-risk group. Reportedly up to 20% of college females have eating disorders. Researchers Boskind-White and White state: “Middle-class adolescents and women in their twenties with a strong orientation toward academic achievement and a traditional lifestyle, including marriages, are most vulnerable. Many are highly intelligent, attractive in appearance, and capable of handling successful careers. Yet traditionally they have abnormally low self-esteem, a desire for perfection, and a sense of loneliness and isolation, and an obsession with food as it relates to body weight.” While many women college students are expected to be competitive and successful, they also feel the demand to remain feminine and “desirable.” Such demands may create conflicts and overwhelming feelings. This may be a factor as to why they develop problematic relationships with food: sometimes restricting food intake to attain desirable slimness and femininity and sometimes, indulging in food to comfort emotional distress. MYTH 2: Only females have eating disorders. Among the college student population, up to 7% of male students suffer from eating disorders; among the general population, the estimate is 5%. Some research findings suggested that males and females with an eating disorder have similar clinical characteristics, such as an obsession with thinness, distorted body image, and emotional problems. They also share similar etiological factors, such as socioeconomic status, family dynamics, and a history of weight disturbance. MYTH 3: Fat people have no one to blame but themselves. To add fuel to the fire, American society has a problem with “fattism.” Like racism and sexism, fattism is a prejudice based on physical characteristics. Many of us consider fatness equivalent to laziness, dumbness, ugliness, self-indulgence, and lack of will power. Phrases like “fat pig, fat slob, blubber, and porker,” are judgmental and unfair. “Fattism” implies narrow-mindedness and an inability to appreciate the variety of body shapes and sizes that are largely predetermined by biological factors such as age, gender, race, and heredity.
1. What percent of college females reported bingeing experiences?
   A. 52
   B. 78
   C. 8.2

2. The writer hints that fat people
   A. have no one to blame but themselves.
   B. are narrow-minded.
   C. are victims of the concept of “fattism.”

3. The author states that myths about eating disorders
   A. are, in fact, true.
   B. compound the problem.
   C. give people an excuse in regard to their eating disorders.

4. According to the author, males
   A. are less likely to develop eating disorders.
   B. do not suffer from eating disorders.
   C. as a group, also have a high incidence of eating disorders.

5. According to one study, females in their twenties, with a strong desire for academic achievement, are most vulnerable to eating disorders.
   A. True
   B. False

Now that you have finished the comprehension questions, check the Time-Rate Conversion Chart on Page 41 and write the Words Per Minute (WPM) it took you to read the passage in the space provided underneath the passage. Write your score on comprehension above the passage next to “SCORE.”
<table>
<thead>
<tr>
<th>Reading Time</th>
<th>Words Per Minute</th>
<th>Reading Time</th>
<th>Words Per Minute</th>
</tr>
</thead>
<tbody>
<tr>
<td>:10</td>
<td>2400</td>
<td>2:40</td>
<td>150</td>
</tr>
<tr>
<td>:20</td>
<td>1200</td>
<td>2:50</td>
<td>140</td>
</tr>
<tr>
<td>:30</td>
<td>800</td>
<td>3:00</td>
<td>135</td>
</tr>
<tr>
<td>:40</td>
<td>600</td>
<td>3:10</td>
<td>125</td>
</tr>
<tr>
<td>:50</td>
<td>480</td>
<td>3:20</td>
<td>120</td>
</tr>
<tr>
<td>1:00</td>
<td>400</td>
<td>3:30</td>
<td>115</td>
</tr>
<tr>
<td>1:10</td>
<td>345</td>
<td>3:40</td>
<td>110</td>
</tr>
<tr>
<td>1:20</td>
<td>300</td>
<td>3:50</td>
<td>105</td>
</tr>
<tr>
<td>1:30</td>
<td>265</td>
<td>4:00</td>
<td>100</td>
</tr>
<tr>
<td>1:40</td>
<td>240</td>
<td>4:10</td>
<td>95</td>
</tr>
<tr>
<td>1:50</td>
<td>220</td>
<td>4:20</td>
<td>92</td>
</tr>
<tr>
<td>2:00</td>
<td>200</td>
<td>4:30</td>
<td>89</td>
</tr>
<tr>
<td>2:10</td>
<td>185</td>
<td>4:40</td>
<td>85</td>
</tr>
<tr>
<td>2:20</td>
<td>170</td>
<td>4:50</td>
<td>83</td>
</tr>
<tr>
<td>2:30</td>
<td>160</td>
<td>5:00</td>
<td>80</td>
</tr>
</tbody>
</table>
CHAPTER 9: Techniques for Remembering Textbook Information

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Of the following, which strategy produces better test results?
   A. previewing.
   B. rereading.
   C. notetaking.

2. One advantage to annotating the text is that it saves you from
   A. highlighting too much.
   B. a complete rereading.
   C. having to organize.

3. The first sentence of a summary should state
   A. the main idea.
   B. significant details.
   C. your opinion.

4. Many students feel that to help concentration when studying a text, they should
   A. take notes.
   B. memorize the details.
   C. write summaries.

5. An outline serves to
   A. provide a thesis statement.
   B. display the reader’s opinion graphically.
   C. organize major and minor points from written or oral text.
6. The most important question to ask in regard to outlining is
   
   A. “what is my purpose?”
   B. “how can I get perfect study notes?”
   C. “how many details will I have to include?”

7. According to professors, which of the following is not an indication of how well a student understood a lecture?

   A. writing too little
   B. writing too fast
   C. writing too much

8. A visually oriented learner might prefer which note taking method?

   A. Cornell method
   B. outlining
   C. mapping

9. Mnemonics are techniques to help you

   A. organize and recall.
   B. arrange and hear.
   C. create and visualize.

10. “I” before “e” except after “c” is an example of

    A. acrostics.
    B. rhyme.
    C. association.
Read the following passage about authority, and then answer the multiple-choice questions.

Authority is a condition that allows one to exert influence or control over others. Gordon teaches that there are four different kinds of authority.

1. **Authority E** (expertise) is inherent in a person’s special knowledge, experience, training, skill, wisdom, and education. For example, your expertise as an artist enables you to exert influence over others in matters having to do with art.
2. **Authority J** (job) comes with one’s job description. As principal of the school, your position enables you to influence educational decisions made by teachers, parents, and others.
3. **Authority C** (commitments, agreements, or contracts) comes from the daily interactions and subsequent understandings, agreements, and contracts that people make. When students actively participate in setting classroom rules, it strongly influences them to comply.
4. **Authority P** (power) is evident in a person’s ability to control as opposed to merely influencing others. For example, because of the power you have to give students low grades, you can make them do assignments they would not otherwise do.

Teachers who use authority E, J, or C exert positive influence on students. But when they use authority P to control students rather then influence them, their effectiveness is diminished. Gordon urges teachers to use **noncontrolling methods** of behavior change that are derived from authority J, C, and E.


1. The condition that allows an individual to exert influence or control over others is
   
   A. expertise.
   B. authority.
   C. self-control.
2. Authority E is
   A. example.
   B. exertion.
   C. expertise.

3. An example of authority P in controlling students is
   A. letting students vote on classroom rules.
   B. deducting points from students’ grades for tardiness.
   C. letting parents fill out questionnaires on school procedures.

4. The noncontrolling methods for influencing students’ behavior are
   A. Authorities E, J, C.
   B. Authorities J, P, E.
   C. Authorities E, P, C.

5. Which authority listed below controls students rather than influences them?
   A. Authority C
   B. Authority J
   C. Authority P
CHAPTER 10: Reading in the Humanities

TEST A

STEP 1. Read the two philosophical excerpts below. Keep in mind the questions that your textbook emphasized as critical in understanding the disciplines of philosophy: “What is the philosophical issue at hand?” and “What branch of philosophy is being addressed?” Also remember to consider: “What is the main point the author is trying to get across?” and “What is the purpose of the passage?”

STEP 2. After considering these questions, write an essay summarizing your thoughts about each excerpt. Be sure to address all of the questions mentioned in STEP 1.

(A) The great malady of the twentieth century, implicated in all of our troubles and affecting us individually and socially, is “loss of soul.” When soul is neglected, troubles don’t just go away; they appear symptomatically in obsessions, addictions, violence, and loss of meaning. Our temptation is to isolate these symptoms or to try to eradicate them one by one; but the root problem is that we have lost our wisdom about the soul, even our interest in it. “Soul” is not a thing, but a quality or a dimension of experiencing life and ourselves. If I see my responsibility to myself, to a friend, or to a patient in therapy as observing and respecting what the soul presents, I won’t try to take things away in the name of health. It’s remarkable how often people think they will be better off without the things that bother them. “Help me get rid of these feelings of inferiority and my smoking and my bad marriage.” If as a therapist, I did what I was told, I’d be taking things away from people all day long. But I don’t try to eradicate problems. When people observe the ways in which the soul is manifesting itself, they receive back what is theirs, the very thing they have assumed to be so horrible that it should be cut out and tossed away. When you regard the soul with an open mind, you begin to find the messages that lie within the illness, the corrections that can be found in remorse and uncomfortable feelings, and the necessary changes requested by depression and anxiety.


(B) Seekers for centuries have found inner peace by following the Tao Te Ching. Translated more than any book but the Bible, Lao Tzu’s volume of 5,000 words has helped people live through turbulent times by revealing the deep source of peace within. Lao Tzu wrote the Tao over twenty-five centuries ago as a handbook for leaders. In ancient China, to lead wisely meant to live wisely, to seek personal balance and integration with the cycles of nature. Lao Tzu’s teachings assume special importance today as we seek not only peace of mind but peace in our
world. Searching for new patterns of harmony in everything from holistic health, psychology, and physics to ecology and social action, people are rediscovering the wisdom of the Tao.

Peace, Lao Tzu realized, is an inside job. Only when we find peace within ourselves can we see more clearly, act more effectively, cooperating with the energies within and around us to build a more peaceful world. The Tao teaches that our actions have far-reaching consequences, stressing the importance of balance and the intimate relationship between ourselves and our environment. Seeing beyond the shifting tides of circumstance, we recognize the patterns of ebb and flow underlying all of nature. The Tao teaches patience, precision, and timing. Detaching from problems, we discover solutions. We learn to stop resisting and flow with the natural patterns, bringing greater joy and harmony to our lives.

You will be asked to write an essay on several journal entries written by Reverend Martin Boltzius, a German who helped establish the Colony of Georgia in early to mid 1700’s. While reading the historical passage below, consider the questions your textbook presented as tips to better comprehending historical material. They are repeated here as bulleted items.

- What is the position of the person who wrote the document?
- What were the author’s beliefs or biases, and how do they influence the document?
- Who was the intended audience for the document?
- How does the document contribute to understanding the times?

Saturday, the 16th of February, 1740
Mrs. N’s youngest baby died yesterday evening and was buried today. In the afternoon I visited her and found her much strengthened in soul and body and saw in her an example of what it means when “My heart and my flesh crieth out for the living God.” Before the child was carried away, she heard with right heavenly pleasure the song Alle Menschen mussen sterben, sung by the people who had gathered for the funeral.

Tuesday, the 7th of February, 1749
Last night the soldier’s child, who was taken in to be raised by the widow Meyer, died and was buried this afternoon as is our custom in accordance with the wishes of the father. This time many members of our congregation are afflicted by a kind of chest disorder and side stitches, which also afflict the children. Our dear Lord has heard our pleading and blessed the diligence of Mr. Thilo and Mr. Meyer so that all appear to be recovering. May He make them, and all of us, thankful for the intended periods of grace. It is no small blessing (this I often point out to our inhabitants) that we have two ministers, two school masters, and two doctors.

Tuesday, the 18th of July, 1749
This afternoon, when I returned home from the consecration, I learned to my sorrow that Bichler’s little boy had died from the horse’s kick. I visited him this morning, prayed with him and others who were present, and blessed the child. The parents had not expected it to die so quickly. Since yesterday the child was more often unconscious than conscious and therefore perhaps felt little pain. What he spoke in his fantasy were things that he had learned such as short verses and recitations from his ABC book. He was a very happy and well behaved child, in whom we had our joy. Now he is in a blessed place, to which his little brother, and a stepsister preceded him some years ago.
CHAPTER 11: Reading Literature, Poetry, and Drama

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Essay, fiction, poetry, and drama are the four
   A. literary truths.
   B. criteria.
   C. genres.

2. Which of the following is not considered a literary element?
   A. suspense.
   B. plot.
   C. characters.

3. Which is the correct order of the plot?
   A. conflict, resolution, denouement, climax
   B. suspense, climax, denouement, resolution
   C. plot, climax, resolution, denouement

4. Main characters are said to be
   A. flat.
   B. round.
   C. static.

5. Which of the following points of view is considered rare when telling a story?
   A. narrator
   B. I
   C. you

6. Of the following, which represents an example of symbolism?
   A. dog representing a canine
   B. a man named Harry
7. The heart of a literary work is the
   A. theme.
   B. tone.
   C. setting.

8. An essay on whether or not the Harry Potter series should be made available to children would be what kind of essay?
   A. critical
   B. argumentative
   C. expository

9. For true appreciation of a short story, some experts recommend reading the story how many times?
   A. 1
   B. 3
   C. 5

10. One major difference between a short story and a novel is that a novel has more
    A. personal experiences.
    B. plots and characters.
    C. conflicts and characters.

**BONUS QUESTIONS**

11. Which of the following is not considered a main feature of a poem?
    A. stanzas
    B. sentences
    C. lines

12. The main character of a play is the
    A. protagonist.
    B. progenitor.
    C. antagonist.
CHAPTER 12: Reading in the Social Sciences

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Social sciences include all of the following except
   A. psychology and sociology.
   B. political science and anthropology.
   C. computer science and mathematics.

2. An example of the scientific method would be
   A. studying for a biology exam.
   B. analyzing data regarding crimes against children.
   C. viewing tables and charts for student retention.

3. In the career of psychology you might
   A. arrest criminals and incarcerate them.
   B. teach a college course in the culture of the Maori of New Zealand.
   C. evaluate prospective employees for a large firm.

4. Students of sociology most likely study
   A. social institutions such as fraternities.
   B. psychotherapeutic methods.
   C. learning disabilities of children.

5. Because of the evolutionary nature of explanations in the field of physical anthropology, the overriding pattern of organization is
   A. contrast-comparison.
   B. cause-effect.
   C. scientific method.
6. How politicians get elected is an area directly related to
   A. psychology.
   B. sociology.
   C. political science.

7. In political science textbooks, a predominant pattern of organization is
   A. description.
   B. persuasion.
   C. contrast.

8. The term “theory” most nearly means
   A. an unfounded guess.
   B. a prediction of specific events.
   C. an explanation of a phenomenon.

9. The biological perspective of psychology deals with
   A. inner needs an individual is trying to satisfy.
   B. how the nervous system affects an individual’s behavior.
   C. environmental triggers.

10. If a student wished to dig for ancient relics, he would become a(n)
    A. physical anthropologist.
    B. cultural anthropologist.
    C. archaeologist.
Today, as in times past, the most important and also the most difficult task in raising a child is helping him to find meaning in life. Many growth experiences are needed to achieve this. The child, as he develops, must learn step by step to understand himself better; with this he becomes more able to understand others, and eventually can relate to them in ways which are mutually satisfying and meaningful.

To find deeper meaning, one must become able to transcend the narrow confines of a self-centered existence and believe that he will make a significant contribution to life--if not right now, then at some future time. This feeling is necessary if a person is to be satisfied with himself and with what he is doing. In order not to be at the mercy of the vagaries of life, one must develop inner resources, so that emotions, imagination, and intellect mutually support and enrich one another. Our positive feelings give us the strength to develop our rationality; only hope for the future can sustain us in the adversities we unavoidably encounter.

What experiences in a child’s life are most suited to promote his ability to find meaning in his life--to endow life in general with more meaning? Regarding this task, nothing is more important than the impact of parents and others who take care of the child; second in importance is our cultural heritage, when transmitted to the child in the right manner. When children are young it is fairy tales that carry such information best.


1. According to the author, the most important task in raising a child is to

   A. teach the child discipline.
   B. enhance the child’s imagination.
   C. help the child find meaning in life.
2. This excerpt was probably written by

   A. a psychologist.
   B. an elementary school teacher.
   C. a team of pediatricians.

3. What is the most important influence on a child’s life?

   A. education.
   B. parents.
   C. fairy tales.

4. After reading the last paragraph, what would the author more than likely discuss next?

   A. cultural heritage
   B. literature
   C. fairy tales

After reading the selection below on friendship between men and women, answer the multiple-choice questions.

Name one famous friendship between a woman and a man—one admired, esteemed, nonromantic, nonsexual friendship between a man and a woman in history or literature. It’s not easy. In every culture, friendship between the sexes has been inconceivable or forbidden. Inconceivable because women were considered men’s inferiors; forbidden because each woman was chattel belonging to either her father or husband.

In my book, *Growing Up Free*, I argued against the notion of inborn differences. I tried to show how females and males are programmed to be different. Most parents rear male and female children as if preparing them to live in two different worlds—giving them different toys, books, rules, tools, and boundaries and different messages about sex-appropriate emotions. Therefore, before they reach school age, girls and boys have become strangers to one another, with incompatible play habits, different ideas of fun, and few grounds for friendship.

In school, sex enmity can be exacerbated by lining up girls and boys in separate rows, pitting them against each other in spelling bees or dodge ball. Children learn fast that to cross the lines of sex demarcation is to risk the invective “sissy,” “tomboy,” or worse. Any sixth-grade teacher knows that the best way to humiliate a boy is to put him wherever the girls congregate.

Are the differences between the sexes—culturally imposed though they are—going to forever keep up apart? How long before women and men can be friends with each other the way each of us can be friends with someone of our own sex?


5. We can infer from the passage that the author
A. was a teacher interested in issues of discipline.
B. is an individual interested in gender issues.
C. has children.

6. The author believes that
   A. inborn differences are a fact of life.
   B. male and female children are innately the same.
   C. environmental factors have no influence on defining gender.

7. According to the author, girls and boys become strangers
   A. before they reach school age.
   B. when competing in spelling bees or dodge ball.
   C. when they “grow up free.”

8. The author begins the excerpt by asking the reader to “name one famous friendship between a woman and a man . . .” in order to make the point that
   A. women were in the past and are currently the property of men.
   B. it is almost impossible to name one.
   C. there are many from which to choose.

After reading the selection regarding men in today’s culture, answer the multiple-choice questions that follow.

The male hero image in our culture is reflected in the men who constitute our fantasy identification figures. Most of them share certain specific characteristics: emotional mutedness, an extremely independent style, lack of emotional vulnerability, and in general, a very narrow band of outward expressiveness.

A group of eighty college men were asked by researchers to indicate their preferred heroes. As reported, they invariably preferred stories of males who were solitary, strong, independent, and in the process of actively striving to overcome obstacles. The heroes rarely gave signs of seeking out close relationships with people, although they did occasionally bestow on them a kind of impersonal attention, one which further served to demonstrate their own greater adequacy.

Today, despite often-heard verbalizations to the contrary, and an emphasis on feelings, there is still great discomfort and embarrassment when a man overtly and spontaneously expresses his emotions, breaks down in tears, rages in open anger or hate, trembles and shakes in fear, or even laughs too boisterously. Occasionally, when male political leaders show
spontaneous emotion their images become tarnished and they lose points, as when Senator
Muskie openly lost his temper during the 1972 campaign, vice-presidential candidate Tom
Eagleton was revealed to have experienced depressions, President Johnson pulled on the ears of
his dog or showed the world his post-operative scar, or Kissinger lost his cool at a press
conference.

Clearly, the male is still in a cultural climate that has little authentic tolerance for his
emotional expressiveness.

York: Signet, 1976, pp. 42-43.]

9. Of the following which is not a characteristic of the male hero?
   A. emotional vulnerability
   B. independence
   C. few outward expressions

10. Paragraph two uses which pattern of organization to support the main idea?
    A. cause-effect
    B. contrast
    C. example

*BONUS QUESTIONS*

11. It can be inferred from the passage that U.S. society
    A. needs more female leaders.
    B. is extremely tolerant of emotionally vulnerable males.
    C. does not respect male leaders who show emotion.

12. It is implied that President Johnson was
    A. an animal activist.
    B. cruel.
    C. insane.
CHAPTER 13: Reading in the Life and Natural Sciences

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Of the following, the one that is not a life science is

   A. physics.
   B. sociology.
   C. health sciences.

2. The science of living organisms and life process is

   A. chemistry.
   B. biology.
   C. agriculture.

3. One good way to help you remember biology facts and terms is to

   A. use mnemonics.
   B. read the text over and over.
   C. mark your text.

4. Chemistry lays the foundation for study in

   A. astronomy.
   B. geology.
   C. health science.

5. Lab experiments are organized

   A. randomly.
   B. in a sequence of events.
   C. into “states of matter.”

6. One vital asset for any person in the health science field is

   A. a knowledge of ethics.
   B. critical analysis.
   C. the ability to deal with children.
7. In most health books, information is given primarily
   B. through contrast and comparison.
   C. through checklists and persuasive techniques.

8. A student who wanted to work with urban planning might major in
   A. biology.
   B. geology.
   C. geography.

9. The oldest science is
   A. geography.
   B. astronomy.
   C. biology.

10. Environmental science encompasses
    A. overpopulation and evolution.
    B. elements and ecology.
    C. pollution and energy sources.
TEST B

Read the following selection about tornadoes and then answer the questions.

The basic atmospheric physics that gives rise to tornadoes is well understood by now. Thunderstorms usually contain updrafts, large rising swells of warm, moist air. As the updrafts move, they rotate; if the rotation grows sufficiently intense, the storm can evolve into a tornado or funnel cloud (a tornado whose bottom does not touch the ground). Supercomputer simulations depict this process quite dramatically.

Most tornadoes form within an especially intense weather system known as a supercell. Supercell thunderstorms occur when the warm updraft punches through an overlying, stable layer and continues upward into a zone of cool, dry air. The resulting instabilities produce powerful vortex motions, the lifeblood of tornadoes (a pair of computer-generated images depicts the difference between supercell and non-supercell storms). Within the fiercest tornadoes, wind speeds can approach 300 miles per hour. Air rushing in to fill the low-pressure void left by the tornado creates additional fierce, potentially damaging winds. Staying out of danger is no easy task when a tornado is anywhere near.

One of the most dangerous aspects of tornadoes is their capriciousness. Sometimes an updraft gives rise to a tornado; sometimes it does not. Scientists are still hard pressed to predict exactly when and where a tornado will appear; that uncertainty makes it difficult to raise the alarm in time to save lives.

[“Turn! Turn! Turn!” Internet address: http://www.sciam.com/explorations/0520963 explorations.html ]

1. One main reason tornadoes are extremely dangerous is because they are

   A. stable.
   B. fickle.
   C. dramatic.

2. Large rising swells of warm, moist air in a thunderstorm are identified as

   A. funnel clouds.
   B. supercells.
   C. updrafts.
3. As underlined in the passage, capriciousness means
   A. extravagance.
   B. unpredictability.
   C. wastefulness.

4. It is stated that in present day “atmospheric physics” theory, how tornadoes are formed is
   A. well understood.
   B. not understood.
   C. not studied.

5. To manifest into a tornado, winds must
   A. be damaging.
   B. rotate.
   C. become cool.
The HIV virus is not in itself deadly. The problem comes when the virus weakens and eventually depletes the immune system, allowing infections to take hold. It attaches itself to and destroys white blood cells (CD lymphocytes, also known as helper T-cells), an essential component of the immune system. As the virus depletes the T-cells, your body becomes increasingly susceptible to an array of other infections and diseases.

Currently, AIDS is incurable. There is good news, however, in the form of protease inhibitors, a new class of drugs that helps keep HIV in check. Protease inhibitors helped cut the number of U.S. AIDS deaths by almost half from 1996 to 1997. As a result, AIDS dropped from the eighth leading cause of death in the United States to the fourteenth. But the steep decline in U.S. AIDS deaths seems to be a scourge in Africa, parts of Asia, and Latin America. In fact, nine of every 10 cases of AIDS are in the developing world.

HIV can lie dormant for years. Although HIV infection and its progression to AIDS is generally a slow process, HIV can develop at an extremely variable rate; it can take less than five years, or as long as 15 years to progress to AIDS. The Center for Disease Control (CDC) defines AIDS as one of more than 20 diseases occurring in an individual with no known cause of decreased resistance to the disease. These diseases usually do not develop until the T-cell blood count drops below 200 (in healthy adults, normal T-cell blood count is 800 to 1,300).

[“New Hope for a feared disease.” Internet address: www.planetrx.com/condition.cond_detail/info/3_introduction.html]

1. The article states that the HIV virus attacks
   
   A. AIDS.
   B. T-cells.
   C. individuals with no known cause of decreased resistance.

2. Less than what percent of AIDS cases in the world are in the USA?
   
   A. 1%
   B. 9%
   C. 10%
3. **Dormant**, as used in the passage, most nearly means
   
   A. incompatible.
   B. incurable.
   C. inactive.

4. According to the passage, the HIV virus
   
   A. is harmless.
   B. is deadly.
   C. harms the immune system.

5. **Protease inhibitors**
   
   A. slow the HIV virus.
   B. cure the HIV virus.
   C. have no effect on the HIV virus.
CHAPTER 14: Reading in Mathematics and Computer Sciences

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Major features of the field of study called mathematics include
   
   A. exact descriptions and unfamiliar symbols.
   B. foreign language symbols.
   C. context clues which aid the student in understanding mathematical concepts.

2. Mathematics is an important area to study because
   
   A. individuals cannot get employed without higher-level math skills.
   B. some individuals fear math.
   C. it is the foundation for many other fields and careers.

3. Before a student can comprehend abstract mathematical ideas, he or she must first understand
   
   A. the context.
   B. the “abscissa.”
   C. terms and symbols.

4. The main pattern of organization found in math textbooks is
   
   A. definition and narrative.
   B. definition and example.
   C. a listing of terms, then definitions.

5. Mathematics is cumulative, which means that
   
   A. the understanding of a higher-level skill depends on the understanding of more basic skills.
   B. the understanding of basic skills relies on the understanding of higher-level skills.
   C. a student must have an average understanding of concepts taught.
6. Of the following which is not a note-taking strategy for mathematics?
   
   A. recitation to enhance short-term memory.
   B. translated explanation.
   C. mathematical abbreviation.

7. Completing homework for a math course is beneficial in the following ways, with the exception of

   A. building on what you already know.
   B. aiding recall.
   C. ridding your brain of information it doesn’t need.

8. One of the problem-solving strategies to improve your success in mathematics is

   A. covering new material.
   B. taking advantage of the mathematics lab.
   C. understanding the concept of reversibility.

9. Computer science courses focus on

   A. the textbook to the exclusion of hands-on experience.
   B. the explanation and understanding of jargon to the exclusion of principles.
   C. principles and processes that enable computer communication.

10. A DVD

    A. has more storage space than a CD-ROM.
    B. is the same as an optical disk.
    C. is also called WORM media.
TEST B

After reading the selection on creating a Web page, answer the multiple-choice questions that follow.

Web design may look complicated. Yet it actually can be amazingly easy. Internet service providers offer free space to build a Web site. We have chosen Tripod as a simple example. What you will need is 1) a PC; 2) a connection to the Internet; and 3) a working e-mail address. Follow these easy steps to create your own Web page:

First, log on to the Internet. In the URL field, type in: www.tripod.com. Hit Enter, and the opening page of the Tripod site will appear. You must register, but it’s free. Click on the “sign up” graphic link on the upper left side of the page. Choose a user name--your own unique nickname will do. (Putting your last name on the Internet is generally not recommended.) Where the form asks for your last name, make up one or use an initial. Next, select a password; click the “register” button, and then enter your e-mail address. Click the button at the bottom of the page. This will complete the registration process.

You are now at the welcome page for homepage building. Choose the option QuickPage to start creating. Next, find the quickSTART bar and choose Build It Under One-Minute. Now comes the exciting part of homepage building. Choose a topic for your page. Make it a personal site about yourself, your hobbies, or your friends. Now, fill out the rest of the fields on the page. Choose your own color scheme, import a graphic you like from the Tripod library, and even add a picture of your dog. Congratulations! You have created your first Web site!

[Gram, Maggie. “You are the Webmaster!” Boys’ Life, 90, May 2000, pp. 1-4.]

1. The author chose which service provider to illustrate the steps of creating a web page?

   A. Internet
   B. Web
   C. Tripod
2. The pattern of organization that the author uses to get her point across is

   A. listing.
   B. description.
   C. cause-effect.

3. Why do you suppose not putting your last name on the Internet is recommended?

   A. because there is a Federal law against it
   B. because professors want to grade your Web page without knowing who you are
   C. because Web pages contain personal information, and persons you don’t know could obtain it

4. A good title for this piece would be

   A. “Creating and Designing a Web Page.”
   B. “Building Your Own PC.”
   C. “Tripod: A Free Internet Service Provider.”
CHAPTER 15: Reading in the Business Disciplines

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. If you are interested in planning and controlling the inflow and outflow of a company’s monetary resources, you should major in what business major?
   
   A. marketing  
   B. accounting  
   C. finance

2. Which of the following is not considered the main purpose for conducting business in today’s markets?
   
   A. profit  
   B. people skills  
   C. conflict resolution

3. Both management and marketing include the study of
   
   A. systems and formulas.  
   B. investments.  
   C. human behavior.

4. A CEO of a car company wants to cut company costs and increase productivity. In terms of “directing,” he will
   
   A. monitor the employees.  
   B. guide and motivate employees.  
   C. become more bureaucratic.

5. In most management textbooks each chapter begins with
   
   A. management terms that interest the reader.  
   B. business scenarios that illustrate key management issues.  
   C. questions that motivate the reader.
6. Stated right after the introductory scenario in most marketing textbook chapters are the
   A. chapter objectives.
   B. inserted boxes.
   C. chapter titles.

7. If a company employs 70,000 workers and 5,000 of the workers are laid off from their jobs, the company is said to be
   A. delegating.
   B. compensating.
   C. downsizing.

8. The acronym “POP” is an example of a key
   A. business administration term.
   B. marketing term.
   C. management term.

9. Of the following, the one most likely to require an accounting degree would be
   A. salesman.
   B. statistician.
   C. auditor.

10. The economist would be most interested in
    A. taxation of imported goods.
    B. predicting the weather.
    C. management styles in Japan.

**BONUS QUESTIONS**

11. Characteristics of marketing textbooks include all of the following except
    A. buying habits and targeting a market.
    B. management processes and organization.
    C. methods of pricing as well as methods of advertising.
12. Accounting textbooks especially feature

   A. many opportunities to practice.
   B. business scenarios.
   C. chapter objectives.

13. Economic and finance textbooks feature

   A. definition of terms.
   B. manager’s notes.
   C. graphs and applications.

14. Goals of college business courses include all of the following except

   A. teaching leadership.
   B. teaching how to maintain the status quo.
   C. social responsibility in caring for the environment.

15. Determining the best way to arrange a businesses’s resources into a structure is called

   A. organizing.
   B. planning.
   C. controlling.
CHAPTER 16: Reading Vocational and Technical Material

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Programs at vocational schools train all students
   A. to become computer information technicians.
   B. in general college curriculum.
   C. for specific jobs in a variety of fields.

2. All of the following are benefits of a vocational school except
   A. teachers are slow to accept technological advances.
   B. classroom simulation of actual work environments.
   C. liaisons between the school and corporations.

3. Horticulture is best defined as
   A. the study of diverse cultures.
   B. the science of growing, marketing, and installing ornamental plants.
   C. sports-turf management.

4. In the organization of a horticulture textbook, a student would most likely encounter
   A. few diagrams and visuals.
   B. perennials and annuals.
   C. definitions of jargon.

5. In a horticulture textbook, the scientific name of the genus is given
   A. as the common name.
   B. through a translation of Chinese.
   C. in Latin.
6. In order to study electronics, the student must first have a knowledge of 

   A. electricity.  
   B. technology.  
   C. computers.  

7. One of the most important features of an electronics textbook is 

   A. a listing of definitions.  
   B. a listing of cross-references.  
   C. an abundance of diagrams.  

8. When reading diagrams, one of the questions you should ask is 

   A. “why did the authors include the diagram?”  
   B. “what are all the labeled parts?”  
   C. “does this diagram have a circuit regulator?”  

9. According to the chapter, one method to employ in order to learn terms in a specific field (such as electronics) is 

   A. learning the Greek language.  
   B. creatively visualizing symbols.  
   C. making flash cards.  

10. Which of the following features is not found in an automotive text? 

    A. the NASE  
    B. tables and graphics  
    C. cause-and-effect paragraphs  

**BONUS QUESTIONS**

11. According to your textbook, a diagram may be most helpful because 

    A. the parts are labeled.  
    B. complicated details and procedures are clearly illustrated.  
    C. most textbook prose explanations are poor.
12. Requirements of a vocational course demand

   A. hands-on work and attention to detail.
   B. that the student have knowledge of more than one specific area.
   C. a knowledge of Greek and Latin.
TEST B

After reading the selection regarding one aspect of horticulture, answer the multiple choice questions that follow.

According to the ancient Chinese art of placement called *feng shui* (meaning “wind and water”), the flow of energy through a home or garden can have a positive or negative impact on the owner’s health and well-being. The goal of *feng shui* is to harness and properly use Ch’i, the life force. The three elements needed to correctly apply Ch’i in a garden are mountains, water and greenery, and while you can’t plant a mountain in your back yard, you can create a sense of different elevations by using raised beds and mounds. Because balance is a key factor in *feng shui*, it is important to place the key elements fairly close to one another.

Planting a flat garden is the most common design mistake gardeners make, so try to use different layers and levels to encourage the flow. Meandering or circular pathways are preferred over straight paths, since a straight walkway creates fast-moving Ch’i which causes a sense of discomfort.

Another aspect of feng shui is the idea that different areas of the garden relate to specific parts of life. For instance, when entering your garden, the far left corner represents wealth. Since bright colors influence and attract Ch’i, plant purple, red or blue flowers in this area. The center of the garden represents fame and reputation: place an archway there that will draw Ch’i into your life. Love and marriage are represented in the far right corner of the garden and it should be enhanced with pink, red and white flowers.

Modern advocates of *feng shui* say that success, happiness and fame can be achieved by balanced landscape design in the garden.


1. The goal of *feng shui* is to
   
   A. make the homeowner wealthy.
   B. utilize the life force.
   C. create different elevations.

2. The elements needed in a garden to apply Ch’i directly are

   A. mountains, water, and greenery.
   B. *feng shui*, greenery, and water.
   C. balance, *feng shui*, and wind and water.
3. The most common design mistake gardeners make is
   A. utilizing different layers.
   B. installing circular pathways.
   C. planting a flat garden.

4. A good title for this passage would be
   A. “Using the Principles of *Feng Shui* in the Garden.”
   B. “Different Areas of Gardens Represent Different Aspects of Life.”
   C. “How to Plant a Flat Garden.”

The following is an excerpt adapted from a building construction manual. Read for meaning, then answer the questions below.

Location of heating and cooling outlets depends on the size and proportions of the space, its areas of heat loss or gain, and the activity patterns of the occupants. There are several types of heating units. Some are: 1) the electric ceiling heater which generates heat by convection; 2) the infrared heater which provides radiant heat; 3) the space heater (electric or gas) which involves forced air heating; and 4) the baseboard unit which produces heat by convection.

Air for the heating, cooling, and ventilation of a space is supplied through *grilles*, *registers*, and *diffusers*. (Please refer to Diagram 1.) They should be evaluated in terms of their air flow capacity and velocity, pressure drop, noise factors, and appearance. *Registers* are *grilles* equipped with dampers to control the air flow. Always keep the registers several feet from the ceiling to avoid smudging. These wall registers should be integrated into modular wall finishes such as plywood paneling, exposed concrete block, or ceramic tile. *Flush floor registers* are used to control heat loss and condensation along window walls. *Ceiling diffusers* discharge low velocity air in a spreading pattern. They may be round, square, slotted, or perforated. They are usually installed in the ceiling itself. Because of their location, diffusers may smudge the ceiling surface.

Air supply outlets should be located to distribute warm or cool air to the occupied areas of a space comfortably, without noticeable drafts, and without stratification.

5. The location of heating outlets depends on all of the following except
   A. the decor of the space.
   B. areas of heat loss or gain.
   C. size of the space to be heated.

6. Air may be supplied through
   A. ventilation.
   B. grilles.
   C. air flow capacity.

7. When installing wall registers,
   A. don’t forget to install the dampers.
   B. always install them in the middle of the wall.
   C. keep them several feet from the ceiling to avoid smudging.

8. The purpose of a diffuser is to
   A. control and contain heat loss.
   B. discharge low velocity air in a spreading pattern.
   C. smudge ceiling surfaces.
9. The diagram aids the reader by
   A. giving specific, step-by-step instructions.
   B. clarifying the written explanation.
   C. confusing the instructions on installing heating and cooling outlets.

10. According to the passage, one drawback of an air supply system incorrectly installed might be
    A. noticeable drafts.
    B. a comfortably heated area.
    C. no noise.
CHAPTER 17: Reading Past and Present

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. According to your text, the most ancient writings were probably used for

   A. scientific purposes.
   B. political purposes.
   C. religious purposes.

2. The first known system of writing was created in the present-day country of

   A. Iraq.
   B. France.
   C. Greece.

3. In a phonetic alphabet, letters represent

   A. meaning.
   B. sounds.
   C. hieroglyphics.

4. In order to learn letters in the tenth century students utilized

   A. clay tablets.
   B. slate tablets.
   C. wooden tablets.

5. In medieval times, who had access to books?

   A. Chinese and Korean women
   B. the rich and the clergy
   C. common men
6. In the sixteenth century ordinary people were taught to read mainly for

   A. religious instruction.
   B. political debate.
   C. social interaction.

7. The first American textbook was

   A. the Bible.
   B. entitled *American Spelling*.
   C. the *New England Primer*.

8. In the mid 1800s, the teaching of reading changed from the letter-learning method to the

   A. phonetic method.
   B. phrase method.
   C. word method.

9. In order to interest children in reading, one topic basal readers focused on was

   A. “activities with pets.”
   B. “family.”
   C. “school activities.”

10. According to reading researchers, silent reading is superior to oral reading in comprehension.

    A. True
    B. False

**BONUS QUESTIONS**

11. In a skills-based curriculum, reading skills are taught

    A. on an as-needed basis.
    B. in a sequential manner.
    C. before writing skills.

12. The look-say approach is based on

    A. the relationship between sounds and letters.
    B. a literature-based textbook.
    C. learning high-frequency sight words.

13. Anne Hutchinson organized the first American book club to
A. explore intellectual and religious freedom.
B. discuss and analyze classical American literature.
C. share recipes and homemaking tips.

14. Within the organizational hierarchy of a book club, the selection researcher

B. has previously read the proposed book.
C. researches the best public place to hold meetings.

15. The “interpretation” portion of a book discussion emphasizes

A. the who, what, when, and where of the book.
B. an evaluation of the author’s style.
C. the deeper meaning of the book.
Recently, some parents and school officials have tried to ban the Harry Potter books from the classroom and library. Below, read an excerpt concerning two viewpoints on the Harry Potter book series. First, determine what the differing viewpoints are. Then, giving supporting details, write a reaction regarding which view you tend to agree with. You may even have a view that is different from those alluded to in the excerpt. (Note: It is not necessary for you to have read the books to react to the points of view.)

I am writing this in response to what I consider an over-reaction to the Harry Potter books that I saw in my own church. I do not consider myself a support or proponent of the Harry Potter novels, but do feel that it is only right to defend them against mischaracterizations by well-meaning people. In the context of a sermon on end-times and the Book of Revelation, the pastor showed a short video of the huge response to the latest installment of the Harry Potter books. He went on to refer to the “satanic battles” that took place in the books and told the congregation that the kids waiting to purchase the books at one bookstore were “given a mark on their forehead.” This unspecified but obvious reference to the “mark of the beast” in Revelation from a person who admittedly had not even read the books, shows the extent to which Potter paranoia has gone.

[Eaton, Daniel. “Does Harry Potter Promote Witchcraft or the Occult?” Atlanta Christian Apologetics Project. Internet address: www.atlantaapologist.org/harrypotter.html]

Pastor’s viewpoint:

Writer’s viewpoint:
CHAPTER 18: Reading Print Media

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Most of the money made in the newsprint medium is made from

   A. the cost of the newspaper.
   B. private donations.
   C. the ads within the newspaper.

2. The front page of a newspaper

   A. carries the most important news.
   B. focuses on the most recent national news to the exclusion of other news.
   C. most likely does not include an index.

3. Journalism differs from fiction in that

   A. fiction can be composed of one-sentence paragraphs.
   B. journalism presents the punch line at the beginning of the news story.
   C. the most important information in a news story is given toward the end of the story.

4. The biggest influence on newspaper style has been

   A. inverted pyramid format.
   B. colonial readers.
   C. technology.

5. The term “inverted pyramid format” refers to the details of a news story

   A. written in descending order of importance in a news story.
   B. given throughout the news story.
   C. presented in ascending order in a news story.
6. Which of the following is an example of a feature story?

A. “Japan’s Stock Market Crashes”  
B. “Atlanta Braves Win World Series”  
C. “Local Policeman Saves President of IBM”

7. Feature writing may sometimes be “judgment journalism” because

A. only objective information about the topic is presented.  
B. the writer injects subjective evaluations about the topic.  
C. the opinions given in relation to the story are based on facts and evidence.

8. Of the following, which is not characteristic of a feature story?

A. A feature story often centers on human interest.  
B. A feature story has a thesis.  
C. A feature covers breaking news and events.

9. Examples of service information a newspaper might include are

A. editorials.  
B. advertisements.  
C. obituary notices.

10. One disadvantage of news magazines is that they

A. do not distribute news as quickly as newspapers or television.  
B. do not offer editorials.  
C. cannot offer in-depth analysis of events.

**BONUS QUESTIONS**

11. One of the major news magazines in the United States is

A. *U.S.A. Today.*  
C. *the New York Times.*

12. An outstanding trait of specialty magazines is that they

A. cover many topics but no one in any detail.  
B. imitate news magazines.  
C. may use terminology unfamiliar to a new reader.
TEST B

Write an essay contrasting a news magazine and a specialty magazine. Be sure to include what you perceive to be the advantages and disadvantages of each type of story.
CHAPTER 19: Reading Electronic Media

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. The Internet is an electronic system that

   A. is dependent on the World Wide Web to function.
   B. allows the World Wide Web to function.
   C. is only used by the United States Defense Department.

2. The benefits of the Internet include

   A. creating documents online and sending messages to professors.
   B. accessing current sources for research and joining discussion groups in chat rooms.
   C. all of the above.

3. Web pages can be compared to

   A. graphics.
   B. pages in a book.
   C. newsgroups.

4. Formulating an e-mail message is similar to

   A. a formal letter.
   B. document files.
   C. a quick memo.

5. A potential problem with utilizing electronic mail is that

   A. e-mail users can wake people in the middle of the night.
   B. confidentiality is not guaranteed.
   C. messages must make their way through an enormous network of computers.
6. The symbol @ in an e-mail address indicates
   A. the user ID.
   B. the institution where the e-mail account is housed.
   C. “about.”

7. Messages are listed in the online mailbox
   A. in the order of importance.
   B. by the sender’s ID.
   C. in the order in which they were received.

8. To what does CC refer in an e-mail message?
   A. an attachment
   B. a copy sent to a third party.
   C. a computer crisis is at hand

9. Why should a sender NOT utilize all capital letters?
   A. Caps signify yelling.
   B. Caps signify important matters.
   C. Caps should be used only in emergencies.

10. The term “flaming” means
    A. deleting an e-mail you don’t want to receive before opening it.
    B. attacking a person via e-mail.
    C. “burning” e-mail files.

11. If you wanted to know more about educational psychology via e-mail, you could subscribe to
    A. a focus group.
    B. mindspring.com.
    C. a listserv.

12. Emoticons
    A. represent emotions in a light-hearted way.
B. suggest formality in e-mail correspondence.
C. indicate that the e-mail will be brief.

13. A URL provides an address to

A. a Web site.
B. an e-mail account.
C. hypertext.

14. A Web site’s “homepage” can be defined as

A. the main file name.
B. the domain name.
C. the main link to other areas of the site.

15. What is the most effective way to search the Web?

A. Record sources, narrow your search, then choose a search.
B. Narrow your search, choose a search engine, then record sources.
C. Choose a search engine, narrow your search, then record sources.

16. One disadvantage of the Internet is that

A. paramilitary fanatics create most Web sites.
B. there are no experts who review the reliability of information.
C. it is becoming extremely expensive to operate.

17. One way you can evaluate electronic text is by asking

A. an expert in the topic you are searching.
B. your professor for help.
C. what the author’s credentials are and what the purpose of the Web page is.

18. When checking e-mail, what option would you choose to eliminate completely an incoming message?

A. send
B. delete
C. ignore

19. Why should you not download an attachment from an unknown source?

A. because it may contain a virus
B. because it is expensive to process
C. because someone may be stalking you
20. Netiquette is best defined as

   A. symbols used to represent emotions.
   B. a network within the Internet.
   C. proper manners to employ when utilizing the Internet.
CHAPTER 20: Reading Contemporary Fiction and Nonfiction

TEST A

Answer the multiple-choice questions based on the passage.

I got out of the car and stretched. It was so quiet I could almost hear the mist starting to burn away as the sun began to creep above the cypress trees. The yard had all the messy semblance of a child’s coloring book. There was a strange sense of monastic solitude about the place, and yet the yard was a gallery of sociability. Bird feeders hung from branches. There was a carefully tended vegetable garden, horseshoe stakes permanently implanted in dirt pitch holes, a barbecue pit, a rusted PURE OIL sign nailed to a tree, a hammock strung between mimosa trees, and the all-too-familiar Sand Bar tank tops and stonewashed jeans hanging from a clothesline.

I walked up the stone path to the front of the house and knocked. Nothing. I called Carla’s name. No answer. The door was unlocked. That didn’t mean anything. People don’t generally lock doors in small towns. I opened the door.

I went in.

Death was hanging in the air.


1. The passage takes place
   A. at night.
   B. at noon.
   C. in early morning.

2. In comparing the yard to a coloring book, it means the yard
   A. was colorful.
   B. was littered with many different things.
   C. was barren.

3. We can infer that when the narrator went into the house, he suspected someone
   A. was dead.
   B. had been shot.
C. had committed suicide.

4. The passage implies small towns
   A. have littered lawns.
   B. are sociable.
   C. have little crime.

5. The phrase monastic solitude, as underlined in the passage, indicates that the place was
   A. isolated.
   B. as quiet as a monastery.
   C. religious.
Golf has changed a lot, of course. Today it’s a lot of college kids who have all kinds of theories about this and that. They don’t hang around together unless they’re rooming together to save some dough. We older pros had to travel together, sharing car expenses and the like, long before jet planes.

But one thing will always be true about golf, and anybody who wants to play golf better remember it: a man who plays football or baseball will come up with a big salary whether he makes a touchdown or a home run. But a golfer, if he don’t [sic] win and he’s not subsidized....well, he don’t [sic] take home too many potatoes.

And hey, you can have a hundred and fifty guys playing golf, seventy-two holes with the rain and the wind blowing, and by the fifteenth hole there will be ten guys at the top, all within two shots of each other. And there will be maybe four of them tied. It’s unbelievable. Golf requires so much body and mind coordination. With football or baseball you’re always in motion. Not with golf. The ball just sits there and looks at you. The thing, I think, is the concentration. There’s so little between being first and being second.

And I can tell you, because I’ve been both.


1. The author implies that in playing the game of golf, you
   A. both win and lose.
   B. win more than you lose.
   C. lose more than you win.

2. The author compares golf to football in what ways?
   A. A football player is paid whether or not he scores a touchdown.
   B. Football players are always in motion.
   C. Both A and C.

3. Potatoes, as underlined in the passage, means
   A. vegetable.
   B. money.
   C. awards.
4. The author suggests that the main difference in winning and being second in golf is
   A. concentration.
   B. having body coordination.
   C. staying in motion.

5. Compared to golfers today, former pro golfers
   A. shared more time with other golfers.
   B. had to travel by plane.
   C. played golf in college.
He never bit anyone more than once at a time. Mother always mentioned that as an argument in his favor; she said he had a quick temper but that he didn’t hold a grudge. She was forever defending him. I think she liked him because he wasn’t well. “He’s not strong,” she would say, pityingly, but that was inaccurate; he may not have been well but he was terribly strong.

One time my mother went to the Chittenden Hotel to call on a woman mental healer who was lecturing in Columbus on the subject of “Harmonious Vibrations.” She wanted to find out if it was possible to get harmonious vibrations into a dog. “He’s a large tan-colored Airedale,” mother explained. The woman said that she had never treated a dog but she advised my mother to hold the thought that he did not bite and would not bite. Mother was holding that thought the very next morning when Muggs got the iceman but she blamed that slip-up on the iceman. “If you didn’t think he would bite you, he wouldn’t,” mother told him. He stomped out of the house in a terrible jangle of vibrations.

Lots of people reported our Airedale to the police but my father held a municipal office at the time and was on friendly terms with the police. Even so, the cops had been out a couple times—once when Muggs bit Mrs. Rufus Sturtevant and again when he bit Lieutenant-Governor Malloy—but mother told them that it hadn’t been Muggs’ fault but the fault of the people who were bitten. “When he starts for them, they scream,” she explained, “and that excites him.” The cops suggested that it might be a good idea to tie the dog up, but mother said that it mortified him to be tied up and that he wouldn’t eat when he was tied up.


1. The way mother acted toward Muggs seemed
   A. defensive.
   B. angry.
   C. sensible.

2. It can be assumed that Muggs
   A. wasn’t a mean dog.
   B. was a mean dog.
   C. was an attack dog.
3. Whom did mother blame when Muggs bit the iceman?

   A. Muggs
   B. the iceman
   C. the woman healer

4. Since the “healer” had never treated a dog, the advice she gave mother was probably

   A. the same advice given to adults in her lecture.
   B. not very reliable advice for a dog.
   C. both A and B.

5. Muggs bit

   A. three people.
   B. many people.
   C. only men.

6. The tone of the passage is

   A. scientific.
   B. serious.
   C. humorous.

7. It is implied that the cops had not given the family many citations about Muggs because

   A. father was in city politics.
   B. they liked the family.
   C. they were afraid of being bitten.

8. Mortified, underlined in the passage, most nearly means

   A. hurt.
   B. humiliated.
   C. petrified.

9. The iceman left the house

   A. happy and elated.
   B. twisting and shaking.
   C. very upset.
10. It seems Mother is the only one who

A. likes Muggs.
B. punishes Muggs.
C. can control Muggs.
CHAPTER 21: Reading Graphs

TEST A

Read the graphic and narrative below entitled “New Cosmologies” and respond to the short-answer questions below.

New Cosmologies

The classical Ptolemaic Plan (below left), widely accepted in sixteenth- and seventeenth-century Europe, placed the earth at the center of the universe. The earth was surrounded by spheres of air and fire. Around them circled the moon and the seven known planets in individual orbits; farther out lay the stars, divided into the astrological sectors devised in antiquity.

In contrast, the Copernican system (below right) placed the sun at the center with the planets in orbit around it. The moon’s orbit around the earth was shown. The circular spheres and the outer parts of the plan were unchanged.

Why did Copernicus’s simple adjustment in the structure of the universe arouse so much opposition from theologians? Why might some delight in the human mind’s ability to figure out the structure of the solar system while others saw humans as diminished by the Copernican plan?

1. What is at the center of the sphere on the left? ________________________

2. Which sphere is Copernicus’s model? ________________________

3. Which sphere represents the thinking of 16th- and 17th-century Europe? ________________________

4. What did the classical thinkers believe surrounded the Earth? ________________________

5. How many planets were known to the classical thinkers? ________________________

6. What is the number of the planet closest to the sun in the Copernican model? ________________________

7. What is located furthest from the sun in the Copernican model? ________________________

Next, peruse the chart of “A Look at Campus Crime.” Then answer the True-False questions which follow.

<table>
<thead>
<tr>
<th>Crimes on 481 campuses with more than 5,000 students</th>
<th>1998</th>
<th>1997</th>
<th>1-year change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incidents</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Murder</td>
<td>20</td>
<td>18</td>
<td>+11.1%</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>1</td>
<td>2</td>
<td>-50.0</td>
</tr>
<tr>
<td>Forcible sex offenses</td>
<td>1,240</td>
<td>1,114</td>
<td>+11.3</td>
</tr>
<tr>
<td>Nonforcible sex offenses</td>
<td>159</td>
<td>125</td>
<td>+27.2</td>
</tr>
<tr>
<td>Robbery</td>
<td>1,068</td>
<td>1,100</td>
<td>-2.9</td>
</tr>
<tr>
<td>Aggravated assault</td>
<td>2,267</td>
<td>2,205</td>
<td>+2.8</td>
</tr>
<tr>
<td>Burglary</td>
<td>13,745</td>
<td>14,565</td>
<td>-5.6</td>
</tr>
<tr>
<td>Motor-vehicle theft</td>
<td>4,160</td>
<td>4,272</td>
<td>-2.6</td>
</tr>
<tr>
<td>Arson</td>
<td>539</td>
<td>461</td>
<td>+16.9</td>
</tr>
<tr>
<td>Hate crimes</td>
<td>179</td>
<td>155</td>
<td>+15.5</td>
</tr>
<tr>
<td><strong>Arrests</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor-law violations</td>
<td>23,261</td>
<td>18,708</td>
<td>+24.3%</td>
</tr>
<tr>
<td>Drug-law violations</td>
<td>8,844</td>
<td>7,964</td>
<td>+11.1</td>
</tr>
<tr>
<td>Weapons-law violations</td>
<td>972</td>
<td>967</td>
<td>+0.5</td>
</tr>
</tbody>
</table>

Note: The numbers include sex offenses reported both to campus police officers and to other campus officials. The data represent crimes reported for 1998 and 1997 4-year colleges and universities, in compliance with federal laws. Totals for each crime category in this survey should not be compared with totals appearing in Chronicle surveys published before 1997 because those included 2-year colleges, which this survey does not.


8. T  F  More than 5,000 students were included in the statistics.

9. T  F  The arrests for Drug-law violations were more in 1997 than 1998.

10. T  F  The one year change in Hate Crimes was -15.5%.

11. T  F  Robbery is not listed as a crime for this study.
12. T  F  461 fires were started on campuses in 1998.

_The following graph shows vital statistics for the Province of Nova Scotia. Answer the questions which follow in regard to the information given._

13. What is the symbol for stillbirths? ____________________

14. How many years are represented on the graph? ____________________

15. In what year did the study end? ____________________

16. What is indicated in the final analysis (1997) for the three categories being studied? ____________________

17. Which category had the highest death incidence in 1942? ____________________

In the next chart the figures represent fatally injured drivers (not passengers) who had been drinking as well as drivers who were impaired in the province of Ontario, Canada. Study the chart and then respond to the True-False questions which follow.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>345</td>
</tr>
<tr>
<td>1981</td>
<td>308</td>
</tr>
<tr>
<td>1982</td>
<td>295</td>
</tr>
<tr>
<td>1983</td>
<td>339</td>
</tr>
<tr>
<td>1984</td>
<td>287</td>
</tr>
<tr>
<td>1985</td>
<td>266</td>
</tr>
<tr>
<td>1986</td>
<td>277</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>287</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>34</td>
<td>30</td>
<td>33</td>
<td>34</td>
<td>30</td>
<td>29</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>1988</td>
<td>407</td>
<td>13</td>
<td>13</td>
<td>18</td>
<td>22</td>
<td>42</td>
<td>46</td>
<td>61</td>
<td>51</td>
<td>48</td>
<td>32</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>1989</td>
<td>339</td>
<td>18</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>23</td>
<td>36</td>
<td>40</td>
<td>43</td>
<td>41</td>
<td>23</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>1990</td>
<td>300</td>
<td>14</td>
<td>15</td>
<td>18</td>
<td>22</td>
<td>25</td>
<td>33</td>
<td>37</td>
<td>36</td>
<td>37</td>
<td>27</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>1991</td>
<td>294</td>
<td>12</td>
<td>16</td>
<td>22</td>
<td>23</td>
<td>27</td>
<td>39</td>
<td>28</td>
<td>36</td>
<td>30</td>
<td>23</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>1992</td>
<td>313</td>
<td>16</td>
<td>25</td>
<td>19</td>
<td>24</td>
<td>31</td>
<td>22</td>
<td>35</td>
<td>35</td>
<td>25</td>
<td>28</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>1993</td>
<td>313</td>
<td>12</td>
<td>23</td>
<td>18</td>
<td>26</td>
<td>31</td>
<td>20</td>
<td>32</td>
<td>44</td>
<td>33</td>
<td>42</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>1994</td>
<td>299</td>
<td>12</td>
<td>18</td>
<td>23</td>
<td>25</td>
<td>30</td>
<td>27</td>
<td>26</td>
<td>35</td>
<td>26</td>
<td>29</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>1995</td>
<td>269</td>
<td>15</td>
<td>9</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>31</td>
<td>44</td>
<td>31</td>
<td>25</td>
<td>28</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>1996</td>
<td>217</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>12</td>
<td>25</td>
<td>18</td>
<td>23</td>
<td>33</td>
<td>17</td>
<td>25</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: These statistics were developed by the Traffic Injury Research Foundation (TIRF) for the Ontario Drinking/Driving Countermeasures Office (1980-1995) and the Ministry of Transportation of Ontario (1996). All traffic crashes are crashes reported by police to MTO, under the Highway Traffic Act.

Note 1: Areas shown in gray represent the summer months when impaired driving facilities are at a high.
Note 2: Areas marked in bold represent those months with the highest impaired driving fatalities.

[“Against Drunk Driving (ADD).” Internet address: http://www.madd.ca]

18. T F For the year 1995, there were 299 total impaired driving fatalities.

19. T F The winter time is the time when the most impaired driving fatalities occur.

20. T F In 1991, June was the month when impaired driving fatalities were highest.
TEST B

The following chart is a table of 1998 Teen Births, Fetal Deaths, and Induced Abortions for teenagers. View the table carefully and answer the short answer questions which follow.

### Births

(Rates per 1,000 women in specified group)

<table>
<thead>
<tr>
<th>Mother's Age</th>
<th>White</th>
<th></th>
<th>Black</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
</tr>
<tr>
<td>09-14</td>
<td>166</td>
<td>422,683</td>
<td>0.39</td>
<td>264</td>
<td>112,804</td>
<td>2.34</td>
<td>718</td>
<td>303,919</td>
</tr>
<tr>
<td>15-17</td>
<td>5,058</td>
<td>214,285</td>
<td>23.60</td>
<td>3,323</td>
<td>57,249</td>
<td>58.04</td>
<td>12,047</td>
<td>160,294</td>
</tr>
<tr>
<td>18-19</td>
<td>10,744</td>
<td>138,277</td>
<td>77.70</td>
<td>5,417</td>
<td>38,004</td>
<td>142.54</td>
<td>16,897</td>
<td>101,794</td>
</tr>
<tr>
<td>Total</td>
<td>15,968</td>
<td>775,245</td>
<td>20.60</td>
<td>9,004</td>
<td>208,057</td>
<td>43.28</td>
<td>29,662</td>
<td>566,007</td>
</tr>
</tbody>
</table>

### Fetal Deaths

(Rates per 1,000 births + fetal deaths in specified group)

<table>
<thead>
<tr>
<th>Mother's Age</th>
<th>White</th>
<th></th>
<th>Black</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
</tr>
<tr>
<td>09-14</td>
<td>2</td>
<td>166</td>
<td>11.90</td>
<td>3</td>
<td>264</td>
<td>11.24</td>
<td>5</td>
<td>718</td>
</tr>
<tr>
<td>15-17</td>
<td>27</td>
<td>5,058</td>
<td>5.31</td>
<td>26</td>
<td>3,323</td>
<td>7.76</td>
<td>66</td>
<td>12,047</td>
</tr>
<tr>
<td>18-19</td>
<td>67</td>
<td>10,744</td>
<td>6.20</td>
<td>44</td>
<td>5,417</td>
<td>8.06</td>
<td>73</td>
<td>16,897</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>15,968</td>
<td>5.98</td>
<td>73</td>
<td>9,004</td>
<td>8.04</td>
<td>144</td>
<td>29,662</td>
</tr>
</tbody>
</table>

### Induced Abortions

(Rates per 1,000 women in specified group)

<table>
<thead>
<tr>
<th>Mother's Age</th>
<th>White</th>
<th></th>
<th>Black</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
<td>Rate</td>
<td>Number</td>
<td>Pop</td>
</tr>
<tr>
<td>09-14</td>
<td>93</td>
<td>422,683</td>
<td>0.22</td>
<td>108</td>
<td>112,804</td>
<td>0.96</td>
<td>108</td>
<td>303,919</td>
</tr>
<tr>
<td>15-17</td>
<td>1,917</td>
<td>214,285</td>
<td>8.95</td>
<td>794</td>
<td>57,249</td>
<td>13.87</td>
<td>1,343</td>
<td>160,294</td>
</tr>
<tr>
<td>18-19</td>
<td>3,522</td>
<td>138,277</td>
<td>25.47</td>
<td>1,572</td>
<td>38,004</td>
<td>41.36</td>
<td>2,508</td>
<td>101,794</td>
</tr>
<tr>
<td>Total</td>
<td>5,532</td>
<td>775,245</td>
<td>7.14</td>
<td>2,474</td>
<td>208,057</td>
<td>11.89</td>
<td>3,959</td>
<td>566,007</td>
</tr>
</tbody>
</table>

["Teen Births, Fetal Deaths, Induced Abortions, Pregnancies–Texas Residents, 1998.” Internet address: http://www.tdh.state.tx.us/bvs]

1. How many fetal deaths were there within the “Black” group, ages 09-14 for the year 1998?

2. Which category has the highest incidences in the 15-17-year age group?

3. In Texas, what is the population of 15-17-year-old Hispanics?
4. How many total abortions were there in Texas for all groups? ________________________

The map below is of the state Botanical Gardens at the University of Georgia. Look at the map and answer the “navigational” questions that follow.

(Please assume that the top of the map is North, the bottom is South.)

5. What is found at the very top of the map? ________________________

6. If you are at the Visitor Center, which direction would you travel to get to the Day Chapel? ________________________

7. If you are at the Native Flora Garden and wanted to get to The Rhododendron Garden, what two sites would you pass by? ________________________ and ________________________
The Table and statements below illustrate the costs involved when an individual is cited for impaired driving. Please respond to the short answer questions.

### Actual Cost of Drunk Driving

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Towing Charge</td>
<td>$100</td>
</tr>
<tr>
<td>Impound Lot (storage)</td>
<td>$15/day</td>
</tr>
<tr>
<td>Driver’s License Reinstatement Fee</td>
<td>$250</td>
</tr>
<tr>
<td>New Driver’s License</td>
<td>$15</td>
</tr>
<tr>
<td>Alcohol Assessment (mandatory)</td>
<td>$125</td>
</tr>
<tr>
<td>Maximum Fine</td>
<td>$700</td>
</tr>
<tr>
<td>High Risk Insurance for 3 years</td>
<td>$11,400</td>
</tr>
<tr>
<td>Lawyer’s Fees</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$15,105</strong></td>
</tr>
</tbody>
</table>

### Estimated Values

- The estimated annual cost of alcohol-related minor vehicle accidents is 27 billion dollars
- Every 20 minutes a person is killed in an alcohol-related tragedy
- A total of 2,364 youths, aged 15-20 died in alcohol-related crashes in 1993
- Alcohol is eliminated from the bloodstream at a rate of 0.015 percent per hour
- By getting your drivers license you agree to take a breathalizer test

[“Statistics of Impaired Driving.” Internet Address: http://www.pwc.k12.nf.ca/extracurricular/sadd/statics.html]

8. What category is the most costly? _________________________

9. What is the maximum fine for impaired driving? _________________________

10. What amount would the towing charge and lawyer’s fees total? _________________________
CHAPTER 22: Reading in the Workplace

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. When handling workplace reading, such as a letter, the experts suggest
   A. automatically tossing it in the wastebasket.
   B. handling it only once.
   C. saving it for later.

2. “Re:” in a memo refers to the
   A. topic of the memo.
   B. date the memo was sent.
   C. person not mentioned under “to” who also received a copy.

3. A letter is more appropriate for communication
   A. within the company.
   B. outside a company.
   C. only when writing to CEOs.

4. In reading a newsletter, a person must remember it is basically
   A. a multiple-page company critique.
   B. objective information.
   C. propaganda.

5. Minutes are official records of a formal meeting describing what happened
   A. in chronological order.
   B. alphabetically by attendees’ names.
   C. on the Web site.
6. Manuals and policy handbooks should be read
   A. carefully from beginning to end.
   B. when you have time.
   C. on an “as needed” basis.

7. If an employee needed money to buy special computers for his department within the company, he would submit a/an
   A. annual report.
   B. proposal.
   C. procedure.

8. Of the following, which projects plans for the future of the company?
   A. policy handbook
   B. proposal
   C. annual report

9. Before filling out an original employment form, a person should
   A. volunteer all negative as well as positive information.
   B. decide what questions to answer first.
   C. photocopy the original, and practice on the copy first.

10. A binding legal agreement between two parties is called
    A. a contract.
    B. an annual report.
    C. a proposal.
TEST B

You are a general manager at ABC Advertising Company and have received a request from XYZ Company. They want you to create a specific division for marketing their new line of jeans. Write a statement of purpose and a summary of the proposed project.
CHAPTER 23: Reading Personal Mail

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. It is recommended that a person treat personal mail the same as business correspondence and
   A. read it over several times.
   B. discard it.
   C. handle it once.

2. In today’s world, most daily correspondence
   A. is all pleasure.
   B. calls for action.
   C. is from government agencies.

3. Which of the following would not be on a Visa bill?
   A. account number
   B. payment date
   C. local service charges

4. Many experts recommend that a person be extremely careful when
   A. responding to mail advertising.
   B. throwing away “junk” mail.
   C. signing the back of a credit card.

5. Besides finance charges, most credit card companies charge
   A. for being over the credit limit.
   B. for cost of convenience.
   C. an annual fee.
6. One major promotional gimmick to get you to buy CDs is to offer

   A. a discount on all CDs.
   B. “free” CDs.
   C. the latest in CDs.

7. When using sale coupons to buy clothes in department stores, designer items are usually

   A. not included.
   B. included.
   C. cheaper.

8. If the members of an organization to save the whales wanted to get you to contribute to its cause, they might

   A. ask your religious affiliation.
   B. appeal to your emotions.
   C. appeal to your political beliefs.

9. “S and H” on catalog sales stands for

   A. service and handling.
   B. save and handle.
   C. shipping and handling.

10. Because of discrepancies and for personal purposes, a person should keep receipts for paid bills for approximately

    A. six months.
    B. one year.
    C. five years.
TEST B

Read the following letter asking someone to reply to an ad for a loan. Then answer the questions that follow.

First Bank
City, State Zip Code USA

Joe A. Jones
100 New Place, South
Town, State Zip Code USA

Dear Joe,

We would like to offer you an opportunity to save money on your credit cards. By consolidating all of your debts into one monthly payment, you will not only save money, but you will simplify your accounts.

You have been pre-approved for a First Bank loan. There are no charges to apply for the loan and there is only a fixed rate of 10.99%.

Take advantage of this low, fixed 10.99% and start saving today. All you need to do is fill out the enclosed acceptance card, select the loan amount, and choose the number of loan payments. We’ll send you a check right away to use any way you wish. When your loan balance is paid, your loan is closed.

Hurry to take advantage of this exciting offer.

Sincerely,

J.H. Smith
President, First Bank

If you have any questions, please call 1-800-123-4567.
1. Which one of the following is not a way the bank made the letter more personal?
   A. It was signed by the president.
   B. It listed percentage rates.
   C. It was addressed directly to a person.

2. To pay back a loan of $5,000 for 24 months, how much would you pay in interest?
   A. $500
   B. $592
   C. $650

3. Will you pay back more interest for a 24-month loan or a 48-month loan on $5,000?
   A. 24-month
   B. 48-month

4. The small print under the loan amounts implies that
   A. your payments will always be the same.
   B. your payments will increase by ten percent
   C. your payments may change from the amount listed.

5. By taking advantage of this loan, the ad states that you will
   A. save money.
   B. owe more money.
   C. have no debts.
CHAPTER 24: Reading Reference Works and Scholarly Articles

TEST A

Answer the multiple-choice questions based on the content of the chapter.

1. Reference works include all of the following except
   A. encyclopedias.
   B. popular magazines.
   C. consumer buying guides.

2. If you wanted to find out current population statistics on the city of San Francisco, you would look
   A. on a map of California.
   B. in an almanac.
   C. in the Guinness Book of Records.

3. One of the most important aspects of researching a topic is
   A. employing a reference librarian.
   B. utilizing annual record books.
   C. finding reliable data to support your final conclusions.

4. One drawback of using encyclopedias is that they
   A. are too specialized.
   B. provide the researcher with basic information.
   C. do not include enough in-depth data.

5. For most college-level research, you primarily will want to use
   A. scholarly journals.
   B. popular magazines.
   C. encyclopedias.
6. All of the following are characteristics of scholarly journals except that they

   A. are aimed at scholars, specialists, and students.
   B. are written by generalists (with an M.A. degree) in a particular field of study.
   C. offer a detailed examination of the topic and often include statistical analysis.

7. A bibliography is

   A. a listing of Bible references.
   B. always found at the back of popular sources.
   C. a listing of sources consulted by the writer of an article.

8. The most appropriate way to choose what sources to utilize is to

   A. define clearly the question you want to research.
   B. search the Internet.
   C. ask your professor.

9. If you are asked to research a topic dating from 1900-1950, it will be difficult to find indices in electronic format because older sources

   A. don't exist.
   B. are located in different sections of the library.
   C. are usually in print format.

10. One efficient way to determine whether or not an article is relevant to your search is to read

    A. the citations.
    B. the abstract.
    C. the article itself.

**BONUS QUESTION**

11. The review of the literature in scholarly articles focuses on

    A. an overview of the article.
    B. summaries of other studies that relate to your topic.
    C. how the authors set up the study.
ANSWER KEYS

for

CHAPTER TESTS
CHAPTER 1: THE READING PROCESS

ANSWER KEY

TEST A

1. C
2. A
3. A
4. C
5. B
6. A
7. B
8. C
9. C
10. C

BONUS QUESTIONS:

11. A
12. A
13. C
14. A
15. B
CHAPTER 2: VOCABULARY

ANSWER KEY

TEST A

1. C
2. B
3. B
4. C
5. A
6. B
7. A
8. C
9. A
10. C

TEST B

1. C  Clue: Definition
2. A  Clue: Word parts; “in” means not; also cause-effect relationship
3. A  Clue: Definition
4. C  Clue: Word parts; “pre” means before
5. A  Clue: Contrast

Selection: Answers may vary.

6. stereotyping: fixed impression of a person or group (definition)
7. originally: at first (contrast with “then”)
8. socioeconomic class: status determined by both social and economic standards (word parts)
9. unique individual: one of a kind (contrast with “group”)
10. assume: guess based on some existing characteristics (definition: “without information”)
CHAPTER 3: MAIN IDEA

ANSWER KEY

TEST A

1. B
2. A
3. C
4. C
5. B
6. A
7. C
8. B
9. A
10. C

TEST B

Answers will vary.
CHAPTER 4: DETAILS AND ORGANIZATIONAL PATTERNS

ANSWER KEY

TEST A

1. B
2. A
3. B
4. C
5. B
6. C
7. A
8. B
9. C
10. A

BONUS QUESTIONS

11. A
12. B
CHAPTER 5: INFEERENCE

ANSWER KEY

TEST A

1. C
2. B
3. B
4. C
5. A
6. C
7. A
8. C
9. A
10. B

BONUS QUESTIONS

11. C
12. C
CHAPTER 6: POINT OF VIEW

ANSWER KEY

MASTERY TEST A
1. A
2. C
3. B
4. B
5. C
6. B
7. A
8. B
9. A
10. C

MASTERY TEST B
1. C
2. B
3. A
4. B
5. C
6. A
7. A
8. A
9. C
10. B

MASTERY TEST C
1. B
2. C
3. C
4. A
5. C
6. B
7. A
8. B
9. C
10. B
CHAPTER 7: CRITICAL THINKING

ANSWER KEY

TEST A

1. B
2. C
3. A
4. C
5. B
6. A
7. C
8. A
9. B
10. C

TEST B

Answers will vary.
CHAPTER 8: READING RATE

ANSWER KEY

TEST A

1. A
2. C
3. B
4. A
5. B
6. A
7. B
8. B
9. A
10. C

TEST B

1. B
2. C
3. A
4. A
5. C

TEST C

1. B
2. C
3. B
4. A
5. A
CHAPTER 9: TECHNIQUES FOR REMEMBERING TEXTBOOK INFORMATION

ANSWER KEY

TEST A

1. C  
2. B  
3. A  
4. A  
5. C  
6. A  
7. B  
8. C  
9. A  
10. B

TEST B

1. B  
2. C  
3. B  
4. A  
5. C
CHAPTER 10: READING IN THE HUMANITIES

ANSWER KEY

TEST A

Answers will vary.

TEST B

Answers will vary.
CHAPTER 11: READING LITERATURE, POETRY, AND DRAMA

ANSWER KEY

TEST A

1. C
2. A
3. B
4. B
5. C
6. C
7. A
8. A
9. B
10. C

BONUS QUESTIONS

11. B
12. A
CHAPTER 12: READING IN THE SOCIAL SCIENCES

ANSWER KEY

TEST A

1. C
2. B
3. C
4. A
5. B
6. C
7. A
8. C
9. B
10. C

TEST B

1. C
2. A
3. B
4. C
5. B
6. B
7. A
8. B
9. A
10. C

BONUS QUESTIONS

11. C
12. B
CHAPTER 13: READING IN THE LIFE AND NATURAL SCIENCES

ANSWER KEY

TEST A

1. B  
2. B  
3. A  
4. C  
5. B  
6. B  
7. A  
8. C  
9. B  
10. C

TEST B

1. B  
2. A  
3. B  
4. A  
5. C

TEST C

1. B  
2. A  
3. C  
4. C  
5. A
CHAPTER 14: READING IN MATHEMATICS AND COMPUTER SCIENCES

ANSWER KEY

TEST A

1. A
2. C
3. C
4. B
5. A
6. A
7. C
8. C
9. C
10. A

TEST B

1. C
2. A
3. C
4. A
CHAPTER 15: READING IN THE BUSINESS DISCIPLINES

ANSWER KEY

TEST A

1. C
2. A
3. C
4. B
5. B
6. A
7. C
8. B
9. C
10. A

BONUS QUESTIONS

11. B
12. A
13. C
14. B
15. A
CHAPTER 16: READING VOCATIONAL AND TECHNICAL MATERIAL

ANSWER KEY

TEST A

1. C
2. A
3. B
4. C
5. C
6. A
7. C
8. B
9. C
10. A

BONUS QUESTIONS

11. B
12. A

TEST B

1. B
2. A
3. C
4. A
5. A
6. B
7. C
8. B
9. B
10. A
CHAPTER 17: READING IN THE WORLD

ANSWER KEY

TEST A

1. C
2. A
3. B
4. C
5. B
6. A
7. C
8. C
9. A
10. A

BONUS QUESTIONS

11. B
12. C
13. A
14. B
15. C

TEST B

Answers will vary.
CHAPTER 18: READING PRINT MEDIA

ANSWER KEY

TEST A

1. C
2. A
3. B
4. C
5. A
6. C
7. B
8. C
9. C
10. A

BONUS QUESTIONS

11. B
12. C

TEST B

Answers will vary.
CHAPTER 19: READING ELECTRONIC MEDIA

ANSWER KEY

TEST A

1. B
2. C
3. B
4. C
5. B
6. B
7. C
8. B
9. A
10. B
11. C
12. A
13. A
14. C
15. C
16. B
17. C
18. B
19. A
20. C
CHAPTER 20: READING CONTEMPORARY FICTION AND NONFICTION

ANSWER KEY

TEST A
1. C
2. B
3. A
4. C
5. B

TEST B
1. A
2. C
3. B
4. A
5. A

TEST C
1. A
2. B
3. B
4. C
5. B
6. C
7. A
8. B
9. C
10. A
CHAPTER 21: READING GRAPHS

ANSWER KEY

TEST A

1. Earth
2. sphere on the right
3. sphere on the left
4. spheres of air and fire
5. seven planets
6. seven (Mercury)
7. Sphere of the Fixed Stars
8. True
9. False
10. False
11. False
12. False
13. a star
14. 56 years
15. 1997
16. stillbirth and infant deaths declined, and maternal deaths remained the same. This may indicate that today prenatal care is better than it was 60 years ago; or, perhaps women are not getting pregnant as often as in the past.
17. infant deaths
18. False
19. False
20. True

TEST B

1. three
2. births
3. 160,294
4. 12,337
5. Middle Oconee River
6. Southwest
7. You would go by the Rose Garden and the Annual/Perennial Garden.
8. High-risk insurance
9. $700
10. $2,600
CHAPTER 22: READING IN THE WORKPLACE

ANSWER KEY

TEST A

1. B
2. A
3. B
4. C
5. A
6. C
7. B
8. A
9. C
10. A

TEST B

Answers will vary.
CHAPTER 23: READING PERSONAL MAIL

ANSWER KEY

TEST A

1. C
2. B
3. C
4. A
5. C
6. B
7. A
8. B
9. C
10. B

TEST B

1. B
2. B
3. B
4. C
5. A
CHAPTER 24: READING REFERENCE WORKS AND SCHOLARLY ARTICLES

ANSWER KEY

TEST A

1. B
2. B
3. C
4. C
5. A
6. B
7. C
8. A
9. C
10. B

BONUS QUESTION

11. B