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Test Bank to accompany McWhorter, Academic Reading, Fifth Edition

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INTRODUCTION

This assessment package contains two types of assessment for each chapter in *Academic Reading*, fifth edition: chapter review quizzes and mastery tests. These alternative measurements provide the instructor with a variety of opportunities to assess students’ ability to learn and apply techniques and strategies presented in the text. This package also includes additional practice exercises for vocabulary, using context and word parts, and comprehension, identifying main ideas and details.

CHAPTER REVIEW QUIZZES

The chapter review quizzes are primarily intended to provide an assessment of students’ knowledge and comprehension of chapter content.

There are two sets of chapter review quizzes. Each set includes a ten-item multiple-choice quiz for each chapter. Although the concepts tested in each set are similar, the test questions are different.

An answer key is provided for each multiple-choice test.

Coverage

It is the purpose of the chapter review quizzes to assess whether students have acquired foundational knowledge of each chapter’s content to enable them to apply the skill. Although the focus of each quiz is knowledge and comprehension of chapter content, quizzes do include application questions that provide hypothetical situations for evaluating students’ ability to apply the skill.

Instructional Uses

Although the quizzes are intended as assessment tools, they can be used instructionally in several different ways:

1. Treat the quiz as an open-book exam, allowing students to locate the answers in the text. This activity will provide students with the opportunity to review chapter content and realize what skills are emphasized.
2. Ask students to predict or write questions they think will be on the quiz and then compare their predictions with the actual quiz. This activity will help students to determine what is important in each chapter, as well as to develop an important test-taking strategy.
3. Treat each quiz as a collaborative learning activity. Students can discuss each item and identify sections in the chapter that establish their choices as correct.
4. Use the quiz as a chapter preview. Allow students to skim or read the quiz questions before reading the chapter. The questions will establish an intent to remember chapter content.
MASTERY TESTS

The mastery tests are designed to measure students’ ability to apply the skills learned in each chapter. These multiple-choice tests are intended to be practical, realistic simulations of reading and study situations that college students face. For the instructor’s convenience, these tests were written to be self-scored, although instructors may elect to score these tests themselves. An answer key is provided for each test.

Coverage

Not all skills covered in a given chapter have been tested on the mastery test. Instead, the tests focus on the essential skills taught in each chapter. It was not possible to include skills that are too complex or time-consuming to measure within a testing situation.

Some mastery tests contain more than one part, each measuring a different skill. Each part could be administered separately, or given as a separate mastery test.

Instructional Uses

Although the mastery tests are intended as assessment tools, they can be used as instructional tools as well:

1. Use the mastery tests as collaborative learning activities in which students work together to complete the task(s) in each mastery test.
2. Use the mastery tests as additional practice exercises. Some students may require additional guided practice in learning and applying particular skills taught. The tests are also appropriate for students who are not co-registered for other academic courses and, thus, are unable to complete the Academic Application exercises in the text.

ADDITIONAL PRACTICE EXERCISES

The additional practice exercises are designed to supplement the practice material included in Academic Reading. All exercises use a multiple-choice format for ease of scoring.

Coverage

Exercises are provided for vocabulary, using context and word parts, and for comprehension, identifying main ideas and details.

Instructional Uses

There are a variety of ways the exercises can be used to supplement exercises in the text:

1. Exercises may be assigned selectively to students who fail chapter quizzes or mastery tests on Chapters 2 or 3.
2. Exercises may be assigned as homework, after exercises in the text have been completed in class.
3. Exercises may be used as collaborative in-class or out-of-class activities.
4. Exercises may be assigned to students who are absent from class when a particular skill is taught or to those who request additional practice before taking the chapter quiz or mastery test.
5. The exercises may be used as student self-tests. Allow students to work through the practice exercises to determine if they are prepared to take the mastery tests on Chapters 2 or 3.

Although the exercises are primarily intended as additional practice, they may also be converted to a test format and used as additional quizzes, mastery tests, midterm exams, or final exams.
PART ONE

CHAPTER REVIEW QUIZZES—TEST BANK 1
CHAPTER 1
STRATEGIES FOR ACTIVE READING

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. Active readers tend to do all of the following except
   a. tailor their reading to suit each assignment.
   b. study lecture notes and textbooks separately.
   c. analyze the purpose of each assignment.
   d. skim headings to find out about the assignment before beginning to read.

_____ 2. In order to be a more active reader, you should
   a. accept whatever is in print as true.
   b. follow routine, standard reading methods.
   c. read everything at the same speed.
   d. highlight important material as you read.

_____ 3. Building your concentration is a process that includes all of the following parts except
   a. eliminating distractions.
   b. increasing your reading time.
   c. focusing your attention.
   d. assessing your concentration.

_____ 4. Before you begin a study session or a reading assignment, you should focus your attention by
   a. making a distractions list.
   b. rewarding yourself.
   c. setting specific goals and time limits.
   d. finding a relaxing place to read.

_____ 5. In order to approach reading assignments critically, it is most important that you
   a. read passively.
   b. look for ideas you agree with.
   c. try to take in large amounts of information.
   d. try to predict how the author’s train of thought is developing.

_____ 6. According to the hierarchy of thinking skills developed by Benjamin Bloom, the lowest level of thinking is
   a. application.
   b. comprehension.
   c. knowledge.
   d. evaluation.
7. When you preview a textbook chapter, you should do all of the following except
   a. assess the difficulty of the material.
   b. discover how the material is organized.
   c. identify points at which you might stop and review.
   d. skip the end-of-chapter material.

8. Joan has begun to preview an article called “Civil Rights and Issues of Race.” She probably can predict that this article will discuss
   a. feminism.
   b. racial discrimination.
   c. sexual harassment.
   d. religious persecution.

9. The best guide question for an article titled “U.S. Voter Turnout: Among the Lowest in the World” would be
   a. What country has the highest voter turnout rate?
   b. What country has the lowest voter turnout rate?
   c. How many Americans voted in the last presidential election?
   d. Why is voter turnout so low in the U.S.?

10. When you are reading a textbook assignment, one way that you can tell you have a high level of comprehension is if you
    a. often slow down or reread.
    b. find many words unfamiliar.
    c. can express the main ideas in your own words.
    d. feel as if everything in the chapter is important.
CHAPTER 2
FUNDAMENTAL COMPREHENSION SKILLS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The most important sentence in a paragraph is the
   a. introduction.
   b. main idea.
   c. primary supporting detail.
   d. example.

2. To identify the topic of a paragraph, you should ask yourself
   a. What is the paragraph about?
   b. What kinds of details does the author use?
   c. How does the author feel about the subject?
   d. What key point is the author making about the main idea?

3. A paragraph can be defined as
   a. a collection of facts.
   b. a group of related ideas.
   c. an author’s opinion.
   d. a set of examples.

4. When you are trying to find the topic sentence of a paragraph, you should remember that
   a. all paragraphs must have a topic sentence.
   b. the topic sentence is always first.
   c. the topic sentence is always last.
   d. the topic sentence can be located anywhere in the paragraph.

5. A paragraph has this topic sentence: “The Amazon rainforest is home to the richest variety of wildlife on Earth.” Of the following details, the only one that would not belong in this paragraph is
   a. Many unusual animal species, such as the emerald tree boa and the jaguar, can be found in the Amazon rainforest.
   b. Rainforest birds often have short wings that allow them to fly through the trees.
   c. One of the largest marshland areas is the Everglades in Florida.
   d. Piranhas and harpy eagles are two of the most lethal inhabitants of the Amazon rainforest.
6. All of the following factors can make material easier to read except
   a. typographical aids throughout the material.
   b. familiarity with the material.
   c. interest in the material.
   d. poor organization of the material.

7. One way to tell primary details from secondary details is that primary details
   a. directly explain the main idea.
   b. provide additional information or explanation.
   c. offer examples and statistics.
   d. are less important.

8. Your reading rate should be fastest when your purpose for reading is
   a. analysis.
   b. criticism.
   c. evaluation.
   d. overview of material.

9. Your reading rate should be slowest when your purpose for reading is
   a. entertainment.
   b. criticism.
   c. overview of material.
   d. location of main ideas.

10. Reading selectively is appropriate for all of the following situations except when
    a. you are searching for specific information.
    b. a high level of comprehension is needed.
    c. you are familiar with what you are reading.
    d. the material does not match your purpose in reading.
CHAPTER 3
ESSENTIAL VOCABULARY SKILLS

Directions: Write the letter of the choice that best completes each statement in the space provided.

____ 1. As compared to a desk dictionary, a pocket dictionary is
   a. more expensive.
   b. more limited.
   c. less convenient.
   d. more extensive.

____ 2. The most nearly complete information on each word in the English language is provided in
   a. a collegiate edition desk dictionary.
   b. a phonetic dictionary.
   c. a subject area dictionary.
   d. an unabridged dictionary.

____ 3. Joe has written a speech in which he uses the word camaraderie several times to describe his experience as a camp counselor. He would look up the word in a thesaurus if he wanted to find
   a. its specialized meaning.
   b. the correct way to pronounce it.
   c. information about its origin.
   d. other words that have the same meaning.

____ 4. All of the following statements about word parts are true except
   a. a word is usually built on at least one root.
   b. words always have a prefix and a suffix.
   c. roots may change in spelling when they are combined with suffixes.
   d. words can have more than one prefix or suffix.

Directions: Each of the following sentences contains an underlined word whose meaning can be determined from context. Select the choice that most clearly states the meaning of the word as it is used in the sentence.

____ 5. There is a consensus—or unified opinion—among researchers that the virus is spreading rapidly.
   a. requirement
   b. consequence
   c. disagreement
   d. agreement
6. When preparing job application letters, you should develop one standard letter or prototype, then write variations of that letter to fit the specific job for which you are applying.
   a. variation
   b. model
   c. detail
   d. introduction

7. Her parents were complete opposites: her father was a dreamer whereas her mother was more pragmatic.
   a. practical
   b. tactful
   c. romantic
   d. uncertain

Directions: Each of the following words contains a root with a prefix and/or a suffix. Using your knowledge of word parts, choose the best definition for each word.

8. Triennial
   a. occurring every year
   b. occurring every two years
   c. occurring every three years
   d. occurring every ten years

9. Disaffiliated
   a. not associated
   b. partially associated
   c. several associations
   d. false associations

10. Monosyllabic
    a. difficult
    b. simple
    c. one syllable
    d. many syllables
CHAPTER 4
EVALUATING THE AUTHOR’S MESSAGE

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. One reason that a textbook author would require you to make inferences about material is to
   a. divert you from the central point.
   b. make the material longer.
   c. force you to challenge details.
   d. influence you to draw a desired conclusion.

_____ 2. Before you can make inferences about written material, you must
   a. understand the literal meaning of the material.
   b. be familiar with the topic.
   c. be able to verify your inferences in another source.
   d. decide how you feel about the topic.

_____ 3. Of the following statements, the only one that is a fact is
   a. Wolfgang Amadeus Mozart is the greatest composer of all time.
   b. Tchaikovsky’s ballet The Nutcracker is fun for audiences of all ages.
   c. George Gershwin was the American composer who wrote Rhapsody in Blue and Porgy and Bess.
   d. The Beatles’ music sounds as good today as it did when it was first written.

_____ 4. The difference between a fact and an opinion is that only a fact
   a. can be tested as true or false.
   b. is always true.
   c. is neither true nor false.
   d. expresses an expert’s point of view.

_____ 5. Of the following essay titles, the one in which the author’s purpose most likely is to persuade rather than inform is
   a. “The Many Contributions of Mr. Rogers.”
   c. “Make Recycling a Way of Life.”
   d. “The Breakdown of Communism in the Twentieth Century.”
6. When an author expresses an opinion in a piece of writing, your most important task as a critical reader is to
   a. disregard the author’s opinion.
   b. search for informed opinions.
   c. take the opposite point of view.
   d. evaluate the quality and relevance of supporting evidence.

7. To identify an author’s tone, you should pay particular attention to the author’s
   a. qualifications.
   b. evidence and examples.
   c. main idea and supporting details.
   d. word choice and stylistic features.

8. For an article entitled, “Learning While Earning: How to Balance the Demands of Work and School,” the intended audience most likely is
   a. students with jobs.
   b. parents of young children.
   c. professional athletes.
   d. retirees.

9. The tone of the statement, “Most television programs are a total waste of time,” can best be described as
   a. instructive.
   b. sympathetic.
   c. disgusted.
   d. humorous.

10. The best time to annotate material is
    a. before you begin to read.
    b. while you are reading.
    c. after you have summarized the material.
    d. when you are studying for a test.
CHAPTER 5
EVALUATING THE AUTHOR’S TECHNIQUES

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The standard, dictionary meaning of a word is known as its
   a. connotative meaning.
   b. denotative meaning.
   c. figurative meaning.
   d. inferred meaning.

2. An example of a simile is
   a. “The old chair groaned under my weight.”
   b. “After biking for hours in the hot sun, we were dog tired.”
   c. “The children’s singing sounded like a choir of angels.”
   d. “The rooftops of the houses were frosted in a thick white layer of snow.”

3. An author is considered to be biased if he or she
   a. attempts to present both sides of an issue.
   b. reveals the strengths and weaknesses of an argument.
   c. describes the evidence using objective language.
   d. is partial to one point of view.

4. All of the following indicate that an author may be omitting information except
   a. incomplete comparisons.
   b. unspecified nouns and pronouns.
   c. sentences written in the active voice.
   d. the absence of contradictory evidence.

5. A generalization can be defined as a
   a. principle or idea that the writer accepts as true and makes no effort to prove.
   b. comparison between two unlike things that share a common characteristic.
   c. statement expressing feelings, attitudes, or beliefs that are neither true nor false.
   d. statement about a whole group based on information about part of the group.

6. If a writer makes an unsubstantiated assumption, you should
   a. question the statements which follow from the assumption.
   b. assume that the statements which follow are based on personal experience.
   c. reject all of the writer’s other statements as biased.
   d. assume that the statement has been proven elsewhere.
7. The statement, “The cousins fought like cats and dogs,” is an example of
   a. an allusion.
   b. a cliché.
   c. doublespeak.
   d. jargon.

8. The statement, “She’s got the Midas touch when it comes to the stock market,” is an example of
   a. a euphemism.
   b. doublespeak.
   c. jargon.
   d. an allusion.

9. The statement, “The veterinarian said the cat would have to be put to sleep,” is an example of
   a. a euphemism.
   b. a cliché.
   c. doublespeak.
   d. hyperbole.

10. The statement, “I ate so much cake that I thought I’d explode,” is an example of
    a. an allusion.
    b. jargon.
    c. hyperbole.
    d. a euphemism.
CHAPTER 6
READING AND EVALUATING ARGUMENTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. To be effective, a written argument should always
   a. involve a sudden release of ideas and feelings.
   b. present logical reasons and evidence to support a viewpoint.
   c. include personal experience as supporting evidence.
   d. discredit or disprove opposing viewpoints.

_____ 2. Gabriel has written an argument in which he takes the position that students in public schools should wear uniforms. His position on this topic represents the part of his argument known as the
   a. issue.
   b. claim.
   c. support.
   d. refutation.

_____ 3. The type of claim that suggests what should be done to solve a problem is known as a claim of
   a. fact.
   b. value.
   c. policy.
   d. reason.

_____ 4. An example of a claim of fact is
   a. People who promote dogfighting as a sport should be subject to the maximum penalties for animal cruelty.
   b. Beagles are currently ranked the fourth most popular dog in the U.S.
   c. To learn responsibility for others, every child should have a pet of some kind.
   d. When you are shopping for a pet, the first place you should look is your local humane society.

_____ 5. An argument that relies mostly on emotional appeals is supported primarily by
   a. general statements explaining why a viewpoint should be accepted.
   b. facts and statistics that prove a claim.
   c. ideas targeted toward needs or values that readers are likely to care about.
   d. comparisons and examples demonstrating the validity of a claim.
6. In an inductive argument, the author
   a. reaches a general conclusion from observed specifics.
   b. begins with a general statement and moves toward a more specific statement.
   c. states the major premise first and then states the minor premise.
   d. states the minor premise first and then states several major premises.

7. Milo wrote a deductive argument in which his major premise was “Only juniors and seniors are allowed to have cars on campus.” His minor premise was “I will be a junior next year.” An appropriate conclusion for Milo’s argument would be
   a. “My roommate will be a senior next year.”
   b. “Most of my friends at other colleges are allowed to have cars on campus.”
   c. “Freshmen and sophomores are not allowed to have cars on campus.”
   d. “I will be allowed to have a car on campus next year.”

8. To support her argument for bilingual education, May described her feelings of alienation as a Chinese-speaking child in an English-speaking school. In this situation, May used the type of evidence known as
   a. comparisons and analogies.
   b. value judgments.
   c. personal experience.
   d. statistics.

9. During a political debate, one candidate criticized another by saying, “How would he know how the ‘little guy’ feels about taxes? He comes from a long line of bluebloods!” This kind of argument is known as
   a. false authority.
   b. association.
   c. ad hominem.
   d. crowd appeal.

10. The false cause fallacy invalidates an argument because it
    a. uses part of the conclusion as evidence to support it.
    b. derives the conclusion from insufficient evidence.
    c. assumes that two events that follow each other in time are causally related.
    d. states that there are only two alternatives for a particular situation.
CHAPTER 7
PATTERNS OF ACADEMIC THOUGHT

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. Becoming familiar with common thought patterns will help you do all of the following except
   a. anticipate the author’s thought development.
   b. remember and recall what you read.
   c. eliminate the need to review material.
   d. organize and express your own ideas more coherently and comprehensibly.

_____ 2. Typically, the first part of a term’s definition provides
   a. the general class or group that the term belongs to.
   b. distinguishing characteristics of the term.
   c. applications or examples describing the term.
   d. the appropriate context for the term.

_____ 3. An example of a clue word or phrase used for the definition pattern is
   a. several kinds.
   b. finally.
   c. in contrast.
   d. refers to.

_____ 4. Will wrote an essay about professional sports in which he divided the topic into the categories of baseball, football, basketball, soccer, and hockey. This information indicates that Will used the thought pattern called
   a. definition.
   b. order.
   c. sequence.
   d. classification.

_____ 5. For a literature assignment, Calvin is reading an essay in which the narrator describes events as they occurred during a weeklong camping trip. The type of thought pattern used in this situation most likely is
   a. process.
   b. chronological order.
   c. spatial order.
   d. order of importance.
6. All of the following examples would most likely be developed using the cause-and-effect pattern except
   a. “Overcrowded classrooms lead to . . .”
   b. “Caffeine’s main effects are . . .”
   c. “One aspect of e-mail is . . .”
   d. “Untreated diabetes can lead to . . .”

7. In the statement, “Recent political scandals, a decline in the quality of public education, and a sense of futility have all been cited as factors in the low voter turnout among young adults,” the effect is
   a. recent political scandals.
   b. a decline in the quality of public education.
   c. a sense of futility.
   d. low voter turnout among young adults.

8. For an art history class, Eva is writing a paper on the similarities and differences between Egyptian and Mayan pyramids. The thought pattern most appropriate for her paper would be
   a. definition.
   b. a combination of order and sequence.
   c. a combination of comparison and contrast.
   d. listing or enumeration.

9. During a psychology lecture, the instructor stated, “There are several characteristics of the mental disorder known as schizophrenia.” In this situation, the instructor is using the thought pattern called
   a. definition.
   b. listing or enumeration.
   c. comparison and contrast.
   d. generalization and example.

10. A paragraph that begins with the phrase, “In conclusion,” most likely follows the thought pattern called
    a. addition.
    b. summary.
    c. statement and clarification.
    d. generalization and example.
CHAPTER 8
LEARNING FROM TEXTBOOKS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. One way to find out an author’s reasons for writing a text is to look in the
   a. table of contents.
   b. index.
   c. preface.
   d. appendix.

_____ 2. The table of contents in a textbook typically provides all of the following information except the
   a. organization of the text.
   b. main topics and subtopics.
   c. interrelations among the topics.
   d. audience for whom the text is intended.

_____ 3. One advantage of a glossary over a dictionary is that a glossary presents
   a. words in the order in which they appear in the text.
   b. words and definitions at the end of each chapter in which they appear.
   c. all of the most common meanings of a word.
   d. only the meaning intended by the author of the text.

_____ 4. The primary function of an index is to
   a. enable the reader to find information on a specific topic.
   b. present background or reference material.
   c. provide a pronunciation guide for difficult or technical terms.
   d. describe supplementary information that does not fit within the framework of the chapters.

_____ 5. The chapter preview of a text is intended to help you do all of the following except
   a. activate your prior knowledge about the subject.
   b. predict the predominant thought patterns.
   c. memorize key terms used in the chapter.
   d. test your ability to recall information.
6. In a government text, the author has included brief essays called “Perspectives” in each chapter. For example, a “Perspective” in the chapter on civil rights discusses the internment of Japanese-Americans during World War II. These essays are an example of
   a. special-interest inserts.
   b. marginal notations.
   c. appendices.
   d. overviews.

7. In the SQ3R system, the “S” step represents
   a. summarizing.
   b. self-testing.
   c. surveying.
   d. studying.

8. The SQ3R system improves your reading efficiency by doing all of the following except
   a. increasing your comprehension.
   b. increasing your reading rate.
   c. increasing your recall.
   d. encouraging you to learn as you read.

9. Andy has memorized the Great Lakes by using the first letter of the name of each lake to form the word HOMES. In this situation, he is using the retention and recall strategy called
   a. pattern recognition.
   b. mnemonics.
   a. association.
   b. periodic review.

10. Visualization would be most effective for aiding your recall of
    a. processes or procedures.
    b. abstract ideas.
    c. philosophies.
    d. theories.
CHAPTER 9
READING GRAPHICS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. Graphics make material easier to grasp and retain by doing all of the following except
   a. summarizing and condensing information.
   b. providing a visual picture of information.
   c. presenting information in words.
   d. illustrating relationships and trends.

2. To find out what relationship is being described in a graph, you should look at its
   a. scale.
   b. unit of measurement.
   c. footnotes.
   d. title.

3. The purpose of a table is to
   a. classify information so that comparisons can be made between or among data.
   b. depict relationships between two or more sets of information.
   c. show the relative size or importance of various parts of a whole.
   d. suggest a cause-and-effect relationship between two or more variables.

4. Ron created a linear graph to show the relationship between years of education and frequency of traffic citations. His graph showed an inverse relationship between the two variables, meaning that as years of education increase, the frequency of traffic citations
   a. also increases.
   b. decreases.
   c. remains the same.
   d. is unaffected.

5. When you are analyzing a table, your last step should be to
   a. draw conclusions.
   b. make comparisons.
   c. look for trends.
   d. determine how the data are divided.
6. An independent relationship between two variables on a linear graph is indicated when
   a. both variables increase at the same time.
   b. both variables decrease at the same time.
   c. one variable increases while the other decreases.
   d. the variables have no effect on one another.

7. The best graphic for showing how much of a student’s total monthly budget is spent on rent, food, utilities, class supplies, and other expenses would be a
   a. table.
   b. circle graph, or pie chart.
   c. linear graph.
   d. bar graph.

8. One way that diagrams differ from other types of graphics is that diagrams
   a. often correspond to fairly large segments of text.
   b. usually are easier to read.
   c. typically require only one reading.
   d. never contain technical information.

9. A diagram would be the most appropriate graphic for showing the
   a. process of photosynthesis.
   b. migratory route of beluga whales.
   c. numbers of mountain gorillas in central Africa from 1950 to 1999.
   d. relationship between maternal age and the incidence of infants born with Down syndrome.

10. All of the following questions would help you discover the purpose of a photograph in a textbook except
    a. What is my overall impression?
    b. What details did I notice first?
    c. What trends does the photograph reveal?
    d. What conclusions are drawn about the photograph in the text?
CHAPTER 10

READING ONLINE

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The Internet can be defined as a
   a. collection of related Web pages linked together.
   b. location on the Web where you can obtain information on a particular subject.
   c. worldwide network of computers through which you can access a variety of information and services.
   d. system of servers that allow exchange of information through specially formatted documents.

2. The primary purpose of an Internet service provider (ISP) is to
   a. provide technical support for your computer software.
   b. connect your computer to the Internet.
   c. help you locate information about a specific topic.
   d. offer reviews or evaluations of different Web sites.

3. When you want to browse the Web using general topics, the most appropriate search tool is a
   a. subject directory.
   b. search engine.
   c. meta-search engine.
   d. multi-task engine.

4. A Web site whose purpose is to promote a particular cause or point of view that may be controversial would most likely have an address ending in
   a. org.
   b. edu.
   c. biz.
   d. gov.

5. The sponsor of a Web site is the person or organization who
   a. designed the site.
   b. provided the links to related sites.
   c. wrote the material included on the site.
   d. paid for the site to be created and placed on the Web.
6. One indication that an Internet source contains accurate information is that the
   a. author’s professional credentials are not part of the site.
   b. information on the site is comparable to print sources on the same topic.
   c. site is sponsored by an educational or nonprofit organization.
   d. site supplies numerous links to a variety of other Web sites.

7. All of the following statements about reading electronic text are true except
   a. electronic pages are often intended to stand alone.
   b. the text on Web sites is multidirectional rather than linear.
   c. electronic text comes in a wider variety of formats than traditional text.
   d. the text on Web sites always follows the traditional organization of print
      paragraphs.

8. When you are visiting a Web site, it is most important to
   a. concentrate on the words and ignore the graphics.
   b. scroll down to see the next page.
   c. focus on your purpose for visiting the site.
   d. follow as many links as possible.

9. Bookmarking is a feature on an Internet browser that allows you to
   a. download Web site addresses onto a diskette or CD.
   b. record Web site addresses and access them later by clicking on the site name.
   c. backtrack or retrace the links you followed in a search.
   d. send yourself an e-mail containing the addresses of sites you have visited.

10. As compared to traditional sources, online communication tends to be
    a. briefer and more concise.
    b. less visual.
    c. less flexible.
    d. more dependent on background information.
CHAPTER 11
USING WRITING TO LEARN

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The main purpose of highlighting is to help you
   a. separate examples from main ideas.
   b. reduce your reading time.
   c. record your reaction to the material.
   d. sort key information from less important material.

2. In general, you should highlight all of the following except
   a. main ideas.
   b. complete sentences.
   c. key supporting details.
   d. topics indicated by boldfaced headings.

3. The best reason to add annotations to your highlighting is to
   a. evaluate your highlighting.
   b. find out what you didn’t know about the topic.
   c. include your own comments on the material.
   d. form an outline of key words and phrases.

4. When you are taking notes on textbook material, you should always
   a. write your notes in complete sentences.
   b. copy sentences directly from the selection.
   c. write notes while you are reading the material for the first time.
   d. organize your notes to reflect the organization of the material.

5. Alicia wants to organize her marketing notes using an outline system of indentation. As a general rule, the item she should place closest to the left margin is the
   a. topic.
   b. main idea.
   c. first example.
   d. first supporting detail.

6. The process of drawing a diagram to show how a topic and its related ideas are connected is called
   a. brainstorming.
   b. association.
   c. mapping.
   d. elaboration.
7. The main purpose of a process diagram is to
   a. show how something happens.
   b. emphasize similarities and differences.
   c. present ideas in list form.
   d. show how the parts of an object are connected.

8. Of the following assignments, a process diagram would be most appropriate for
   a. comparing two poems by John Keats.
   b. describing how a bill becomes a law.
   c. learning the parts and functions of the human eye.
   d. detailing the events leading up the dismantling of the Berlin Wall and the
      reunification of Germany.

9. For a child development course, Ray is studying the development of conscience in
   children from ages 3 to 18. If he wants to map the information according to the
   sequence of development, he should use a
   a. conceptual map.
   b. part and function diagram.
   c. time line.
   d. key-word outline.

10. When you are writing a summary for your own use, it is most important to
    a. use the author’s exact words.
    b. change the order in which the ideas originally appeared.
    c. include your own opinion of the material.
    d. pull together the author’s ideas by condensing and grouping them.
CHAPTER 12
READING RESEARCH, REFERENCE, AND COLLATERAL ASSIGNMENTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. The purpose of a search strategy is to enable you to
   a. gather all of the sources on a topic and work through them randomly.
   b. conduct online searches of all possible sources on a given subject.
   c. use the library’s card catalog to see how your topic is subdivided.
   d. approach your topic and the most suitable sources in a logical manner.

_____ 2. Caroline has chosen twentieth century poetry as a topic for a literature paper. She should begin her search strategy by
   a. finding detailed sources that address a particular aspect of twentieth century poetry.
   b. obtaining the most recent or current information on twentieth century poetry.
   c. reading general materials that provide an overview of twentieth century poetry.
   d. locating a list of sources on twentieth century poetry.

_____ 3. When your purpose for reading is to verify a historical date, the level of comprehension that is required would be
   a. complete.
   b. high.
   c. moderate.
   d. selective.

_____ 4. In skimming, your primary goal is to
   a. create a detailed outline of the material.
   b. identify the parts of the material that contain the main ideas.
   c. skip over the titles of any graphics included in the material.
   d. memorize names, numbers, dates, and places.

_____ 5. One general rule of skimming is that
   a. you should skip more than you read.
   b. your level of comprehension should be high or complete.
   c. your reading rate should be about half your normal reading rate.
   d. you should read only the first and last paragraph of the material.

_____ 6. The primary objective of scanning is to
   a. memorize key facts within a passage.
   b. gain a general impression of a passage.
   c. locate a particular fact within a passage.
   d. make sure you understand the idea a passage explains.
7. Your last step in scanning should be to
   a. form specific questions you need to answer.
   b. identify the titles, keys, or legends of graphics.
   c. search for clue words or phrases.
   d. confirm your answers to the questions you formed.

8. All of the following techniques are useful for documenting research sources except
   a. selecting a bibliographic format before you begin.
   b. recording documentation of sources as you use them.
   c. recording documentation information on index cards.
   d. recording only the title and author of a source for future reference.

9. The first step in reading a collateral assignment is to
   a. highlight key information.
   b. record your impression of the assignment.
   c. determine how the assignment is related to the course content.
   d. look for a consensus within your textbook reading.

10. In evaluating sources, you should make sure that the
    a. author claims the work is a complete study of the topic.
    b. information cannot be located in another source.
    c. author includes statistics as proof.
    d. author is qualified to write on the subject.
CHAPTER 13
READING IN THE SOCIAL SCIENCES

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. The social sciences include all of the following subjects except
   a. psychology.
   b. biology.
   c. anthropology.
   d. economics.

_____ 2. All social science courses focus on how
   a. people develop, behave, and interact.
   b. customs and rules differ among cultures.
   c. goods and services are produced.
   d. the inhabitants of the earth affect its resources.

_____ 3. The scientific method can be defined as a
   a. statement about a relationship or occurrence that can be tested.
   b. set of propositions that explains a certain phenomenon or occurrence.
   c. systematic way of drawing conclusions about events and observations.
   d. series of exchanges or tradeoffs involving benefits and costs.

_____ 4. When researchers record their observations, they emphasize
   a. hypotheses.
   b. judgments.
   c. facts.
   d. predictions.

_____ 5. One characteristic of social science textbooks is that, typically,
   a. graphics are not important.
   b. the terminology consists of everyday words only.
   c. methods of research are more important than outcomes.
   d. the emphasis is on principles, rules, and facts.

_____ 6. When several theories are presented to explain a single phenomenon, you should
   a. make sure they are compatible and consistent.
   b. ignore any differences between the theories.
   c. rule out any theories that contain contradictory information.
   d. consider the evidence offered in support of each theory.
7. Most social science instructors expect students to do all of the following except
a. focus only on learning facts and memorizing information.
b. compare or contrast ideas and concepts.
c. consider practical applications of textbook information.
d. understand how the topics and ideas in a chapter are connected to one another.

8. Of the following reading assignments, the one most likely to follow the definition thought pattern is a chapter section titled
c. “What is Stagflation?” in an economics textbook.

9. A section titled “The Contributions of Charlemagne” in a history textbook will most likely follow the thought pattern called
a. comparison and contrast.
b. cause-and-effect.
c. listing.
d. definition.

10. The least effective study technique for social science courses is
a. periodic review.
b. the SQ3R system.
c. a study guide.
d. last-minute cramming.
CHAPTER 14
READING IN BUSINESS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. All of the following statements about current topics in business are true except
   a. growing numbers of U.S. companies are doing business in the world market.
   b. a decline in the number of small businesses means that they are no longer a
      significant source of employment.
   c. diversity in the workforce can be a strong advantage for a company.
   d. businesses must change and adapt to keep pace with technology.

2. An example of the application of business ethics is a company
   a. using misleading advertising to sell its product.
   b. falsifying information about its business practices.
   c. avoiding a conflict of interest between personal and business interests.
   d. taking bribes from manufacturers.

3. A model would be used appropriately for all of the following situations except to
   a. describe how companies enter a foreign market.
   b. explain the accounts receivable process in a company.
   c. show the names and titles of individuals on a company’s board of directors.
   d. describe how companies develop short-term financial plans.

4. Kim is studying two models of communication in her marketing textbook. As she
   studies the models, she should be sure that
   a. the textbook provides a corresponding diagram to illustrate each model.
   b. there are no differences between the two models.
   c. the textbook author includes a statement about the models’ limitations.
   d. she can summarize each model in her own words.

5. In a section on markets in an economics textbook, the authors have included a
   report that describes an Iowa farmer’s unique business strategies for dealing with
   fluctuating markets. This report is most likely an example of
   a. a case study.
   b. a model.
   c. an organizational chart.
   d. a flowchart.
6. Organizational charts are usually intended to display
   a. a sequence of events.
   b. functions and relationships.
   c. similarities and differences.
   d. statistical information.

7. Of the following examples from the Maple Company, a flowchart would be used most appropriately to illustrate Maple’s
   a. general organization and financial structure.
   b. levels of responsibility from the top down.
   c. process for filling customer orders.
   d. emphasis on social responsibility by describing its partnership with a local elementary school.

8. Of the following textbook headings, you probably would expect a flowchart to be included under
   b. “Laws Affecting Competition.”
   c. “Types of Marketing Information.”
   d. “Important Court Decisions Influencing Trade.”

9. Of the following textbook headings, classification most likely is the thought pattern used to organize
   a. “Data Versus Information.”
   c. “How Businesses Use Information Systems.”
   d. “Information Systems and Business Ethics.”

10. The best strategy for studying business courses is to
    a. work without taking breaks between each course assignment.
    b. use the same reading rate for every course.
    c. skip special-interest material and other chapter aids.
    d. use study guides and other textbook supplements to apply chapter content.
CHAPTER 15
READING IN THE HUMANITIES AND ARTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. Literature courses typically emphasize all of the following except
a. interpretation.
b. analysis.
c. factual recall.
d. evaluation.

_____ 2. Themes are best defined as
a. current events.
b. universal topics.
c. controversial issues.
d. conflicting ideas.

_____ 3. The specialized vocabulary of literature typically uses all of the following types of language except
a. descriptive.
b. technical.
c. connotative.
d. figurative.

_____ 4. The best example of a word with a positive connotative meaning is
a. group.
b. coin.
c. crude.
d. grace.

_____ 5. Of the following sentences, the best example of figurative language is
a. “The sky was filled with dark clouds.”
b. “We saw flashes of lightning on the horizon.”
c. “The thunder boomed like distant cannons.”
d. “Some of the children were terrified that a storm was coming.”

_____ 6. One way to identify symbols is to look for
a. words that suggest only one meaning.
b. comparisons between two objects.
c. concrete objects that point to the author’s theme.
d. abstract feelings such as joy or despair.
7. In a novel or short story, the time, place, and circumstances in which the action occurs is known as the
   a. plot.
   b. setting.
   c. theme.
   d. point of view.

8. One way that short stories and novels differ is that the
   a. narrator of a short story is always one of the characters.
   b. size and scope of a short story is more limited.
   c. plot of short story typically does not include suspense.
   d. point of view in a short story is always presented by a narrator.

9. When you are studying paintings, you should remember that
   a. all of the common visual elements must be present in every painting.
   b. small details, such as brush strokes or lines, are not important.
   c. each painting may have more than one meaning.
   d. you should analyze each painting as a whole, rather than looking at its parts.

10. In literature, the primary purpose of criticism is to
    a. identify factual errors.
    b. disprove the writer’s claim.
    c. find fault with the writer’s style.
    d. analyze and interpret a piece of work.
CHAPTER 16
READING MATHEMATICS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. Mathematics can best be described as
   a. an interpretive process.
   b. a subjective process.
   c. a sequential process.
   d. a noncumulative process.

2. When you use the index card system to learn new terms, each card should include the term and all of the following information except
   a. the page reference where the term appears.
   b. the textbook definition of the term.
   c. an example and a diagram, if possible.
   d. a list of similar, related terms.

3. Charisse is studying a chapter in her algebra textbook and has come to a sample problem. The first step she should take after reading the problem is to
   a. read the solution given in the textbook.
   b. paraphrase the textbook solution in her own words.
   c. think of how she would solve the problem.
   d. draw a diagram of the problem.

4. When you are reading a mathematics textbook, it is most important to
   a. skip over exercises if the text does not provide an accompanying explanation.
   b. focus on how and why a given process works.
   c. memorize the answers to sample problems.
   d. read the entire textbook before you work through the exercises.

5. For a statistics assignment, Lawrence has to identify the frequency of male and female students majoring in each of the disciplines offered at his college. The best way for him to organize and categorize his data to solve this frequency distribution problem is to
   a. create a table.
   b. set up a word problem.
   c. use index cards.
   d. write a summary.
6. After you have read a word problem once, your next step should be to
   a. estimate your answer.
   b. identify what is asked for.
   c. set up an equation.
   d. underline or circle pertinent data.

7. The most effective strategy for learning mathematics is
   a. highlighting.
   b. marking.
   c. rereading.
   d. writing.

8. In order to develop your understanding of mathematics, you should
   a. reread and re-solve problems.
   b. avoid experimenting with solutions to problems.
   c. only attempt a solution to a problem if you fully understand it.
   d. focus on memorizing formulas, problems, and theories.

9. All of the following elements are essential to learning mathematics except
   a. attending class.
   b. practicing problems.
   c. having a “mathematical mind.”
   d. reviewing regularly.

10. The best way to prepare before attending a mathematics lecture is to
    a. read the section of your textbook that will be covered in the lecture.
    b. review all of the material that has been covered so far in class.
    c. predict sample problems that the instructor might use.
    d. copy sample problems and exercises from the text.
CHAPTER 17
READING IN THE NATURAL SCIENCES

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The two categories that make up the natural sciences are the
   a. biological sciences and the social sciences.
   b. life sciences and the physical sciences.
   c. sciences of physical geography and geology.
   d. internal sciences and the external sciences.

2. The overall goal of science is to
   a. describe the properties and composition of matter.
   b. disprove theories, principles, and new research findings.
   c. explain natural phenomena that affect our daily lives.
   d. describe experiences and emotions by using the scientific method.

3. When you are taking a science course, you should plan to
   a. spend less time learning vocabulary.
   b. increase your reading rate.
   c. eliminate previewing before reading.
   d. spend about twice as much time studying for it as you do for other courses.

4. The best strategy for when you come to an ordinary word such as power in a science reading assignment is to
   a. assume you already know its meaning and keep reading.
   b. find out its specialized meaning.
   c. find out the abbreviation for it.
   d. create a symbol to represent it.

5. Ingrid is reading a section about gene therapy in her biology textbook. She would be using a scientific mindset if she asked the question
   a. What is the author’s tone?
   b. How do I feel about the material?
   c. What does this mean?
   d. How much supporting information do I need to learn?

6. When you are reading a chapter in a science textbook, it is least effective to
   a. read the entire chapter at one time.
   b. make connections between the sections of the chapter.
   c. work out the end-of-chapter questions that apply to each section.
   d. read the chapter one section at a time.
7. The thought pattern most appropriate for describing the life cycle of a pine tree would be
   a. classification.
   b. problem/solution.
   c. definition.
   d. process.

8. All of the following are effective strategies for studying a process except
   a. drawing diagrams or maps.
   b. copying the process description directly from the textbook.
   c. describing the process aloud in a nontechnical way.
   d. reading the process description at least twice.

9. Of the following textbook sections, the one most likely to be developed using the classification pattern is a
   a. physics textbook section on how tides occur.
   b. geology textbook section on the theory of plate tectonics.
   c. chemistry textbook section on the conversion of beta-carotene to vitamin A.
   d. biology textbook section on four types of ingestive feeders in the animal world.

10. When you are studying for a science course, it is most helpful to
    a. complete reading assignments after attending lectures.
    b. highlight all important or useful facts the first time you read the material.
    c. create your own outline of the material.
    d. set aside one hour each week to study the course material.
CHAPTER 18
READING IN TECHNICAL AND APPLIED FIELDS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. In technical courses, your lab work is intended to do all of the following except
   a. provide you with hands-on experience.
   b. allow you to find out if you understood the corresponding lecture.
   c. help you discover whether you like the career associated with the lab.
   d. enable you to work through assignments without being evaluated or graded.

_____ 2. Compared to other textbooks, technical writing tends to
   a. seem more difficult to read.
   b. be less factual.
   c. contain fewer graphics.
   d. require a faster reading rate.

_____ 3. Gloria is reading a textbook section about data transmission. When she comes to an
   illustration, she should
   a. keep reading to the end of the section and then come back to examine the
     illustration.
   b. examine the illustration first and then refer to the text.
   c. read the illustration’s title or caption only and continue reading the text.
   d. redraw the illustration directly from the text.

_____ 4. In order to use visualization most effectively, you should
   a. make your mental image as specific and detailed as possible.
   b. create a mental image before you read the material.
   c. write down what you visualize.
   d. memorize the textbook illustration after you read the material.

_____ 5. The best way to approach reading a technical manual is to
   a. read the manual completely from start to finish.
   b. skim the entire manual.
   c. preview the manual, then read selected sections.
   d. scan to locate information as needed.
6. Duncan has been given a broken radio to repair for a lab assignment. His first step in solving this problem should be to
   a. brainstorm about why the radio is broken.
   b. specify the problem by deciding what part of the radio is malfunctioning.
   c. talk to his instructor about why the radio is broken.
   d. evaluate possible solutions for repairing the radio.

7. The best way to test your recall of the steps in a process is to
   a. write out the steps from memory.
   b. copy the steps from the textbook.
   c. prepare a summary sheet using the textbook for reference.
   d. rewrite the steps in alphabetical order.

8. Analyzing problems involves all of the following except
   a. eliminating any unlikely possibilities for solutions.
   b. researching problems for which you lack complete information.
   c. talking to others about the problem.
   d. listing all ideas that are remotely related to the problem.

9. When you are learning technical terminology, it is especially important to
   a. memorize exact text definitions.
   b. use technical terms in your writing and non-technical terms in your speech.
   c. learn to pronounce technical terms and use them in your speech.
   d. focus on context rather than word parts to determine a term’s meaning.

10. All of the following are effective learning strategies for technical courses except
    a. drawing diagrams and pictures to describe parts or processes.
    b. focusing on specific details rather than on concepts and principles.
    c. studying in two- to three-hour blocks of time.
    d. using the glossary and index to refer to definitions and explanations.
ANSWER KEY TO CHAPTER REVIEW QUIZZES – TEST BANK 1

CHAPTER 1
1. b  6. c
2. d  7. d
3. b  8. b
4. c  9. d
5. d  10. c

CHAPTER 2
1. b  6. d
2. a  7. a
3. b  8. d
4. d  9. b
5. c  10. b

CHAPTER 3
1. b  6. b
2. d  7. a
3. d  8. c
4. b  9. a
5. d  10. c

CHAPTER 4
1. d  6. d
2. a  7. d
3. c  8. a
4. a  9. c
5. c  10. b

CHAPTER 5
1. b  6. a
2. c  7. b
3. d  8. d
4. c  9. a
5. d  10. c
CHAPTER 6
1. b 6. a
2. b 7. d
3. c 8. c
4. b 9. c
5. c 10. c

CHAPTER 7
1. c 6. c
2. a 7. d
3. d 8. c
4. d 9. b
5. b 10. b

CHAPTER 8
1. c 6. a
2. d 7. c
3. d 8. b
4. a 9. b
5. c 10. a

CHAPTER 9
1. c 6. d
2. c 7. b
3. a 8. a
4. b 9. a
5. a 10. c

CHAPTER 10
1. c 6. b
2. b 7. d
3. a 8. c
4. a 9. c
5. d 10. a
CHAPTER 11
1. d 6. c
2. b 7. a
3. c 8. b
4. d 9. c
5. a 10. d

CHAPTER 12
1. d 6. c
2. c 7. d
3. d 8. d
4. b 9. c
5. a 10. d

CHAPTER 13
1. b 6. d
2. a 7. a
3. c 8. c
4. c 9. c
5. d 10. d

CHAPTER 14
1. b 6. b
2. c 7. c
3. c 8. a
4. d 9. b
5. a 10. d

CHAPTER 15
1. c 6. c
2. b 7. b
3. b 8. b
4. d 9. c
5. c 10. d
CHAPTER 16
1. c 6. b
2. d 7. d
3. c 8. a
4. b 9. c
5. a 10. a

CHAPTER 17
1. b 6. a
2. c 7. d
3. d 8. b
4. b 9. d
5. c 10. c

CHAPTER 18
1. d 6. b
2. a 7. a
3. b 8. a
4. a 9. c
5. c 10. b
CHAPTER 1
STRATEGIES FOR ACTIVE READING

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. A passive learning approach to reading assignments is characterized by
   a. asking questions while reading the assignments.
   b. relating reading assignments to lecture material.
   c. applying the same strategy to every assignment.
   d. attempting to discover the purpose of each assignment.

2. The most active approach to a textbook chapter assignment would be to
   a. reread the chapter.
   b. answer the assigned questions at the end of the chapter.
   c. skim the chapter.
   d. highlight important concepts.

3. The primary purpose of a distractions list is to
   a. build organizational skills.
   b. organize your time after a study session.
   c. maintain your interest in a reading assignment.
   d. reduce the reminders that come to mind as you study.

4. The major benefit of always studying at the same table in the library is that you
   a. relax when you enter the library.
   b. expect to study when you sit at the table.
   c. do not have to worry about background noise or distractions.
   d. can organize your study time around the library’s hours.

5. The phrase “learning style” refers to the
   a. mental ability and capacity of a person.
   b. speed with which a person can grasp information.
   c. methods a person uses best in acquiring information.
   d. amount of information a person remembers.

6. In a textbook chapter, the first sentence under each boldfaced heading most often
   a. states the writer’s opinion.
   b. announces the main point of the section.
   c. suggests the development of the section.
   d. establishes the writer’s purpose.
7. According to the hierarchy of thinking skills developed by Benjamin Bloom, the highest level of thinking is
   a. knowledge.
   b. analysis.
   c. application.
   d. evaluation.

8. An example of a test item at the synthesis level of thinking is
   a. “Define the term osmosis.”
   b. “On what date did the U.S. enter World War II?”
   c. “Describe an instance in which you have encountered sexism.”
   d. “Write a short poem in the manner of Pablo Neruda.”

9. The best guide questions typically begin with the word
   a. who.
   b. when.
   c. where.
   d. how.

10. The best example of internal dialogue is
    a. rewriting an assignment after getting feedback from the instructor.
    b. mentally listing the pros and cons of when to complete two assignments.
    c. rereading a chapter to make sure the notes you took were accurate.
    d. recalling the key points of a lecture while walking to your next class.
CHAPTER 2
FUNDAMENTAL COMPREHENSION SKILLS

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. The best way to think of a paragraph is as
   a. a group of sentences that appear together.
   b. one way a writer communicates.
   c. a group of related sentences.
   d. ideas that explain each other.

_____ 2. The purpose of most of the sentences in a paragraph is to
   a. restate the main idea.
   b. state the writer’s opinion.
   c. provide examples.
   d. explain the topic sentence.

_____ 3. The topic of a paragraph can best be defined as the
   a. subject matter of the paragraph.
   b. main point of the paragraph.
   c. noun that is the subject of the paragraph.
   d. most specific fact in the paragraph.

_____ 4. The topic sentence in a paragraph is usually the
   a. first sentence.
   b. second sentence.
   c. last sentence.
   d. middle sentence.

_____ 5. A paragraph has this topic sentence: “One unwelcome result of the increase in sexual activity is a high incidence in teen pregnancies.” Of the following details, the only one that would not belong in this paragraph is
   a. An epidemic of teenage pregnancies has captured national attention.
   b. Teenage boys are traditionally unable to assume financial responsibility.
   c. About 30 percent of all teenage girls become pregnant once.
   d. Nearly one million teenagers become pregnant every year.

_____ 6. Compared to primary details in a paragraph, secondary details are
   a. more selective.
   b. more important.
   c. less important.
   d. less factual.
7. The question that would be most helpful in discovering an implied main idea is
   a. Does the writer reveal how he or she feels?
   b. Does the writer express an opinion?
   c. What does the writer want me to know about the topic?
   d. How is the paragraph developed?

8. Your reading rate should be fastest when your purpose for reading is
   a. analysis.
   b. criticism.
   c. evaluation.
   d. overview of material.

9. Your reading rate should be slowest when your purpose for reading is
   a. entertainment.
   b. criticism.
   c. overview of material.
   d. location of main ideas.

10. It is appropriate to skip material in all of the following situations except when
    a. the material does not suit your purpose.
    b. you already know the information.
    c. the material does not make sense to you.
    d. the author gives numerous examples.
CHAPTER 3
ESSENTIAL VOCABULARY SKILLS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. As compared to a pocket dictionary, a desk dictionary typically
   a. costs less.
   b. is more convenient.
   c. lists fewer words.
   d. provides more information about each word.

2. A thesaurus is the best place to look for a word’s
   a. origin.
   b. synonyms.
   c. pronunciation.
   d. abbreviations.

3. The index card system is effective for all of the following reasons except
   a. it can be reviewed in your spare time.
   b. it forces you to learn the words in a fixed order.
   c. you can separate the words you know from the words you have not learned.
   d. you can periodically review the words to refresh your memory.

4. When you are learning word parts, you should remember that
   a. words are usually built on at least one root.
   b. words always have both a prefix and a suffix.
   c. roots always change in spelling when they are combined with suffixes.
   d. words can only have one prefix or suffix at a time.

Directions: Each of the following sentences contains an underlined word whose meaning can be determined from context. Select the choice that most clearly states the meaning of the word as it is used in the sentence.

5. Advertisers often coin a new word or phrase to call attention to a new product.
   a. invent
   b. describe
   c. collect
   d. compel
6. Physical fitness experts often recommend jogging or weight lifting to overcome the effects of a sedentary office job.
   a. challenging
   b. without much mental activity
   c. allowing little movement or exercise
   d. boring

7. Both panelists were seasoned lecturers; each had appeared before large audiences over 200 times.
   a. inexperienced
   b. aged
   c. experienced
   d. imposing

Directions: Each of the following words contains a root with a prefix and/or a suffix. Using your knowledge of word parts, choose the best definition for each word.

8. Transcultural
   a. differences in cultures
   b. within cultures
   c. among cultures
   d. across cultures

9. Chronometer
   a. device for controlling velocity
   b. device for controlling friction
   c. device for measuring time
   d. device for measuring speed

10. Photosensitive
    a. heat sensitive
    b. light sensitive
    c. color sensitive
    d. friction sensitive
CHAPTER 4
EVALUATING THE AUTHOR’S MESSAGE

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. John arrived five minutes late for his anthropology class. Finding the room empty and the lights off, he decided the class had been canceled and went to the library instead. John’s reaction in this situation is an example of
   a. an informed opinion.
   b. an evaluation.
   c. an inference.
   d. a generalization.

2. A fact can be defined as a statement that
   a. can be verified.
   b. is true.
   c. has no proof.
   d. expresses an opinion.

3. Of the following statements in a paragraph, the one that expresses an opinion is
   a. Rupert Brooke went to Kings College, Cambridge, in 1906.
   b. There he met a group of young people, most of them born during the 1880s into the educated professional class.
   c. They read G. E. Moore for ideas about ethics, Sidney and Beatrice Webb on politics, and Roger Fry and E. M. Forster on what art and literature should be.
   d. These privileged young intellectuals seemed to have been rebelling against the nineteenth century and Victorianism.

4. Of the following essay titles, the one that is most likely intended to inform rather than persuade is
   a. “Testing Cosmetics on Animals is Wrong.”
   b. “The Evolution of the National Park System.”
   c. “The Importance of Investing with Your Conscience.”
   d. “Learning to Live with a Salt-Free Diet.”

5. When you evaluate evidence, the two factors you should be concerned with are the
   a. author’s style and the intended audience.
   b. type of evidence being presented and the relevance of the evidence.
   c. author’s credibility and your own personal experience.
   d. author’s opinion and your own response.
6. The best time to annotate material is
   a. before you begin to read.
   b. while you are reading.
   c. after you have summarized the material.
   d. while you are studying for a test.

7. An author’s tone is revealed primarily through his or her
   a. word choice and sentence patterns.
   b. objective evidence.
   c. use of statistical data.
   d. typographical aids.

Directions: For each of the following statements, determine the author’s tone and write the letter of the choice in the space provided.

8. “Even though the drought in our state is officially over, we should all continue to conserve water simply because it’s the right thing to do.”
   a. pessimistic
   b. earnest
   c. cynical
   d. indignant

9. “I remember when we used to camp out in the woods behind my house, and the only sounds we could hear were the crickets and the owls.”
   a. objective
   b. amused
   c. nostalgic
   d. optimistic

10. “A bullish market is one in which stock averages are rising because of heavy investment and positive economic expectations.”
    a. informative
    b. optimistic
    c. arrogant
    d. sympathetic
CHAPTER 5
EVALUATING THE AUTHOR’S TECHNIQUE

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. The feelings and associations that accompany a word are known as its
   a. connotative meaning.
   b. denotative meaning.
   c. standard meaning.
   d. figurative meaning.

_____ 2. A word that describes a person who is *intelligent* but has a negative connotation is
   a. smart.
   b. bright.
   c. egghead.
   d. wise.

_____ 3. The type of figurative language that uses *like* or *as* to make a comparison is
   a. a simile.
   b. a metaphor.
   c. personification.
   d. a euphemism.

_____ 4. One characteristic of biased writing is that it
   a. analyzes examples in great detail.
   b. favors a particular viewpoint.
   c. presents evidence objectively.
   d. reveals both strengths and weaknesses of an issue.

_____ 5. A writer who uses the passive voice may be trying to avoid
   a. identifying who performed a particular action.
   b. explaining incomplete comparisons.
   c. including contradictory evidence.
   d. revealing details that favor one position.

_____ 6. Of the following statements, the one that expresses a generalization is
   a. “I learned more than I ever expected to in this course.”
   b. “That course was my favorite.”
   c. “Dr. Fassell is a biology professor.”
   d. “All of the instructors at the college are dedicated to helping students.”
7. An assumption can be defined as an idea or principle that the writer
a. attempts to disprove.
b. approaches logically.
c. disagrees with.
d. accepts as true without attempting to prove.

8. The use of deliberately unclear or evasive language is known as
a. hyperbole.
b. doublespeak.
c. personification.
d. jargon.

9. An allusion is a
a. tired, overused expression that no longer carries a specific meaning.
b. complex or unfamiliar word, phrase, or term used by a particular group.
c. reference to well-known religious, literary, artistic, or historical works.
d. deliberate, excessive, and obvious exaggeration.

10. Of the following statements, the best example of a euphemism is
a. “Geoffrey’s pet goat was as dumb as a doornail.”
b. “Marie worked as her uncle’s Girl Friday during summer vacation.”
c. “That car dealership specializes in previously owned vehicles.”
d. “I’m so hungry I could eat a horse!”
CHAPTER 6
READING AND EVALUATING ARGUMENTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. An effective written argument should do all of the following except
   a. be logical.
   b. provide supporting evidence.
   c. present well-thought-out ideas.
   d. involve a sudden release of emotion.

2. The part of an argument in which opposing viewpoints are considered is called the
   a. issue.
   b. claim.
   c. support.
   d. refutation.

3. An example of a claim of value is
   a. “To reduce the size of landfills, curbside recycling should be available in every community.”
   b. “Farmers should raise organic vegetables, even if costs are passed on to the consumer.”
   c. “Overcrowding in high school parking lots can be eliminated by implementing a lottery system for parking spots.”
   d. “The number one genetic killer of children under age two is a little-known disease called spinal muscular atrophy (SMA).”

4. A claim of policy is a statement that
   a. can be proved or verified by observation or research.
   b. asserts that one idea is better or more desirable than another.
   c. suggests what should or ought to be done to solve a problem.
   d. emphasizes issues of right versus wrong.

5. Ideas targeted toward needs or values that readers are likely to care about are a type of support known as
   a. reasons.
   b. evidence.
   c. facts and statistics.
   d. emotional appeals.
6. One difference between inductive and deductive arguments is that
   a. only inductive arguments begin with statements that are assumed to be correct.
   b. only deductive arguments follow a pattern of “If that is so, then this is so . . .”
   c. inductive arguments move from specific to general whereas deductive arguments move from general to specific.
   d. only inductive arguments use major and minor premises.

7. An inductive argument states, “Acid rain has killed hundreds of high-mountain trees and destroyed all forms of life in thousands of mountain lakes. In addition, acid precipitation in city air contributes to smog.” An appropriate conclusion for this argument would be
   a. “Most forests have not suffered from the effects of acid precipitation.”
   b. “The effects of acid precipitation are most significant in the springtime.”
   c. “Acid precipitation is a result of sulfur oxides and nitrogen oxides in the air.”
   d. “Acid precipitation is a threat to the environment.”

8. When you are reading an argument, the primary purpose of brainstorming is to
   a. paraphrase the author’s ideas.
   b. create a list of related topics for future reference.
   c. evaluate whether the author is qualified to write about the issue.
   d. list what you already know about the issue so that you can evaluate the argument more objectively.

9. When you are evaluating evidence, it is important to remember that
   a. personal experience should always be accepted as proof.
   b. examples should not be used by themselves to prove the concept they illustrate.
   c. statistics always give the most accurate picture of a situation.
   d. comparisons or analogies should never be used in arguments.

10. Andrea attended a lecture in which the speaker placed an American flag on the podium next to him. The type of emotional appeal the speaker was using in this situation is called
    a. false authority.
    b. association.
    c. *ad hominem*.
    d. bandwagon appeal.
CHAPTER 7
PATTERNS OF ACADEMIC THOUGHT

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. The primary reason you should try to anticipate and recognize thought patterns when reading textbook assignments is because they
   a. enable you to read much more rapidly.
   b. help you take more extensive notes.
   c. help you understand and remember what you read.
   d. provide a means of evaluating content.

_____ 2. In the definition, “Autism is a psychological disorder originating in infancy and characterized by an inability to interact socially,” the general class to which autism belongs is
   a. psychological disorder.
   b. originating in infancy.
   c. characterized by an inability.
   d. to interact socially.

_____ 3. All of the following clue words or phrases indicate the definition pattern except
   a. “. . . refers to . . .”
   b. “. . . can be defined as . . .”
   c. “. . . also means . . .”
   d. “. . . on the other hand . . .”

_____ 4. The thought pattern that you would anticipate for a section of a business marketing textbook chapter titled “Types of Wholesalers” is
   a. classification.
   b. definition.
   c. cause-and-effect.
   d. comparison and contrast.

_____ 5. Of the following topics, the one most likely to be organized using the chronological order pattern is
   a. “Variables Affecting Group Behavior.”
   c. “Three Theories of Personality Disorders.”
   d. “Intimacy and Isolation within the Family Structure.”
6. Of the following topics, the one most likely to be organized using the cause-and-effect pattern is
   b. “Sources of Stress.”
   c. “Levels of Anxiety.”
   d. “Limitations of Objective Tests.”

7. Information organized according to its physical location follows the pattern called
   a. process.
   b. order of importance.
   c. spatial order.
   d. chronology.

8. The contrast thought pattern is used to emphasize
   a. causes.
   b. relationships.
   c. similarities.
   d. differences.

9. For an introductory drama class assignment, Rod attended a local production of Our Town and wrote a review of the play. In his review, he described the characters first, then the plot, and finally the technical aspects of the production. The thought pattern Rod used for his review most likely was
   a. comparison-and-contrast.
   b. listing or enumeration.
   c. cause-and-effect.
   d. definition.

10. When a writer provides a condensed review of an idea or piece of writing, he or she is using the pattern called
    a. summary.
    b. addition.
    c. statement and clarification.
    d. generalization and example.
CHAPTER 8
LEARNING FROM TEXTBOOKS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. Of the following pieces of information, the one least likely to be found in a preface is the author’s
   a. qualifications.
   b. intended audience.
   c. major points of emphasis.
   d. definitions for technical terms.

2. In order to understand the relationship of chapters to one another in a textbook, you should study the book’s
   a. table of contents.
   b. appendix.
   c. preface.
   d. index.

3. If you did not understand the difference between the terms pathogenic and parthenogenic, the part of your botany textbook that would be most helpful is the
   a. table of contents.
   b. appendix.
   c. glossary.
   d. chapter summary.

4. An appendix contains
   a. an outline of the text’s topics.
   b. a listing of technical terms used in the text.
   c. references consulted or quoted in the text.
   d. supplementary information referred to in the text.

5. A chapter preview should be read
   a. before reading the chapter only.
   b. while reading the chapter only.
   c. after reading the chapter only.
   d. before, during, and after reading the chapter.
6. In each chapter of a political science text, the author has included brief essays called “Insights.” For example, an “Insight” in the chapter on political parties discusses the evolution of the Reform Party. These essays are an example of
   a. special-interest inserts.
   b. marginal notations.
   c. appendices.
   d. overviews.

7. The “S” step of the SQ3R system is similar to
   a. summarizing.
   b. association.
   c. previewing.
   d. self-testing.

8. During the Recite step of SQ3R, you should be
   a. prereading the material.
   b. checking your recall for each section.
   c. forming guide questions.
   d. rereading each section aloud.

9. For a world history course, visualization would effectively aid your recall of all of the following material except
   a. the events in the battle of Bunker Hill.
   b. medieval farming methods.
   c. the abstract principles of Hinduism.
   d. Mary Wollstonecraft, a pioneer of feminism.

10. The retention and recall strategy of association involves
    a. devising rhymes or nonsense words to help you remember factual information.
    b. connecting new information with facts you already know.
    c. reviewing facts and ideas on a regular basis.
    d. creating a mental picture of what you have read.
CHAPTER 9
READING GRAPHICS

Directions: Write the letter of the choice that best completes each statement in the space provided.

____ 1. In general, graphic devices do all of the following except
   a. summarize and condense written information.
   b. make information easier to comprehend and retain.
   c. include lengthy written explanations.
   d. make relationships, trends, and patterns easier to grasp.

____ 2. The quickest way to discover the overall purpose of a graph is to check its
   a. key.
   b. footnote.
   c. title.
   d. legend.

____ 3. A table presenting total sales figures and number of employees for the ten largest U.S. corporations most likely emphasizes the thought pattern called
   a. definition.
   b. comparison and contrast.
   c. order or sequence.
   d. cause-and-effect.

____ 4. A bar graph is often used to
   a. make comparisons between quantities or amounts.
   b. show the relationship of parts to the whole.
   c. describe the steps in a process or sequence.
   d. classify the variables from several sources.

____ 5. When the variables on a linear graph increase or decrease at the same time, the relationship is said to be
   a. positive.
   b. negative.
   c. independent.
   d. inverse.

____ 6. Photographs are often included in a text to
   a. reveal trends.
   b. create an emotional response.
   c. divide subject matter.
   d. capture a stage in a process.
7. One of the best ways to study a diagram and determine whether you understand it is to
   a. reorganize it into parts.
   b. memorize it.
   c. highlight the corresponding text explanation.
   d. redraw it without referring to the original.

8. Circle graphs, or pie charts, are often used to present
   a. inverse relationships.
   b. cause-and-effect relationships.
   c. sequential relationships.
   d. whole/part relationships.

9. In order to interpret the symbols and color codes used on a map, you would look at its
   a. caption.
   b. distance scale.
   c. legend or key.
   d. axis.

10. Of the following types of graphics, the one that would be most appropriate for
    showing the relationship between level of education and income would be a
    a. diagram.
    b. linear graph.
    c. pie chart.
    d. map.
CHAPTER 10
READING ONLINE

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. All of the following are reasons why you should learn to use the Internet except
   a. it is always the most reliable source of information.
   b. instructors often expect students to use it to supplement their textbooks.
   c. it offers valuable information on personal or special interests.
   d. it often provides more current information than traditional sources.

2. Elena has a computer and wants to be able to access the Internet. To do so, she will need all of the following except
   a. a modem.
   b. a browser.
   c. an Internet service provider (ISP).
   d. a CD-ROM.

3. The best type of search tool to use when you are looking for a specific or obscure topic is a
   a. subject directory.
   b. search engine.
   c. meta-search engine.
   d. uniform resource locator (URL).

4. A Web site whose purpose is to promote products or services would most likely have an address ending in
   a. edu.
   b. gov.
   c. com.
   d. org.

5. The sponsor of a Web site is the person or organization who
   a. designed the site.
   b. provided the links to related sites.
   c. wrote the material included on the site.
   d. paid for the site to be created and placed on the Web.
6. A credible Web site should include all of the following except
   a. the date on which the site was last updated.
   b. working links to other related sites.
   c. the author’s professional credentials and/or contact information.
   d. the e-mail addresses of people who have visited the site.

7. Electronic text is characterized by all of the following except
   a. sound, graphics, and movement.
   b. brief, condensed pieces of information.
   c. traditional organization of paragraphs.
   d. new symbol systems.

8. One advantage of electronic sources over traditional print text is that
   a. reading tends to be faster on the computer screen than on paper.
   b. readers are able to choose the order in which they receive information.
   c. a screen holds more words, thus providing more initial feedback.
   d. electronic pages typically supply more background information.

9. The primary purpose of bookmarking is to allow you to
   a. backtrack or retrace the links you followed in a search.
   b. highlight a section of electronic text.
   c. search for a different Web site on the same topic.
   d. record Web site addresses so you can access them easily later.

10. Links are intended to provide
    a. more detailed information on topics introduced on a site’s homepage.
    b. a general overview of how a site is organized.
    c. a record of searches that others have conducted on a site.
    d. a forum for users to discuss topics related to a site.
CHAPTER 11
USING WRITING TO LEARN

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. To highlight textbook material effectively, you should do all of the following except
   a. preview the assignment.
   b. read first, then highlight.
   c. highlight what you already know.
   d. use a consistent system.

2. In general, you should highlight no more than
   a. 5 percent of each page.
   b. 15 to 25 percent of each page.
   c. 45 percent of each page.
   d. 60 percent of each page.

3. One advantage of annotating over highlighting is that only annotating
   a. is an active reading process.
   b. forces you to decide what is important.
   c. separates main ideas from examples and new terminology.
   d. improves your comprehension and recall.

4. The learning strategy that requires you to organize information is
   a. highlighting.
   b. annotating.
   c. note taking.
   d. rereading.

5. Stephen is using an outline system of indentation to organize his biology notes. His notes should be organized so that the first item following the topic is
   a. a main idea.
   b. a supporting detail.
   c. a fact.
   d. an example.

6. The primary purpose of mapping is to
   a. make problem solving practical rather than theoretical.
   b. describe how a topic and its related ideas are connected.
   c. allow you to add your reactions to the topic.
   d. identify the thought pattern used in a passage.
7. Lupita is studying a chapter on immigration and wants to learn the steps an immigrant must go through to become a U.S. citizen. The most appropriate diagram for her to use in this situation would be a
   a. conceptual map.
   b. part and function diagram.
   c. process diagram.
   d. key-word outline.

8. The thought pattern used in a part and function diagram is
   a. classification.
   b. order or sequence.
   c. comparison and contrast.
   d. enumeration.

9. Of the following examples, a time line would be most appropriate for showing
   a. how to create a Web site.
   b. the parts and functions of the endocrine system.
   c. the process of internal combustion.
   d. the events leading up to the Declaration of Independence.

10. The main purpose of brainstorming is to
    a. generate ideas.
    b. organize information.
    c. evaluate evidence.
    d. verify facts.
CHAPTER 12
READING RESEARCH, REFERENCE, AND COLLATERAL ASSIGNMENTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. A search strategy typically moves from
   a. current to historical.
   b. detail to concept.
   c. unknown to known.
   d. general to specific.

2. The first step in a search strategy is to
   a. decide on the number and type of sources to consult.
   b. obtain an overview of the subject.
   c. locate bibliographies that include your topic.
   d. preview each source.

3. Louise is doing research for a paper on Langston Hughes. The part of her research that would require her to have the highest level of comprehension is
   a. checking the dates of Hughes’ birth and death in a biographical dictionary.
   b. reading a critical analysis of Hughes’ poem “The Weary Blues.”
   c. obtaining background information on Hughes’ life.
   d. reading an overview of the Harlem Renaissance in which Hughes was a central figure.

4. Skimming is appropriate for all of the following situations except
   a. sampling an extensive reading list.
   b. reviewing a textbook chapter you have already read.
   c. reading complicated or unfamiliar material.
   d. looking through reference books for additional information on a topic.

5. Skimming is most similar in technique to
   a. previewing.
   b. scanning.
   c. note taking.
   d. annotating.
6. Of the following types of information, scanning is least effective for identifying
   a. particular facts.
   b. specific dates.
   c. main ideas.
   d. statistics.

7. The first step in scanning is to
   a. phrase the information you need as a specific question.
   b. see how the material is organized.
   c. identify probable answer locations.
   d. develop a systematic pattern.

8. In addition to the author and title of a source, a bibliography must include all of the
   following information except the
   a. publisher.
   b. place and date of publication.
   c. pages referred to.
   d. library call number.

9. Liz has been asked to watch the film Glory as part of a unit on the Civil War. For
   this type of collateral assignment, Liz will need to do all of the following except
   a. determine the purpose of the assignment.
   b. take adequate notes when she views the film.
   c. obtain an overview of the key ideas presented.
   d. include her impressions as well as a brief review of the film’s content.

10. The first step in making a comparison of several works is to
    a. read, annotate, and analyze each work.
    b. discover similarities and differences among the works.
    c. identify the types of arguments used in each work.
    d. summarize each work in your own words.
CHAPTER 13
READING IN THE SOCIAL SCIENCES

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____  1. Each of the social sciences focuses on
    a. the future of society and culture.
    b. aspects of human behavior or interaction.
    c. goods, products, and services.
    d. mental processes.

_____  2. The social science discipline that primarily deals with human relationships, social systems, and societies is
    a. geography.
    b. history.
    c. political science.
    d. sociology.

_____  3. The scientific method can best be described as
    a. systematic.
    b. subjective.
    c. judgmental.
    d. hypothetical.

_____  4. Once researchers have posed a research question, the next step in the scientific method is to
    a. record observations about a given problem or behavior.
    b. form a preliminary hypothesis.
    c. design a research plan.
    d. analyze existing data.

_____  5. One characteristic of social science textbooks is that, typically,
    a. graphics are not important.
    b. the terminology consists of common, everyday words only.
    c. theories and theorists are not discussed.
    d. the emphasis is on principles, rules, and facts.
6. When reading a research study report in a social science textbook, it is important to ask yourself all of the following questions except:
   a. Who conducted the research?
   b. How was the research done?
   c. What is my opinion of the research?
   d. Why is the research important?

7. Making comparisons primarily involves:
   a. verifying conclusions.
   b. looking for similarities and differences.
   c. reviewing material from other textbooks.
   d. evaluating ideas.

8. Of the following topics, the most appropriate one to explore using comparisons would be:
   a. masculine and feminine behavior in New Guinea.
   b. factors influencing consumption and saving in a capitalistic society.
   c. slavery in South Carolina in 1842.
   d. myths about old age.

9. A section of a sociology textbook titled “Types of Adult Socialization” most likely would use the thought pattern called:
   a. definition.
   b. cause-and-effect.
   c. comparison and contrast.
   d. classification.

10. The primary purpose of theories is to:
    a. explain occurrences.
    b. convince or persuade.
    c. disprove opposing evidence.
    d. present data.
CHAPTER 14
READING IN BUSINESS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. In business courses, the term model most often means
   a. miniature.
   b. plan or representation.
   c. package.
   d. sample.

2. Of the following business textbook headings, you probably would expect to find a model included under
   b. “Why Colgate-Palmolive is Losing Money.”

3. Case studies included in business textbooks can best be described as
   a. reports of single incidents in a particular business.
   b. descriptions of a process.
   c. presentations of opposing viewpoints.
   d. documentation of historical perspectives.

4. Of the following examples from the Acme Company, a case study would be used most appropriately to
   a. show the general organization of Acme.
   b. list steps in the order fulfillment process at Acme.
   c. show Acme’s levels of responsibility from the top down.
   d. illustrate Acme’s emphasis on social responsibility by describing its company-wide recycling program.

5. Organizational charts are usually intended to display
   a. a sequence of events.
   b. similarities and differences.
   c. functions and relationships.
   d. statistical information.
6. Of the following textbook headings, you would expect to find an organizational chart included under
   a. “Strategy and Structure in Sears, Roebuck.”
   c. “What is Technology?”
   d. “Measurement and Change.”

7. Flowcharts are used primarily to illustrate
   a. proportion.
   b. structure.
   c. function.
   d. process.

8. The best strategy for reading and studying a flowchart is to
   a. copy it directly from the text into your notes.
   b. compare it to other flowcharts.
   c. try to redraw it from memory.
   d. read it aloud.

9. A section of a textbook chapter titled “Disadvantages of Partnerships” is most likely organized using the
   a. classification pattern.
   b. comparison and contrast pattern.
   c. cause-and-effect pattern.
   d. listing pattern.

10. A chapter titled “Resolving Conflict Through Negotiation” is most likely to be organized using the
    a. definition pattern.
    b. comparison and contrast pattern.
    c. process pattern.
    d. classification pattern.
CHAPTER 15
READING IN THE HUMANITIES AND ARTS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. The best approach to reading and interpreting literature is to
   a. skip the details and focus on interpretation.
   b. read the piece once and rely on your overall impression.
   c. read first for interpretation, then fill in details.
   d. first establish the literal meaning and then focus on interpretation.

2. A literary theme can be defined as
   a. an expression of the literal action.
   b. the contrast between appearance and reality.
   c. the main character’s purpose.
   d. a statement about a universal subject.

3. Of the following words, the one that usually carries a strong connotative meaning is
   a. audience.
   b. group.
   c. mob.
   d. gathering.

4. An example of figurative language is
   a. “Walking in the snow is fun.”
   b. “My dream dried up like dust.”
   c. “Ideas are often subject to critical evaluation.”
   d. “The dejected man walked down the deserted street.”

5. In the following lines from the poem “Baby Running Barefoot” by D. H. Lawrence, the example of a simile is
   a. “When the white feet of the baby beat across the grass . . .”
   b. “. . . The little white feet nod like white flowers in a wind . . .”
   c. “. . . And the sight of their white playing in the grass . . .”
   d. “. . . I wish that the baby would tack across here to me . . .”

6. In literature, symbols are usually
   a. concrete objects that suggest more than one meaning.
   b. abstract feelings such as love or shame.
   c. examples or descriptions that are unrelated to the writer’s theme.
   d. figurative words that directly compare two objects.
7. When you are reading a poem, you should
   a. stop frequently to look up the meaning of unfamiliar words.
   b. expect each line to make sense by itself.
   c. try to establish the poet’s tone by reading the poem aloud.
   d. rewrite the poem in your own words to determine its meaning.

8. The point of view in a short story or novel refers to the
   a. level of awareness of the main character.
   b. perspective from which the story is told.
   c. elements the story conveys.
   d. scene in which the story occurs.

9. When reading criticism of a literary work, you should always
   a. read the original work first.
   b. read the criticism first.
   c. read whichever seems more understandable.
   d. alternate between the original and the criticism.

10. Of the following assignments, the one that would be developed most appropriately
     using chronological order is
     a. “Discuss similarities and differences between the works of Sylvia Plath and
        Gwendolyn Brooks.”
     b. “Evaluate the effect of brush strokes in Van Gogh’s painting, The Starry Night.”
     c. “Describe how E. E. Cummings achieved his effects through the use of space
        and punctuation.”
     d. “Describe the sequence of events in The Taming of the Shrew.”
CHAPTER 16
READING MATHEMATICS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. Mathematics can be described as primarily a process of
   a. reasoning.
   b. interpretation.
   c. memorization.
   d. comparison.

2. The most effective technique for learning the language of mathematics is
   a. summarizing.
   b. outlining.
   c. reading aloud.
   d. using the index card system.

3. The first step in reading textbook sample problems is to
   a. read the solution.
   b. verify the solution.
   c. analyze the solution step by step.
   d. decide how you would solve the problem.

4. Verbalizing the solution to a problem means
   a. explaining the steps in your own words.
   b. analyzing alternate solutions.
   c. memorizing the process.
   d. drawing a visual model.

5. When you come to graphs, tables, or diagrams in a mathematics text, you should
   a. skip over them.
   b. write a description of their content in your own words.
   c. study them by referring to the accompanying text.
   d. copy them directly from the textbook into your chapter notes.

6. The first step in solving a word problem is to
   a. decide on a procedure to solve the problem.
   b. draw a diagram.
   c. identify what is asked for.
   d. estimate the answer.
7. The last step in solving a word problem is to
   a. solve the problem by setting up an equation.
   b. make sure you have answered all parts of the question.
   c. verify your answer by comparing it with your estimate.
   d. make sure you have used all the given information.

8. Of the following strategies, the one that would be least effective for learning mathematics is
   a. memorizing solutions to sample problems.
   b. adding details and examples to class notes.
   c. exchanging self-constructed tests with a classmate.
   d. writing lists of questions based on chapter content.

9. The best way to prepare for an exam in mathematics is to
   a. memorize definitions.
   b. construct and solve problems.
   c. reread and highlight the textbook.
   d. compare class notes with the textbook.

10. To prepare for an accounting test, Jamal has created a sample test using index cards with questions based on each section of his textbook. For the sample test to be most effective, Jamal should do all of the following except
    a. simulate test conditions.
    b. give himself a time limit.
    c. work the problems in the same order every time.
    d. use a calculator if one will be allowed for the actual test.
CHAPTER 17
READING IN THE NATURAL SCIENCES

Directions: Write the letter of the choice that best completes each statement in the space provided.

_____ 1. Both life sciences and physical sciences emphasize
   a. the origin of life forms and their development.
   b. laws and principles about the physical and biological world.
   c. the place of humans within the natural universe.
   d. the structure and composition of matter.

_____ 2. A scientific mindset is best exemplified by someone who
   a. studies diligently.
   b. asks questions while reading.
   c. has a strong mathematics background.
   d. learns terminology easily.

_____ 3. As compared to readings in the social sciences or business, readings in the natural sciences tend to
   a. be more detailed.
   b. use fewer problems.
   c. contain practical applications.
   d. emphasize concepts.

_____ 4. Jules is trying to learn new terminology in his human anatomy and physiology course. The most helpful strategy in this situation would be for him to
   a. use context clues as he reads the chapter.
   b. learn common prefixes, roots, and suffixes.
   c. copy pronunciation keys from a specialized dictionary.
   d. alphabetize new terms and their abbreviations.

_____ 5. The best approach to a science textbook reading assignment is to
   a. read it before the lecture and reread it after the lecture.
   b. wait to read it until the instructor has explained the concepts.
   c. preview it before the lecture and read it after the lecture.
   d. highlight important concepts in it during the lecture.

_____ 6. When you come to formulas in a science reading assignment, you should focus on
   a. memorizing the formulas.
   b. translating the formulas into words.
   c. understanding what the formulas mean and how to apply them.
   d. finding out how the formulas interact with each other.
7. When solving word problems in the natural sciences, all of the following techniques would be useful except:
a. making drawings.
b. using symbols.
c. identifying the principle involved.
d. copying sample problems.

8. In science courses, outlining is more effective than highlighting because outlining requires you to:
a. identify what is important.
b. express ideas in your own words.
c. spend more time on the material.
d. read the material several times.

9. The first step in solving a homework problem in the physical sciences should be to:
a. state the principle that is related to the problem.
b. estimate the solution.
c. identify what information is given and what is asked for.
d. make a drawing of the problem.

10. Andre has a lab in conjunction with his introductory chemistry course. With respect to the lab work, he should do all of the following except:
a. understand the purpose and procedures of the lab work before performing it.
b. keep the lab work separate from the text and lecture material.
c. follow the required format closely when writing his lab reports.
d. write his lab reports as soon as possible after performing the work.
CHAPTER 18
READING IN TECHNICAL AND APPLIED FIELDS

Directions: Write the letter of the choice that best completes each statement in the space provided.

1. Technical writing can best be described as
   a. easy to read.
   b. conceptually structured.
   c. theoretical.
   d. factually dense.

2. The best way to test your understanding of an illustration or drawing is to
   a. write a list of its steps or parts.
   b. convert it to a chart or table.
   c. redraw and label it from memory.
   d. copy it directly from the text.

3. When you use visualization to learn a process or procedure, it is most important to
   a. write down what you visualize.
   b. create a mental image before you read the material.
   c. make your mental image as specific and detailed as possible.
   d. memorize the textbook illustration after you read the material.

4. When you preview a chapter in a technical textbook, you should do all of the following except
   a. establish your purposes for reading.
   b. get an overview of the processes presented.
   c. note the type of illustrations or diagrams included.
   d. learn the exact steps of the procedures described.

5. When reading equipment manuals, it is best to
   a. read the manual completely from start to finish.
   b. use the equipment, checking the manual as necessary.
   c. make notes on procedures, then apply them using the equipment.
   d. work with the manual and the equipment simultaneously.
6. Sue is studying the complicated operating procedures for heart monitor equipment. The most effective method for learning these procedures would be for her to
   a. write a summary sheet of the procedures.
   b. draw a diagram of the equipment.
   c. copy the procedure into her notes.
   d. reread the material.

7. The first step in problem solving is to
   a. brainstorm.
   b. search for causes.
   c. specify the problem.
   d. search for alternatives.

8. All of the following techniques are part of analyzing a problem except
   a. research.
   b. testing solutions.
   c. brainstorming.
   d. discussion.

9. When you are learning medical terminology, it is most important to
   a. memorize the exact textbook definitions.
   b. learn to pronounce and use each term correctly.
   c. maintain complete lists of words for later reference on the job.
   d. concentrate on spelling variations.

10. Reading and study time for technical courses should be scheduled
    a. once a week.
    b. in two- to three-hour blocks.
    c. during lab work.
    d. in half-hour blocks.
CHAPTER 1
1. c 6. b
2. d 7. c
3. d 8. d
4. b 9. d
5. c 10. d

CHAPTER 2
1. c 6. c
2. d 7. c
3. a 8. d
4. a 9. b
5. b 10. c

CHAPTER 3
1. d 6. c
2. b 7. c
3. b 8. d
4. a 9. c
5. a 10. b

CHAPTER 4
1. c 6. b
2. a 7. a
3. d 8. b
4. b 9. c
5. b 10. a

CHAPTER 5
1. a 6. d
2. c 7. d
3. a 8. b
4. b 9. c
5. a 10. c
CHAPTER 6
1. d 6. c
2. d 7. d
3. b 8. d
4. c 9. b
5. d 10. b

CHAPTER 7
1. c 6. b
2. a 7. c
3. d 8. d
4. a 9. b
5. b 10. a

CHAPTER 8
1. d 6. a
2. a 7. c
3. c 8. c
4. d 9. c
5. d 10. b

CHAPTER 9
1. c 6. b
2. c 7. d
3. b 8. d
4. a 9. c
5. a 10. b

CHAPTER 10
1. a 6. d
2. d 7. c
3. c 8. b
4. c 9. d
5. d 10. a
CHAPTER 11
1. c 6. b
2. b 7. c
3. c 8. a
4. c 9. d
5. a 10. a

CHAPTER 12
1. d 6. c
2. b 7. a
3. b 8. d
4. c 9. c
5. a 10. a

CHAPTER 13
1. b 6. c
2. d 7. b
3. a 8. a
4. a 9. d
5. d 10. a

CHAPTER 14
1. b 6. a
2. a 7. d
3. a 8. c
4. d 9. d
5. c 10. c

CHAPTER 15
1. d 6. a
2. d 7. c
3. c 8. b
4. b 9. a
5. b 10. d
CHAPTER 16
1. a 6. c
2. d 7. c
3. d 8. a
4. a 9. b
5. c 10. c

CHAPTER 17
1. b 6. c
2. b 7. d
3. a 8. a
4. b 9. c
5. a 10. b

CHAPTER 18
1. d 6. a
2. c 7. c
3. c 8. b
4. d 9. b
5. d 10. b
PART THREE

MASTERY TESTS
CHAPTER 1
STRATEGIES FOR ACTIVE READING

Part I. Assessing Your Learning Style

Directions: Imagine that you are studying for a human anatomy test. The test will cover several chapters. You will be expected to know the parts of the digestive system, how each part functions, and where each part is located. The exam will be somewhat detailed and will contain objective questions only.

To answer questions 1-10, refer to the scoring grid you completed after taking the Learning Style Questionnaire in Chapter 1. For each pair of questions below, choose the one question that reflects your profile on the questionnaire and answer that question only. For example, if your profile indicated that you are more visual than auditory, answer question 1. If your style is more conceptual than applied, answer question 4, and so on. For this section, you should answer five questions only.

Answer either 1 or 2:
1. If your learning style is VISUAL, the most suitable strategy for you would be to
   a. redraw the parts of the digestive system.
   b. listen to audiotapes describing the digestive system.
   c. join a study group where the digestive system is discussed in detail.
   d. write summaries of the textbook’s diagrams of the digestive system.

2. If your learning style is AUDITORY, the most suitable strategy for you would be to
   a. draw a map of the digestive system.
   b. write possible test questions on the digestive system.
   c. tape-record anatomy class lecture notes and listen to them again later.
   d. write the answers to the discussion questions at the end of each chapter.

Answer either 3 or 4:
3. If your learning style is APPLIED, the most suitable strategy for you would be to
   a. review anatomy class lecture notes by rereading them.
   b. listen to supplementary tapes on the digestive system.
   c. copy a blank picture of the digestive system and fill in the various parts.
   d. systematically reread each of the chapters to be tested.

4. If your learning style is CONCEPTUAL, the most suitable strategy for you would be to
   a. draw a diagram of the digestive system.
   b. write a summary of how the digestive system works and how the parts interact.
   c. create a map depicting the functions of the digestive system.
   d. memorize a drawing of the digestive system.
Answer either 5 or 6:

5. If your learning style is SPATIAL, the most suitable strategy for you would be to
   a. read your anatomy lecture notes out loud to rehearse.
   b. paraphrase each of the assigned textbook chapters.
   c. write a brief summary of the functions of the digestive system.
   d. translate your anatomy lecture notes into a diagram.

6. If your learning style is NONSPATIAL, the most suitable strategy for you would be to
   a. draw a map of the digestive system and label the parts.
   b. review the functions of the digestive system by writing an outline.
   c. create a chart tracing the steps of the digestive system.
   d. depict the digestive system using pictures and symbols instead of words.

Answer either 7 or 8:

7. If your learning style is SOCIAL, the most suitable strategy for you would be to
   a. attend a group study session.
   b. study in a quiet atmosphere, taking frequent breaks.
   c. look up additional information in the library on your own.
   d. set the days and times you will study by yourself.

8. If your learning style is INDEPENDENT, the most suitable strategy for you would be to
   a. seek tutorial assistance.
   b. ask the instructor to organize a group study session.
   c. study in a quiet room in the library.
   d. discuss the important parts of each chapter with a friend.

Answer either 9 or 10:

9. If your learning style is CREATIVE, the most suitable strategy for you would be to
   a. answer the true/false questions at the end of each chapter.
   b. reread your anatomy lecture notes, highlighting key words.
   c. memorize a diagram of the digestive system.
   d. write possible test questions for each of the assigned chapters.

10. If your learning style is PRAGMATIC, the most suitable strategy for you would be to
    a. volunteer to “teach” a lesson on the parts of the digestive system you already know.
    b. draw a diagram on the digestive system, using a different color for each function.
    c. create a study plan in advance that outlines which subtopics you’ll study on which days.
    d. write down all of the possible ways you could study the digestive system and do them all.
Part II. Developing Levels of Thinking

Directions: For questions 11-13, circle the letter that correctly identifies the highest level of thinking required for each task.

11. Using a formula to solve a physics problem.
   a. knowledge
   b. comprehension
   c. application
   d. evaluation

12. Listing three famous artists and their major works.
   a. knowledge
   b. application
   c. synthesis
   d. evaluation

   a. knowledge
   b. comprehension
   c. application
   d. analysis

Part III. Developing Guide Questions

Directions: For questions 14 and 15, circle the letter that correctly identifies the best guide questions based on each of the following headings from a world civilization textbook.

   a. When did Hellenic civilization begin?
   b. What part of the world is considered Hellenic?
   c. What factors led to the development of Hellenic civilization?
   d. From whose name is the term Hellenic derived?

15. “European Effects on American Indian Life”
   a. Who were American Indians?
   b. What effects did Europeans have on American Indian life?
   c. When did Europeans affect American Indians?
   d. In what part of the world did American Indians live?
CHAPTER 2
FUNDAMENTAL COMPREHENSION SKILLS

Directions: Read the following selection and then answer the questions that follow.

PESTICIDES

Pesticides, of course, are products that kill pests. But biologically, the term *pest* has no meaning. The Colorado potato beetle, for example, was never regarded as a pest until it made its way (carried by humans) to Europe, where it began to interfere seriously with potato production. Perhaps this episode best illustrates a definition of a pest: it is something that interferes with humans.

It seems that the greatest pesticidal efforts have been directed at insects and, clearly, much of it has been beneficial. The heavy application of DDT since World War II has caused sharp decreases in malaria and yellow fever in certain areas of the world. But DDT and other chlorinated hydrocarbons have continued to be spread indiscriminately any place in which insect pests are found. The result, of course, is a kind of—is it artificial or natural?—selection. The problem is that some insects had a bit more resistance to these chemicals than did others. These resistant ones then reproduced and the most resistant of their offspring continued the line. The result is that we now have insects that can almost bathe in these chemicals without harm.

There are also other risks involved in such wide use of insecticides. For example, most are unselective in their targets; they kill virtually *all* the insect species they contact. Many insects, of course, are beneficial and may form an important part of large ecosystems. Also, chemical insecticides move easily through the environment and can permeate far larger areas than intended. Another particularly serious problem with pesticides is that many of them persist in the environment for long periods. In other words, the chemicals are very stable and it is difficult for natural processes to break them down to their harmless components. Newer chemical pesticides are deadly in the short run, but quickly break down into harmless by-products.
The tendency of DDT to be magnified in food chains has been particularly disastrous for predators that feed high on the food pyramid. This is because as one animal eats another in the food chain, the pesticide from each level is added to the next. Thus, species high on the food chain, the predators, tend to accumulate very high levels of these chemicals. In this light, recall that humans are often the top predator in food chains. The effects of accumulated DDT on predatory birds have been substantial. Reproductive failures in peregrine falcons, the brown pelican, and the Bermuda petrel have been attributed to ingesting high levels of DDT. The problem is that the pesticide interferes with the birds’ ability to metabolize calcium. As a result, they lay eggs with shells too thin to support the weight of a nesting parent.

—Wallace, Biology: The World of Life, 6e, pp. 828-29

1. The topic of paragraph 1 is
   a. pests.
   b. pesticides.
   c. potato beetles.
   d. potato production.

2. In paragraph 1, the topic sentence begins with the word
   a. “Pesticides . . .”
   b. “But . . .”
   c. “The . . .”
   d. “Perhaps . . .”

3. The topic of paragraph 2 is
   a. World War II.
   b. chemical-resistant insects.
   c. DDT and other chlorinated hydrocarbons.
   d. malaria and yellow fever.

4. In paragraph 2, the topic sentence begins with the words
   a. “It seems . . .”
   b. “The problem is . . .”
   c. “These resistant ones . . .”
   d. “The result is . . .”

5. The main idea of paragraph 2 is that
   a. DDT continues to spread wherever insects are found.
   b. most pesticides have been beneficial.
   c. some insects have become immune to DDT.
   d. only chemical-resistant insects continue to reproduce.
6. The topic of paragraph 3 is
   a. problems or risks of pesticides.
   b. large ecosystems.
   c. stable chemicals.
   d. harmless by-products.

7. In paragraph 3, the topic sentence begins with the words
   a. “There are . . .”
   b. “Many insects . . .”
   c. “Another particularly . . .”
   d. “Newer chemical . . .”

8. The topic of paragraph 4 is
   a. reproductive failures.
   b. the food pyramid.
   c. the effects of DDT.
   d. a bird’s ability to metabolize calcium.

9. The main idea of paragraph 4 is that
   a. humans are often the top predator in food chains.
   b. top predators on the food chain accumulate higher levels of DDT with disastrous results.
   c. predatory birds affected by DDT cannot metabolize calcium properly.
   d. peregrine falcons, brown pelicans, and Bermuda petrels all have reproductive problems.

10. In this passage, the author defines a pest as
    a. an insect that interferes with food production.
    b. an insect or organism that spreads disease.
    c. something that interferes with humans.
    d. any non-beneficial species that is not part of an ecosystem.
CHAPTER 3

ESSENTIAL VOCABULARY SKILLS

Part I. Dictionary Skills

Directions: Use a dictionary to answer questions 1-5.

1. The correct pronunciation for the word primordial is
   a. pry more dye ull.
   b. pre more dye ull.
   c. pry more dee ull.
   d. pre more dee ull.

2. The adjective form for the word gerund is
   a. gerundival.
   b. gerundivial.
   c. gerundively.
   d. gerundial.

3. The definition of the word chimera is
   a. a musical instrument.
   b. an imaginary creation.
   c. a loose robe.
   d. a smooth or soft fabric.

4. In parts of speech, the word liefer is
   a. a pronoun.
   b. a noun.
   c. a verb.
   d. an adverb.

5. The origin of the word internecine is
   a. English.
   b. French.
   c. Latin.
   d. Greek.
Part II. Using a Thesaurus

Directions: Use a thesaurus to answer questions 6-10.

6. A synonym for the word foible is
   a. virtue.
   b. frustrate.
   c. tenderness.
   d. quirk.

7. In parts of speech, the word milieu is
   a. a noun.
   b. a verb.
   c. an adverb.
   d. an adjective.

8. The word epicure is a synonym for
   a. gold.
   b. gourmet.
   c. meticulous.
   d. broker.

9. Another word for verdant is
   a. wordy.
   b. adventurous.
   c. terse.
   d. lush.

10. Another word for prolix is
    a. productive.
    b. preface.
    c. verbose.
    d. professional.
CHAPTER 4
EVALUATING THE AUTHOR’S MESSAGE

Directions: Read the following passage and then answer questions 1-10.

I start my day here at five o’clock. I get up and prepare all the children’s clothes. If there’s shoes to shine, I do it in the morning. About seven o’clock I bathe the children. I leave the baby with the baby sitter and I go to work at the settlement house. I work until twelve o’clock. Sometimes I’ll work longer if I have to go to welfare and get a check for somebody. When I get back, I try to make hot food for the kids to eat. In the afternoon it’s pretty well on my own. I scrub and clean and cook and do whatever I have to do.

Welfare makes you feel like you’re nothing. Like you’re laying back and not doing anything and it’s falling in your lap. But you must understand, mothers, too, work. My house is clean. I’ve been scrubbing since this morning. You could check my clothes, all washed and ironed. I’m home and I’m working. I am a working mother.

A job that a woman in a house is doing is a tedious job—especially if you want to do it right. If you do it slipshod, then it’s not so bad. I’m pretty much of a perfectionist. I tell my kids, hang a towel. I don’t want it thrown away. That is very hard. It’s a constant game of picking up this, picking up that. And putting this away, so the house’ll be clean.

Some men work eight hours a day. There are mothers that work eleven, twelve hours a day. We get up at night, a baby vomits, you have to be calling the doctor, you have to be changing the baby. When do you get a break, really? You don’t. This is an all-around job, day and night. Why do they say it’s charity? We’re working for our money. I am working for this check. It is not charity. We are giving some kind of home to these children.

I’m so busy all day I don’t have time to daydream. I pray a lot. I pray to God to give me strength. If He should take a child away from me, to have the strength to accept it. It’s His kid. He just borrowed him to me.

I used to get in and close the door. Now I speak up for my right. I walk with my head up. If I want to wear big earrings, I do. If I’m overweight, that’s too bad. I’ve gotten completely over feeling where I’m little. I’m working now, I’m pulling my weight. I’m gonna get off welfare in time, that’s my goal—get off.
It’s living off welfare and feeling that you’re taking something for nothing the way people have said. You get to think maybe you are. You get to think, Why am I so stupid? Why can’t I work? Why do I have to live this way? It’s not enough to live on anyway. You feel degraded.

The other day I was at the hospital and I went to pay my bill. This nurse came and gave me the green card. Green card is for welfare. She went right in front of me and gave it to the cashier. She said, “I wish I could stay home and let the money fall in my lap.” I felt rotten. I was just burning inside. You hear this all the way around you. The doctor doesn’t even look at you. People are ashamed to show that green card. Why can’t a woman just get a check in the mail: Here, this check is for you. Forget welfare. You’re a mother who works.

This nurse, to her way of thinking, she represents the working people. The ones with the green card, we represent the lazy no-goods. This is what she was saying. They’re the good ones and we’re the bad guys.

— Terkel, Working, pp. 303-304

1. The author of this passage is a
   a. professional writer.
   b. welfare mother.
   c. social worker.
   d. taxpayer against welfare.

2. The author’s tone in this passage can best be described as
   a. grateful.
   b. bitter.
   c. understanding.
   d. hopeful.

3. The author’s purpose in writing this passage is to
   a. lobby for reform of welfare laws.
   b. expose people who misuse welfare.
   c. explain how unfairly society treats welfare recipients.
   d. express anger toward those who represent the working world.

4. The statement that best represents the author’s main idea is
   a. Women work harder than men.
   b. All welfare recipients work.
   c. People make welfare recipients feel bad about themselves.
   d. People don’t receive much money on welfare.
5. The author supports her ideas primarily with
   a. analogies.
   b. experimental evidence.
   c. historical documentation.
   d. personal experience.

6. The statement that best supports the author’s main idea is
   a. “Welfare makes you feel like you’re nothing.”
   b. “I’m pretty much of a perfectionist.”
   c. “My house is clean.”
   d. “Now I speak up for my right.”

7. The author states, “A job that a woman in a house is doing is a tedious job—especially if you
   want to do it right.” This statement can best be described as
   a. a fact.
   b. an opinion.
   c. an informed opinion.
   d. an inference.

8. Of the following statements made by the author, the one that is an opinion is
   a. “I work until twelve o’clock.”
   b. “I pray a lot.”
   c. “This nurse came and gave me the green card.”
   d. “They’re the good ones, and we’re the bad guys.”

9. One inference that the nurse makes in this passage is that the author
   a. is lazy.
   b. is a working parent.
   c. wants to get off welfare.
   d. wants to show off her green card.

10. One inference that the reader can make based on this passage is that the author
    a. is married.
    b. has no children.
    c. takes pride in how clean she keeps her house.
    d. does not care what other people think of her.
CHAPTER 5
EVALUATING THE AUTHOR’S TECHNIQUES

Directions: Read the following passage and then answer questions 1-5.

Although beauty is only skin deep, throughout history women have worked very hard to attain it. They have starved themselves, painfully bound their feet, inserted plates into their lips, spent countless hours under hair dryers, in front of mirrors, and beneath tanning lights, and opted for surgery to alter their appearance and meet their society’s expectations of what a beautiful woman should look like.

In retrospect, periods of history tend to be characterized by a specific “look,” or ideal of beauty. American history can be described in terms of a succession of dominant ideals. For example, in sharp contrast to today’s emphasis on health and vigor, in the early 1800s it was fashionable to appear delicate to the point of looking ill. The poet Keats said the ideal woman of that time was “a milk white lamb that bleats for man’s protection.” Other looks have included the voluptuous, lusty woman as epitomized by Lillian Russell, the athletic Gibson Girl of the 1890s, and the small, boyish flapper of the 1920s as exemplified by Clara Bow.

In much of the nineteenth century, the desirable waistline for American women was 18 inches, a circumference that required the use of corsets pulled so tight that they routinely caused headaches, fainting spells, and possibly even the uterine and spinal disorders common among women of the time. Although modern women are not quite as “straightlaced,” many still endure such indignities as high heels, body waxing, eye-lifts, and liposuction. In addition to the millions spent on cosmetics, clothing, health clubs, and fashion magazines, these practices remind us that the desire to conform to current standards of beauty is alive and well.
The first part of the 1990s saw the emergence of the controversial “waif” look in which successful models were likely to have bodies resembling those of young boys. More recently, the pendulum seems to be shifting back a bit, as the more buxom, “hourglass figure” popular in the 1950s (exemplified by Marilyn Monroe) has reappeared. One factor leading to this change has been the opposition by feminist groups to the use of overly thin models. These groups have advocated boycotts against companies such as Coca-Cola and Calvin Klein that have used wafer-thin models in their advertising.

—adapted from Solomon, Consumer Behavior, 5e, pp. 147-49

1. The main idea of this passage is that
   a. female models are too thin.
   b. most people care too much about what they look like.
   c. women today are much healthier than women in earlier times.
   d. standards of beauty for women have changed over time.

2. The author reveals his attitude toward women’s methods of achieving beauty through his use of the word
   a. “fashionable” (paragraph 2).
   b. “indignities” (paragraph 3).
   c. “popular” (paragraph 4).
   d. “advocated” (paragraph 4).

3. The phrase “beauty is only skin deep” (paragraph 1) is an example of
   a. personification.
   b. hyperbole.
   c. a generalization.
   d. a cliché.

4. The quote by the poet Keats (paragraph 2) is an example of
   a. an allusion.
   b. a cliché.
   c. a metaphor.
   d. a euphemism.

5. The term “wafer-thin” (paragraph 4) is an example of
   a. an allusion.
   b. hyperbole.
   c. a simile.
   d. jargon.
6. The author’s reference to Marilyn Monroe (paragraph 4) is an example of
   a. an allusion.
   b. a metaphor.
   c. a simile.
   d. a generalization.

Directions: Next to each of the following words from the passage, write P if the word has a positive connotation or N if it has a negative connotation.

7. _____ starved (paragraph 1)
8. _____ ideals (paragraph 2)
9. _____ vigor (paragraph 2)
10. _____ thin (paragraph 4)
A. Video games should be rated according to a system similar to the one used for rating movies. For example, games that are appropriate for all (“general”) audiences would be rated “G,” and games with violent or sexual content would be rated “R” for “restricted.” Too many children have easy access to video games that teach violence as an acceptable response. Some argue that children do not learn violent behavior from playing games; however, in several recent acts of violence committed by children against classmates, one factor cited in each case was the child’s preoccupation with violent video games. In addition, it is my observation that children who are allowed to play violent video games tend to exhibit more violent behavior (hitting, shoving, kicking, etc.) in social situations, including the classroom. Most parents (and the management of most theaters) do not allow children under 17 to watch films rated “R” for violent content, so why should children of any age be allowed to rent and play video games that feature an equally appalling degree of violence?

1. The type of claim in this argument is a claim of
   a. fact.
   b. policy.
   c. reason.
   d. value.

2. The types of evidence used to support this argument include all of the following except
   a. statistics.
   b. personal experience.
   c. examples.
   d. comparisons.

3. One example of emotionally charged language in this argument is the word
   a. video.
   b. preoccupation.
   c. appalling.
   d. allow.
4. The author attempts to refute counter-arguments in the sentence beginning with the words
   a. “For example . . .”
   b. “Too many . . .”
   c. “Some argue . . .”
   d. “Most parents . . .”

B. Video games should not carry any kind of rating. Video games are a harmless form of
   entertainment for people of all ages, including children. In addition, a rating system would
   restrict the rights of parents to control what their children do. We have enough rules and
   regulations in this country without adding video game ratings! Adults are capable of deciding
   whether a video game is or is not appropriate for their child, and many older children are able
   to make that judgment as well. I have heard the argument that video games lead to violent
   behavior in children; my response is that my own children and their friends are allowed to
   play video games and none of them show a tendency toward excessive violence. Many
   factors are at work when a child behaves violently and video games are simply a convenient
   scapegoat.

5. The type of claim in this argument is a claim of
   a. fact.
   b. policy.
   c. reason.
   d. value.

6. The author makes an emotional appeal to the reader’s need for freedom of choice in the
   statement beginning with the words
   a. “Video games should . . .”
   b. “We have enough . . .”
   c. “I have heard . . .”
   d. “Many factors . . .”

7. The primary type of evidence used to support this argument consists of
   a. personal experience.
   b. facts.
   c. comparisons.
   d. analogies.
Part II. Errors in Logical Reasoning

Directions: Identify the logical fallacy in each of the following statements.

8. “My new academic advisor was a Rhodes scholar so she will be a good advisor.”
   a. circular reasoning
   b. hasty generalization
   c. non sequitur
   d. either-or fallacy

9. “If you do not vote for the school bond, you do not want to improve our children’s education.”
   a. either-or fallacy
   b. hasty generalization
   c. non sequitur
   d. false cause

10. “It is wrong to attempt to clone humans because it is unethical.”
    a. circular reasoning
    b. either-or fallacy
    c. non sequitur
    d. false cause
CHAPTER 7
PATTERNS OF ACADEMIC THOUGHT

Directions: Read each of the following excerpts and answer the questions that follow.

A. Three of the most common visual problems are nearsightedness, farsightedness, and astigmatism. All three are focusing problems, easily corrected with artificial lenses. Nearsighted people cannot focus well on distant objects, although they can see well at short distances. Farsighted people see distant objects normally, but they can’t focus at short distances. Astigmatism is blurred vision caused by a misshapen lens or cornea.

—Campbell, Mitchell, and Reece, Biology, 3e, p. 592

1. The primary thought pattern used in this excerpt is
   a. process.
   b. cause and effect.
   c. classification.
   d. comparison and contrast.

2. The clue phrase that helps identify the pattern used in this excerpt is
   b. “. . . easily corrected with . . .”
   c. “. . . on distant objects . . .”
   d. “. . . caused by . . .”

B. Unprofitable speculation occurs when the speculator buys at a high price and must sell at a low price. When this occurs, speculation destabilizes prices and consumption over time. When prices would otherwise be high, speculators are buying and driving prices even higher. When prices would otherwise be low, speculators are selling and driving prices even lower. Unprofitable speculation is destabilizing because it shifts supplies from periods of relative scarcity to periods of relative abundance and amplifies movements in prices and consumption over time.

—Gregory, Essentials of Economics, 4e, p. 65

3. The thought pattern used in this excerpt is
   a. cause and effect.
   b. spatial order.
   c. listing or enumeration.
   d. definition.
4. The clue phrase that helps identify the pattern used in this excerpt is
   a. “... occurs when...”
   b. “... over time.”
   c. “... otherwise be...”
   d. “... periods of...”

C. Poetry and song were originally one art, and even today the two forms remain closely related. We celebrate the beauty of a poem by praising its “music” just as we compliment a great song lyric by calling it “poetic.” And yet a very simple distinction separates the two arts: in a song, the lyrics combine with music to create a collaborative total work, whereas in a poem, the author must create all the effects by words alone. A song is no less powerful as a song just because the words don’t stand on their own as poetry. A song is meant to be sung—transposing song lyrics onto the page changes their function.

   —Kennedy and Gioia, Literature, 2e, pp. 640-41

5. The thought pattern used in this excerpt is
   a. definition.
   b. comparison and contrast.
   c. spatial order.
   d. cause and effect.

6. The clue word that helps identify the pattern used in this excerpt is
   a. “... originally...”
   b. “... two...”
   c. “... whereas...”
   d. “... alone.”

7. The authors state that the difference between poetry and song is that
   a. only poems have to rhyme.
   b. only songs require rhythm.
   c. poems are a more powerful means of expression.
   d. songs combine words and music, and poems rely only on words.
D. The U.S. government showed little interest in honoring agreements with Indians. No sooner had the Kansas-Nebraska bill become law than the Kansas, Omaha, Pawnee, and Yankton Sioux tribes began to feel pressure for further concessions of territory. A gold rush into Colorado in 1859 sent thousands of greedy prospectors across the Plains to drive the Cheyenne and Arapaho from land guaranteed them in 1851. By 1860 most of Kansas and Nebraska had been cleared. Other trouble developed in the Sioux country. Thus it happened that in 1862, after federal troops had been pulled out of the West for service against the Confederacy, most of the Plains Indians rose up against the whites. For five years intermittent but bloody clashes kept the entire area in a state of alarm. This was guerrilla warfare, with all its horror and treachery.

—Garraty and Carnes, *The American Nation*, 10e, p. 479

8. The thought pattern used in this excerpt is
   a. comparison and contrast.
   b. chronological order.
   c. enumeration.
   d. process.

9. The authors suggest that conflicts between Plains Indians and whites were caused by the
   a. government’s failure to abide by its territorial agreements with the Indians.
   b. Plains Indians’ savage and destructive nature.
   c. cultural differences between whites and Indians.
   d. Plains Indians’ greed for land and gold.

10. The type of evidence used to develop this excerpt consists primarily of
    a. analogies.
    b. historical facts.
    c. comparisons.
    d. statistics.
CHAPTER 8
LEARNING FROM TEXTBOOKS

Part I. The SQ3R Reading/Study System

Directions: Read this excerpt using the SQ3R system, then answer the questions that follow.

ELECTIONS AND VOTING BEHAVIOR

Who votes? When just over half the population votes, the necessity of studying nonvoters takes on added importance. An analysis of data from the 1996 Census Bureau Study and the 1996 National Election Study reveals numerous demographic factors which are related to turnout:

Education. People with higher-than-average educational levels have a higher rate of voting than people with less education. Among all factors affecting turnout, this one is the most important. Highly educated people are more capable of discerning the major differences between the candidates. In addition, their educational training comes in handy in clearing the bureaucratic hurdles imposed by registration requirements.

Age. Older people are far more likely to vote than younger people. In 1996, the Census Bureau found that only 32 percent of people under the age of 25 voted.

Race. African Americans and Hispanics are underrepresented among voters relative to their share of the population. This finding can largely be explained by their generally low levels of education. African Americans and Hispanics with high levels of education have a higher turnout rate than whites with similar educational achievement.

Gender. In an earlier period many women were discouraged from voting, but today women actually participate in elections at a slightly higher rate than men.

Marital status. People who are married are more likely to vote than those who are not. This pattern is true among all age categories and generally reflects the fact that married people are more tied into their community.
Mobility. People who have lived at the same address for a while also are more tied into their community, and hence more likely to vote. Those who have moved recently have to deal with the task of registering to vote at their new address, which, although easier due to the Motor Voter Act, still requires some effort.

Union membership. Unions have long been active in the political process and often devote considerable resources to turning their members out to vote. People who live in a household with a union member have higher than average turnout levels.

Religiosity. Politics in America is often practiced from the pulpit, and even those religious leaders who don’t express a political point of view often preach that it’s important to vote. People who attend religious services regularly have above average turnout rates whereas those who never attend religious services are less likely than the average citizen to vote.

These differences in turnout rates are cumulative. Possessing several of these traits (say, being elderly, well educated, and very religious) adds significantly to one’s likelihood of voting. Conversely, being young, poorly educated, and not religious is likely to add up to a very low probability of voting. If you possess many of the demographic traits of non-voters, then the interests of people like you are probably not drawing a great deal of attention from politicians—regardless of whether you personally vote or not. Politicians listen far more carefully to groups with high turnout rates, as they know their fate may well be in their hands. Who votes does matter.

—adapted from Edwards, et al., Government in America, 9e, pp. 317-20

1. After surveying this excerpt, you would expect to be able to answer all of the following general questions except
   a. How does the U.S. compare to other countries in terms of voter turnout?
   b. What demographic factors are related to voter turnout?
   c. Which of the demographic factors affecting voter turnout is most important?
   d. Why is it important to vote?

2. One question you would ask based on paragraph 2 is
   a. How do voters discern the major differences between candidates?
   b. What bureaucratic hurdles are imposed by registration requirements?
   c. What are the voter registration requirements?
   d. How does educational level affect level of voting?
3. One question you would ask based on paragraph 3 is
   a. Should the voting age be changed?
   b. Are older or younger people more likely to vote?
   c. What is the voting age in the U.S.?
   d. What is the voting age in other countries?

4. One question you would ask based on paragraph 4 is
   a. Are Asian Americans underrepresented among voters?
   b. What racial groups are underrepresented among voters?
   c. Does race matter to politicians?
   d. What is the level of education among underrepresented racial groups?

5. According to the excerpt, the effect of gender on voter turnout is such that
   a. only about half as many men as women participate in elections.
   b. men participate in elections at a slightly higher rate than women.
   c. women participate in elections at a slightly higher rate than men.
   d. men and women participate in elections in equal numbers.

6. The excerpt makes all of the following assertions except
   a. married people are more likely to vote than unmarried people.
   b. people who live in a household with a union member have above average turnout rates.
   c. people who attend religious services regularly have above average turnout rates.
   d. people who move frequently are more likely to vote than those who have lived in the
      same community for a while.

Part II. Retention and Recall Strategies

7. You would be using periodic review to study this excerpt if you
   a. read one paragraph at a time, stopping to review after each.
   b. read the material and reviewed it immediately afterward.
   c. reviewed the material a few days after reading it, again a week later, and once again
      before an exam.
   d. read the material and reviewed it one more time a week later.

8. One student who read this material created a mental image of an older, well-educated,
   church-going married white woman to help him remember some of the demographic factors
   described in the excerpt. In this situation, the student was using the method called
   a. association.
   b. brainstorming.
   c. pattern recognition.
   d. visualization.
9. An example of the use of a mnemonic device based on this material is
   a. forming the word “ear-grumm” using the first letter of each of the demographic factors.
   b. making a list of people you know who each match one of the demographic factors.
   c. creating an outline of the material, with each demographic factor listed as a main idea.
   d. annotating the material, including your reactions and your evaluation of its worth.

10. The thought pattern used in this excerpt is
    a. process.
    b. spatial order.
    c. enumeration or listing.
    d. definition.
CHAPTER 9
READING GRAPHICS

Part I. Interpreting a Table

Directions: Answer questions 1-3 based on the following table.

Minority Populations in 1990 and Projected for 2000 and 2050

<table>
<thead>
<tr>
<th></th>
<th>Number (thousands)</th>
<th>Percentage of Population</th>
<th>Number (thousands)</th>
<th>Percentage of Population</th>
<th>Number (thousands)</th>
<th>Percentage of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>29,986</td>
<td>12.1</td>
<td>33,834</td>
<td>12.3</td>
<td>57,316</td>
<td>15.0</td>
</tr>
<tr>
<td>Latino</td>
<td>22,354</td>
<td>9.0</td>
<td>30,602</td>
<td>11.1</td>
<td>80,675</td>
<td>21.1</td>
</tr>
<tr>
<td>Asian American</td>
<td>7,273</td>
<td>2.9</td>
<td>11,582</td>
<td>4.2</td>
<td>38,765</td>
<td>10.1</td>
</tr>
<tr>
<td>American Indian</td>
<td>1,959</td>
<td>0.8</td>
<td>2,096</td>
<td>0.7</td>
<td>4,078</td>
<td>1.0</td>
</tr>
</tbody>
</table>


1. The subject of this table is
   a. minority populations.
   b. the 1990 census.
   c. the percentage of immigrants in the United States.
   d. the U.S. Bureau of the Census.

2. In 1990, the total number of African Americans was
   a. 29,986.
   b. 33,834.
   c. 29,986,000.
   d. 33,834,000.

3. Between 1990 and 2050, the group that will experience the largest percentage increase in population is
   a. African Americans.
   b. Latinos.
   c. Asian Americans.
   d. American Indians.
Part II. Interpreting Pie Charts

Directions: Answer questions 4-6 based on the pie charts on the following page.

4. The purpose of this pair of pie charts is to
   a. show gender discrimination in the work force.
   b. compare the occupations of men and women in the U.S.
   c. recruit men and women for farming, forestry, and fishing occupations.
   d. indicate which professions are better suited to men.

5. The occupation employing the largest percentage of women is
   a. managerial, professional, specialty.
   b. service.
   c. technical, sales, administrative support.
   d. operators, fabricators, laborers.

6. The occupation employing the smallest percentage of men is
   a. operators, fabricators, laborers.
   b. precision production, craft, repair.
   c. service.
   d. farming, forestry, fishing.
Occupations of Women and Men in the U.S.

**WOMEN**

- Operators, fabricators, laborers: 9%
- Technical, sales, administrative support: 43%
- Service: 17%
- Farming, forestry, fishing: 1%
- Managerial, professional, specialty: 27%
- Precision production, craft, repair: 2%

**MEN**

- Operators, fabricators, laborers: 21%
- Technical, sales, administrative support: 19%
- Service: 10%
- Farming, forestry, fishing: 4%
- Managerial, professional, specialty: 10%
- Precision production, craft, repair: 25%

Source: U.S. Bureau of the Census (1990)
Part III   Interpreting a Bar Graph

Directions: Answer questions 7-10 based on the following bar graph.

**Education and Income**

<table>
<thead>
<tr>
<th>Head of Family</th>
<th>Median Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished College</td>
<td>$54,117</td>
</tr>
<tr>
<td>1-3 years of college</td>
<td>$36,854</td>
</tr>
<tr>
<td>Finished high school</td>
<td>$29,006</td>
</tr>
<tr>
<td>1-3 years of high school</td>
<td>$17,375</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>$13,383</td>
</tr>
</tbody>
</table>


7. The purpose of this graph is to show
   a. how much education the heads of most families have.
   b. what the median income is for most families.
   c. how income is related to education level.
   d. the number of high school graduates who go on to college.

8. The largest difference in median income is between the educational levels of
   a. less than 9th grade and 1-3 years of high school.
   b. 1-3 years of high school and finished high school.
   c. finished high school and 1-3 years of college.
   d. 1-3 years of college and finished college.

9. The smallest difference in median income is between the educational levels of
   a. less than 9th grade and 1-3 years of high school.
   b. 1-3 years of high school and finished high school.
   c. finished high school and 1-3 years of college.
   d. 1-3 years of college and finished college.
10. The trend shown by this graph is that the
   a. higher the level of education, the lower the income.
   b. lower the level of education, the higher the income.
   c. higher the level of education, the higher the income.
   d. level of education has no effect on the level of income.
CHAPTER 10
READING ONLINE

Part I. Using Electronic Sources

Directions: Answer questions 1-7 based on the situation described below.

Foon is a freshman at a large university. He is required to use the Internet for research in many of his classes, and his instructors routinely communicate with students using e-mail. Foon has decided to create a Web site for Korean students, so he has been looking at the Web sites of other student groups to get ideas. From the home page of the Hispanic student Web site, for example, he was able to visit the Web sites of several other student groups, a feature he wants to incorporate on the site he is designing.

1. To gain access to the Internet, Foon needs a computer and all of the following except
   a. a modem.
   b. a CD-ROM.
   c. an Internet service provider.
   d. a browser.

2. For a research paper in health class, Foon wants to browse the Web for sites on holistic and alternative medicines. The best type of tool for a broad search of these topics would be a
   a. search engine.
   b. meta-search engine.
   c. subject directory.
   d. uniform resource locator (URL).

3. Foon’s research paper will include both traditional print and hypertext sources. One difference that he may find between the two types of text is that
   a. print text tends to be more multidirectional.
   b. hypertext typically consists of longer, more detailed sentences and paragraphs.
   c. he should be able to read the computer screen much faster than the printed page.
   d. hypertext will require him to make more decisions about the direction of his research.

4. While he is online visiting other student group Web sites, Foon would use bookmarking to
   a. find a book on the subject of designing Web sites.
   b. record Web site addresses so he can access them easily later.
   c. mark his place in a section of hypertext.
   d. retrace the path he followed while visiting the other sites.
5. As compared to a letter, an e-mail from Foon’s instructors probably is less
   a. formal.
   b. conversational.
   c. expedient.
   d. concise.

6. Foon was able to visit other Web sites from the Hispanic students’ home page by using
   features called
   a. navigational buttons.
   b. relative links.
   c. remote links.
   d. nodes.

**Part II. Evaluating Internet Sources**

**Directions:** Next to each of the following statements, write T if the statement is true or F if the
statement is false.

7. _____ Informational Web sites typically include .edu or .gov as part of their address.

8. _____ All Web sites ending in .org are sponsored by nonprofit groups.

9. _____ Information about the timeliness of a Web site is usually provided on the homepage.

10. _____ Web sites are required to include the author’s full name and credentials.
CHAPTER 11

USING WRITING TO LEARN

Directions: Read the passage about music below and complete the tasks that follow.

Music is a form of expressive culture whose medium consists of sounds, patterned in different rhythmic combinations. The elements of music are tones, percussion, and rhythm. A tone is a sound that has a certain duration, quality, and (most important) a certain highness or lowness, determined by the frequency of its sound vibrations (a tone’s highness or lowness is called its pitch). Percussion consists of toneless sounds made by striking something. Music is made up of patterned combinations of tones (usually assembled into melodies), toneless percussive sounds, and rhythms. These patterned combinations differ among societies, and studying them within a given cultural context or cross-culturally is called ethnomusicology.

The sounds out of which human beings make music can be produced in two different ways. First, the human body can be used as a sound-producing instrument. The human voice can produce a wide range of different tones, and percussive sounds can be made by clapping the hands, stamping the feet, or slapping the thighs. All of these sounds are elements of music encountered cross-culturally. Second, music can be produced by instruments, which range in complexity and musical potential from simple rattles made from dried gourds to complex electric organs and sound synthesizers.

Defined as a form of expressive culture consisting of patterned sounds, music is found in every society. Moreover, even though music (like language) was until recently an ephemeral art—meaning that worlds of musical art disappeared as soon as they were performed—music (like oral art) probably played an important part in prehistoric cultures, too. The evidence lies not only in the fact that every culture known today creates music; there are also archaeological hints distributed worldwide: ancient instruments such as whistles, flutes, drums, rattles, and bullroarers (elongated pieces of bone or other materials, which when attached to cords and whirled about the head produce an eerie, prolonged tone).

— Hicks and Gwynne, Cultural Anthropology, 2e, p. 355
Part I. Outlining

Directions: Complete the outline below by answering questions 1-7 on the following page.

I. Musical Terms
   A. Definition of music
   B. [Second major idea]
      1. Tone
         a. Duration
         b. Quality
         c. [Third minor detail]
      2. [Second important detail]
      3. Rhythm
   C. Ethnomusicology

II. [Second Major Topic]
   A. [First major idea]
      1. [First important detail]
      2. Percussive sounds
   B. Using Instruments
      1. Simple
      2. Complex

III. [Third Major Topic]
   A. Important part of prehistoric cultures
      1. All of today’s cultures have it
      2. Archaeological hints / ancient instruments
1. The best choice to go in place of [Second major idea] is
   a. Expressive culture.
   b. Elements of music.
   c. Medium that consists of sounds.
   d. Different rhythmic combinations.

2. The best choice to go in place of [Third minor detail] is
   a. Highness.
   b. Lowness.
   c. Pitch.
   d. Frequency.

3. The best choice to go in place of [Second important detail] is
   a. Toneless sounds.
   b. Patterned combinations.
   c. Percussion.
   d. Melodies.

4. The best choice to go in place of [Second major topic] is
   a. Ways of producing music.
   b. The human body.
   c. Cultural context.
   d. Sound-producing instrument.

5. The best choice to go in place of [First major idea] is
   a. Sound-producing instrument.
   b. Enormous range of tones.
   c. Musical potential.
   d. Using the human body.

6. The best choice to go in place of [First important detail] is
   a. Voice.
   b. Clapping hands.
   c. Stamping feet.
   d. Slapping thighs.

7. The best choice to go in place of [Third major topic] is
   a. Expressive culture.
   b. Patterned sounds.
   c. Found in every society.
   d. An ephemeral art.
Part II. Highlighting, Annotating, and Summarizing

Directions: Use the passage about music to answer questions 8-10.

8. In the first sentence of paragraph 1, the best words to highlight are
   a. form culture medium patterned.
   b. music sounds rhythmic combinations.
   c. music form expressive medium.
   d. culture medium expressive combinations.

9. In paragraph 2, the most useful marginal annotations would be
   a. two sounds.
   b. cross-cultural music.
   c. simple and complex.
   d. human body and instruments.

10. For paragraph 3, the best sentence to use as a summary would be
    a. Worlds of musical art disappeared as soon as they were performed.
    b. Ancient instruments include whistles, flutes, drums, and rattles.
    c. Music is found in every society and throughout history.
    b. Bullroarers produce an eerie tone.
CHAPTER 12
READING RESEARCH, REFERENCE, AND
COLLATERAL ASSIGNMENTS

Directions: Give yourself two to three minutes to skim the following article, then cover it with a sheet of paper and answer questions 1-10.

THE REAL WORLD: Bilingual Children

What happens to children who are exposed to two or more languages from the beginning? How confusing is this for a child? And how can parents ease the process? As least two important practical questions surround this issue of bilingualism:

• Should parents who speak different native languages try to expose their children to both, or will that only confuse the child and make any kind of language learning harder? What’s the best way to do this?

• If a child arrives at school age without speaking the dominant language of schooling, what is the best way for the child to acquire that second language?

Learning Two Languages at the Same Time

Parents should have no fears about exposing their child to two or more languages from the very beginning. Such simultaneous exposure does seem to result in slightly slower early steps in word learning and sentence construction, and the child will initially “mix” words or grammar from the two languages in individual sentences (Genesee, 1993). But bilingual children catch up rapidly to their monolingual peers.

The experts agree that the best way to help a child to learn two languages fluently is to speak both languages to the child from the beginning, especially if the two languages come at the child from different sources. For example, if Mom’s native language is English and Dad’s is Italian, Mom should speak only English to the infant/toddler and Dad should speak only Italian. If both parents speak both languages to the child or mix them up in their own speech, this is a much more difficult situation for the child and language learning will be delayed (McLaughlin, 1984).
Bilingual Education

For many children, the need to be bilingual does not begin in the home, but only at school age. In the United States today, there are 2.5 million school-age children for whom English is not the primary language of the home (Hakuta and Garcia, 1989). Many of those children arrive at school with little or no facility in English. Educators have had to grapple with the task of teaching children a second language at the same time that they are trying to teach them subject matter such as reading and mathematics. The problem for the schools has been to figure out the best way to do this. Should the child learn basic academic skills in his native language and only later learn English as a second language? Or will some combination of the two work?

The research findings are messy. Still, one thread does run through it all: Neither full immersion nor English-as-a-second-language programs are as effective as truly bilingual programs in which the child is given at least some of her basic instruction in subject matter in her native language in the first year or two of school but is also exposed to the second language in the same classroom (Padilla et al., 1991; Willig, 1985). After several years of such combined instruction, the child makes a rapid transition to full use of the second language for all instruction. Interestingly, in her analysis of this research, Ann Willig has found that the ideal arrangement is very much like what works best at home with toddlers: If some subjects are always taught in one language and other subjects in the other language, children learn the second language most easily. But if each sentence is translated, children do not learn the new language as quickly or as well.

—Conger and Galambos, Adolescence and Youth, 53, p. 230

1. The title of the article is
   a. “The Languages of Parents and Children.”
   b. “Bilingual Children in Public Schools.”
   d. “Learning to Speak English.”

2. The issue that the article focuses mostly on is
   a. the best way to teach two languages to children.
   b. the conflicts encountered by bilingual children.
   c. research findings on the academic performance of bilingual children.
   d. whether parents should teach their children a foreign language.
3. The author’s view on whether parents should expose young children to two languages is that
   a. it is better to teach a child only one language at a time.
   b. children can be expected to learn a second language only after they’ve mastered the first.
   c. teachers should be required to teach a second language to a child if that language is spoken in the home.
   d. parents should not be afraid to expose their children to two or more languages.

4. In the author’s view, the *best* way to help a child learn two languages fluently is to speak
   a. both languages to the child from the beginning.
   b. a second language to the child only after the child is fluent in the first.
   c. both languages to a child but wait until the child is at least school age.
   d. only one language to the child to avoid confusion.

5. According to the article, the need to be bilingual begins for many children
   a. at school age.
   b. at home.
   c. during the preschool years.
   d. as soon as the child develops language.

6. According to the article, research findings on this topic are
   a. consistent.
   b. abundant.
   c. messy.
   d. rare.

7. Research indicates that the best way to teach bilingual children is through
   a. full immersion programs.
   b. English as a second language (ESL) programs.
   c. truly bilingual programs or combined instruction.
   d. the same methods as monolingual children.

8. With appropriate instruction, a bilingual child can master the second language in
   a. six months.
   b. nine months.
   c. one year.
   d. several years.

9. When each sentence is translated for a bilingual child, the child typically
   a. learns the second language more slowly.
   b. learns the second language better.
   c. never learns the second language.
   d. quickly forgets the first language.

10. The author’s purpose in writing this article is to
    a. criticize.
    b. entertain.
    c. persuade.
    d. inform.
CHAPTER 13
READING IN THE SOCIAL SCIENCES

Directions: Read each textbook excerpt and answer the questions that follow.

A. There are two different views of how the macroeconomy functions: One view—originated by the classical economists, who wrote in the nineteenth century—is that the macroeconomy has strong self-stabilizing forces that keep it at or near full employment. The macroeconomy, according to the classical economists, achieves this stability on its own and does not require government intervention. The other view, originated by John Maynard Keynes in the late 1930s, is that the macroeconomy is inherently unstable. If left to its own devices, it can get stuck at high levels of unemployment, producing a real GDP (gross domestic product) well below its potential. The classical model taught that real GDP was determined by the supply of resources and their productivity. David Ricardo, David Hume, and Jean Baptiste Say believed that economies would operate at or near full employment. To the classical economists, unemployment was caused by wages that were too high; unemployment would eliminate itself as wages fell. The policy prescription of the classical model was laissez faire, a minimal, hands-off role for government in economic affairs. The classical proponents of laissez faire believed the economy was capable of healing itself. The Great Depression set the stage for the “Keynesian revolution.” John Maynard Keynes argued that economies can reach a fairly stable equilibrium, from which they will budge only slowly, at much less than full employment. Keynes rejected the laissez faire approach as being too slow and costly. He felt that government must intervene to ensure full employment.

—Gregory, Essentials of Economics, 4e, pp. 164-65

1. The primary thought pattern used in this excerpt is
   a. listing.
   b. cause and effect.
   c. definition.
   d. comparison and contrast.
2. The person who originated the theory that the macroeconomy is inherently unstable is
   a. David Ricardo.
   b. John Maynard Keynes.
   c. David Hume.
   d. Jean Baptiste Say.

3. The classical economists believed that unemployment was caused by
   a. a limited supply of resources.
   b. wages that were too low.
   c. wages that were too high.
   d. increased consumption.

4. The term *laissez faire* means the
   a. government should intervene to ensure full employment.
   b. GDP has reached its full potential regardless of unemployment levels.
   c. government should take a hands-off approach to the economy.
   d. unemployed can obtain jobs at lower wages.

5. John Maynard Keynes believed that the laissez faire approach was
   a. proper and adequate.
   b. too slow and costly.
   c. appropriate only at full employment.
   d. self-stabilizing.

6. According to the excerpt, Keynes originated his theory of economics
   a. in the late 1930s.
   b. in the nineteenth century.
   c. before the Great Depression.
   d. during the Revolution.

B. Theories of American democracy are essentially theories about who has power and influence.

   **Pluralist theory** states that groups with shared interests influence public policy by pressing their concerns through organized efforts. Pluralists are generally optimistic that the public interest will eventually prevail in the making of public policy through a complex process of bargaining and compromise. They believe that rather than speaking of majority rule we should speak of groups of minorities working together. **Elite and class theory** contends that our society, like all societies, is divided along class lines and that an upper-class elite pulls the strings of government. Wealth—the holding of assets such as property, stocks, and bonds—is the basis of this power. According to elite and class theory, a few powerful Americans do not merely influence policymakers—they are the policymakers. At the center of all theories of elite dominance is big business. A third theory, hyperpluralism, offers a
different critique of pluralism. Hyperpluralism is pluralism gone sour. In this view, groups are so strong that government is weakened, as the influence of many groups cripples government’s ability to make policy. **Hyperpluralism** states that many groups—not just the elite ones—are so strong that government is unable to act.

—Gregory, *Essentials of Economics*, 4e, p. 164

7. The primary thought pattern used in this excerpt is
   a. order or sequence.
   b. listing.
   c. definition.
   d. cause and effect.

8. Pluralist theory states that public policy is influenced by
   a. big business.
   b. groups with shared interests.
   c. the upper-class elite.
   d. majority rule.

9. Hyperpluralists believe that the
   a. public interest will prevail through bargaining and compromise.
   b. influence of many groups has a crippling effect on the government’s ability to make policy.
   c. basis of power in America is wealth, making a few powerful Americans the primary policymakers.
   d. minority groups have more power over public policymaking than the majority rule.

10. The term *wealth* is defined in the excerpt as
    a. money.
    b. power.
    c. an abundance of resources.
    d. the holding of assets such as property, stocks, and bonds.
The client/server software model is the basic design for all Internet applications and it all comes down to a simple idea. Host machines can act as either clients or servers, and client/server interactions enable all communication on the Internet. Roughly speaking, a host acting as a client is usually an information consumer, and a host acting as a server is usually an information provider. The server acts as a resource for all its clients and provides a service for those clients. It typically interacts with multiple clients at one time. In a client/server interaction, client software interacts with server software so that both the client’s host machine and the server’s host machine share the total computing load. Clients and servers are designed to form a seamless computing environment so that the end user may have no idea exactly which machine is performing which operations. The client/server model is a very powerful framework for sharing computational resources over a computer network. Popular servers require dedicated machines that are reserved exclusively for server interactions.

—Lehnert, *Light on the Internet*, pp. 10-12

1. The subject of this model is
   a. the Internet.
   b. information consumers.
   c. information providers.
   d. the client/server software model.

2. The primary thought pattern used in this excerpt is
   a. classification.
   b. enumeration.
   c. process.
   d. cause and effect.
3. Of the following sentences, the best one to include in a summary of the model is
   a. “It all comes down to a simple idea.”
   b. “A host machine can be either a client (an information consumer) or a server (an
      information provider).”
   c. “Popular servers are reserved for server interactions.”
   d. “End users may have no idea exactly which machine is performing which operations.”

4. In the last sentence, the word dedicated is used to mean
   a. set apart for a definite purpose.
   b. loyal or hard-working.
   c. inscribed.
   d. addressed as an honor.

5. The best type of graphic to depict the model described in this excerpt would be
   a. an organization chart.
   b. a diagram.
   c. a flowchart.
   d. a timeline.

Part II. Reading Case Studies

Directions: Read the following passage and then answer questions 6-10.

Boeing Corporation, headquartered in Seattle, is one of America’s most innovative high-tech
industries. Boeing accounts for almost 70 percent of world sales of passenger aircraft. Most of
the world’s airline passengers fly in Boeing 737s, 757s, and 747s. Although passenger aircraft
sales tend to be cyclical, Boeing consistently earned substantial profits in the past two decades
until recording losses in 1997 and 1998. Even more surprising is that these losses came when
Boeing order books were full!

Boeing’s declining profits in the face of rising sales is attributed to the law of diminishing
returns. Boeing planners had predicted in the early 1990s that the world demand for passenger
aircraft would taper off. Accordingly, it placed a large number of its experienced engineers and
assembly-line workers on early retirement, and it chose not to build new production facilities.
When demand for its product soared unexpectedly in the late 1990s, Boeing was caught off
 guard. It could only increase production by adding less-than-experienced workers; its parts
delivery systems began to break down; and average costs of production rose. Production
problems even forced Boeing to shut down a major production facility for a month to gear it to a
higher rate of output.
Boeing’s rising short-run average costs are explained by the law of diminishing returns. The law of diminishing returns applies to any situation—industrial, agricultural, or even services—in which production must increase substantially in the presence of fixed factors of production.

—Gregory, Essentials of Economics, 4e, p. 76

6. The concept that is illustrated by this case study is
   a. the law of diminishing returns.
   b. cyclical sales.
   c. long-run average costs.
   d. profit-loss margins.

7. According to the case study, Boeing was caught off guard when
   a. a large number of its experienced engineers unexpectedly retired.
   b. the world demand for passenger aircraft tapered off.
   c. one of its major production facilities had to be shut down.
   d. the world demand for passenger aircraft unexpectedly increased.

8. According to the case study, the law of diminishing returns applies to
   a. industrial situations only.
   b. agricultural situations only.
   c. aircraft manufacturers only.
   d. any situation in which production must increase substantially in the presence of fixed production factors.

9. Boeing’s losses in 1997 and 1998 were related to all of the following factors except
   a. it did not have enough orders for passenger aircraft.
   b. it could only increase production by adding inexperienced workers.
   c. its parts delivery systems broke down.
   d. its average costs of production rose.

10. The primary thought pattern used in this excerpt is
    a. cause and effect.
    b. comparison and contrast.
    c. enumeration.
    d. process.
CHAPTER 15
READING IN THE HUMANITIES AND ARTS

Directions: Read each poem and answer the questions that follow.

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee;
A poet could not but be gay,
In such jocund company;
I gazed—and gazed—but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

—William Wordsworth
1. The subject of this poem is
   a. clouds.
   b. a lake.
   c. daffodils.
   d. stars.

2. In this poem, Wordsworth seems to be saying that
   a. his memory of the sight of beautiful daffodils continues to give him joy.
   b. the sight of daffodils reminds him of his own loneliness.
   c. nature has taught him a lesson about his own mortality.
   d. his memory of the sight of daffodils interferes with the bliss of solitude.

3. An example of a simile in this poem is
   a. “Continuous as the stars that shine and twinkle on the milky way . . .”
   b. “. . . a crowd of golden daffodils . . .”
   c. “The waves beside them danced . . .”
   d. “They flash upon that inward eye . . .”

4. An example of a metaphor in this poem is
   a. “I wandered lonely as a cloud . . .”
   b. “That floats on high o’er vales and hills . . .”
   c. “Tossing their heads in a sprightly dance.”
   d. “A poet could not but be gay . . .”

5. The words inward eye refer to
   a. sorrow.
   b. memory or introspection.
   c. loneliness.
   d. joy.

6. All of the following words from the poem are examples of descriptive language except
   a. fluttering.
   b. golden.
   c. sprightly.
   d. heart.

7. Wordsworth’s tone at the end of this poem can best be described as
   a. joyful.
   b. bitter.
   c. amused.
   d. disappointed.
The Colorado Trail

Eyes like the morning star,
Cheeks like a rose,
Laura was a pretty girl
God Almighty knows.

Weep all ye little rains,
Wail winds wail,
All along, along, along
The Colorado Trail.

—Anonymous

8. All of the following lines use figurative language except
   a. “Eyes like the morning star . . .”
   b. “Cheeks like a rose . . .”
   c. “Weep all ye little rains . . .”
   d. “All along, along, along . . .”

9. The Colorado Trail seems to symbolize
   a. brief joy.
   b. death.
   c. endless loneliness.
   d. memory.

10. The speaker’s tone in this poem can best be described as
    a. angry.
    b. sad.
    c. challenging.
    d. elated.
A. Anne has contracted with a painter to have her house painted. The painter will paint the entire house for $2,000, not including the price of the paint, and it will take him 5 days to complete the job. The painter estimates that the house will require 7 gallons of paint. If Anne bought the paint herself, it would cost $20 per gallon, but the painter is able to buy it at a 15% discount. Determine the total cost of the paint job for Anne’s house.

1. To solve this problem, you need all of the following information except
   a. $2,000.
   b. 5 days.
   c. 7 gallons.
   d. $20.

2. To determine the painter’s cost for each gallon of paint you would
   a. add 15 to 20.
   b. subtract 15 from 20.
   c. subtract 15% of 20 from 20.
   d. add 15% of 20 to 20.

3. The answer to the problem is
   a. $2,015.
   b. $2,020.
   c. $2,119.
   d. $2,140.

B. Rico has a jarful of quarters and nickels totaling $3.20. There are 20 coins in the jar. How many of each type of coin are there?

4. The solution you are asked to find in this problem is the
   a. total number of nickels.
   b. total number of quarters.
   c. sum of the nickels and quarters.
   d. number of nickels and the number of quarters.
5. After identifying what is asked for in this problem, your next step should be to
   a. solve the problem.
   b. decide on a formula.
   c. estimate your answer.
   d. choose variables to represent the unknown quantities.

6. The answer to this problem is
   a. 10 quarters and 10 nickels.
   b. 10 quarters and 14 nickels.
   c. 11 quarters and 9 nickels.
   d. 12 quarters and 8 nickels.

C. Neil receives a 10% commission on his sales of camping equipment. He works 8 hours a day, 4 days a week. During one week, his daily sales were $411.56, $914.64, $308.62, and $728.25. Determine his gross earnings for that week and his average daily sales.

7. The information that is not necessary to solve this problem is
   a. 10% commission.
   b. 8 hours a day.
   c. the daily sales amounts.
   d. 4 days a week.

8. After estimating the answers, your next step should be to
   a. list the information that is provided to solve the problems.
   b. choose variables to represent the unknown quantities.
   c. decide how to solve the problems.
   d. solve the problems.

9. Neil’s average daily sales can be calculated by
   a. adding his sales for the week.
   b. taking 10% of each day’s sales and totaling the amounts.
   c. taking 90% of each day’s sales and totaling the amounts.
   d. adding his sales for the week and dividing the total by 4.

10. Neil’s gross earnings for the week were
    a. $2,363.07.
    b. $2,126.76.
    c. $590.77.
    d. $236.29.
CHAPTER 17
READING IN THE NATURAL SCIENCES

Directions: Read each excerpt and answer the questions that follow.

A. Boating, flying, or even riding in a car can make us dizzy and nauseated, a condition called motion sickness. Some people start feeling ill just from thinking about getting on a boat or plane. Many others get sick only during storms at sea or during “rough air” in flight. The cause of motion sickness is not known, but it seems to result from the brain’s receiving signals from equilibrium receptors in the inner ear that conflict with signals from a different set of receptors, usually the ones in the eyes. When a susceptible person is inside a moving ship, for instance, signals from the equilibrium receptors in the inner ear indicate, correctly, that the body is moving (in relation to the environment outside the ship). In conflict with these signals, the eyes may tell the brain that the body is in a stationary environment, the cabin. Somehow the conflicting signals make the person feel ill. Sometimes, closing the eyes or looking straight ahead relieves symptoms. Many sufferers of motion sickness take a sedative to relieve their symptoms.

—Campbell et al., Biology: Concepts and Connections, 3e, p. 596

1. The primary thought pattern used in this excerpt is
   a. comparison and contrast.
   b. cause and effect.
   c. listing.
   d. classification.

2. According to the hypothesis put forth in this excerpt, motion sickness results from conflicting information between receptors in the
   a. inner ear and the outer ear.
   b. inner ear and the eyes.
   c. skeletal muscles and the brain.
   d. outer ear and the brain.

3. The term equilibrium means
   a. balance.
   b. senses.
   c. motion sickness.
d. symptoms.
B. In flowering plants, the structure specific to reproduction is the flower. The flower’s reproductive organs are the stamens and carpel. The **stamens** are the male organs. At the tip of each stamen is an **anther**, a sac in which meiosis occurs and which pollen grains develop. Pollen grains house the cells that develop into sperm. The **carpel** (more than one in some plants) is the female organ of the flower. The tip of the carpel, the **stigma**, is the receiving surface for pollen grains brought from other flowers, or from the same flower, by wind or animals. The base of the carpel is the **ovary**, which houses reproductive structures called the ovules. The **ovule** contains the developing egg and cells that support it. Fertilization occurs in the ovule, which then matures into a seed containing the embryo. Meanwhile, the ovary develops into a fruit, which protects the seed and aids in dispersing it. Completing the life cycle, the seed **germinates** (begins to grow) in a suitable habitat, the embryo develops into a seedling, and the seedling grows into a mature plant.

—Campbell et al., *Biology: Concepts and Connections*, 3e, p. 632

4. The primary thought pattern used in this excerpt is  
   a. process.  
   b. comparison and contrast.  
   c. problem/solution.  
   d. classification.

5. The most appropriate graphic to illustrate the information in this excerpt would be  
   a. an organizational chart.  
   b. a time line.  
   c. a map.  
   d. a diagram.

6. According to the excerpt, pollen develops in the  
   a. anthers.  
   b. ovules.  
   c. carpels.  
   d. ovaries.

7. The term **germinates** means  
   a. contains.  
   b. disperses.  
   c. fertilizes.  
   d. begins to grow.
C. Our senses of smell and taste depend on receptor cells that detect chemicals in the environment. Chemoreceptor cells in our nose detect airborne molecules; those in our taste buds detect molecules in food. In both cases, a cell responds to a group of chemically related molecules, not just to one kind of molecule. In the nose, for example, each type of receptor cell may detect one of about fifty general types of odor (such as spicy, musky, or putrid). Research indicates that a particular odor triggers a specific level of stimulation in the receptor cells. The brain perceives the odor of cinnamon, for instance, when it receives a specific pattern of action potentials from the spice receptors; it perceives the odor of cloves when it receives another pattern from the same receptor cells.

—Campbell et al., Biology: Concepts and Connections, 3e, p. 597

8. The primary thought pattern used in this excerpt is
   a. classification.
   b. problem/solution.
   c. process.
   d. definition.

9. The most important words to highlight in this excerpt would be
   a. “airborne molecules and molecules in food.”
   b. “brain perceives odor of cinnamon.”
   c. “chemoreceptor cells respond to group of chemically related molecules.”
   d. “spicy, musky, or putrid.”

10. Both odor and taste depend on sensory receptors classified as
    a. chemoreceptors.
    b. airborne molecules.
    c. action potentials.
    d. spice receptors.
Everyone is familiar with the concepts of space and time. On the Internet, the more important concepts are space and speed, otherwise known as “memory” and “bandwidth.”

A computer with a lot of memory has a lot of storage space for its files, and you can never have too much of that. A computer with a lot of memory can also run sophisticated software that requires a lot of memory (such software is often referred to as a memory hog). Files in your computer are stored on a hard drive, so the amount of memory available for storing files is called your hard drive capacity. When a piece of software requires memory, it needs a different kind of memory, one that is very fast and easy to modify. The amount of fast memory in your computer is called your RAM capacity. As a general rule, you want a computer with the largest hard drive and the largest amount of RAM that you can afford.

An Internet connection with a lot of bandwidth is one that allows you to move a lot of files around as fast as possible---and faster is always better than slower. Most of the time spent on the Internet is time spent waiting for files to go back and forth, so more bandwidth means less waiting. Bandwidth is like a pipeline: the bigger the pipe, the faster the throughput. But what exactly is being pushed through this pipe? In order to answer that question, we have to introduce some more terminology associated with computer memory.

Because memory is such an important concept, you need to know the standard units of memory, which range from very small to very large. As computers get more powerful, larger and larger units of memory are needed, so we use many names to describe the various degrees of “very large.”
Kilobytes (K)—equal to 1,024 bytes—are used to describe text files and small low-resolution graphics files. Megabytes (MB)—equal to about one million bytes—are frequently used to describe RAM memory and disk storage capacities. Personal computers typically contain between 16 and 64MB of RAM. A small hard drive might contain only a few hundred megabytes, but a large hard drive will contain at least one gigabyte (GB)—equal to about one billion bytes. The terabyte (TB)—equal to about one trillion bytes—is the largest unit of memory you are likely to encounter. Terabytes are used to describe the contents of the Library of Congress, as well as the total amount of information on the Web.

Units of computer memory are often encountered in hardware specifications, as in “this software requires 40MB of free space on your hard drive and a minimum of 16MB RAM, although 32MB of RAM is highly recommended.” On the Internet, computer memory units are frequently encountered in descriptions of files, as in “The Complete Works of Shakespeare are available in a 5.1MB file archive.”

Text files are relatively undemanding as far as storage requirements go. Graphics, music, and video clips consume much more memory than text. A few photographs can eat up an entire megabyte, and a 1-minute video can require upwards of 100MB.

We can now return to the concept of bandwidth. Bandwidth refers to the amount of information that can be transmitted from one location to another in a fixed amount of time. Some Internet applications demand high bandwidth (a lot of data very fast), but others required relatively modest amounts of bandwidth. At 44 bits/word, e-mail is a low-bandwidth consumer, and telesurgery (surgery performed remotely with robotic manipulators and real-time video feedback) is a high-bandwidth application at 400,000,000 bits/second. Stereo CD falls between these two extremes at around 466,000 bits/word.

—Lehnert, *Light on the Internet*, pp. 7-9
Part I.  Study Strategies for Technical Material  

**Directions:** Complete the summary sheet below by answering questions 1-5.

<table>
<thead>
<tr>
<th>ABBREVIATION</th>
<th># OF BYTES</th>
<th>USED TO DESCRIBE</th>
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<tbody>
<tr>
<td>Kilobytes</td>
<td>[A] 1,024</td>
<td>Text files &amp; small low-resolution graphics files</td>
</tr>
<tr>
<td>[B] MB</td>
<td>One million</td>
<td></td>
</tr>
<tr>
<td>Gigabytes</td>
<td>[C] GB</td>
<td>Large hard drives</td>
</tr>
<tr>
<td>Terabytes</td>
<td>[D] TB</td>
<td>One trillion</td>
</tr>
</tbody>
</table>

1. The abbreviation that goes in place of [A] is  
   a. KB. 
   b. KL. 
   c. K. 
   d. KO. 

2. The word that goes in place of [B] is  
   a. Megabytes. 
   b. Millibytes. 
   c. Memorybytes. 
   d. RAM bytes. 

3. The phrase that goes in place of [C] is  
   a. Personal computers. 
   b. A few hundred megabytes. 
   c. Between 16 and 64MB. 
   d. RAM memory and disk storage capacities. 

4. The phrase that goes in place of [D] is  
   a. Between 16 and 64 MB. 
   b. Ten million. 
   c. One billion. 
   d. One trillion. 

5. The phrase that goes in place of [E] is  
   a. Small hard drives. 
   b. Large hard drives. 
   c. Library of Congress and all Web information. 
   d. RAM memory and disk storage capacities.
Part II. Reading Technical Material

Directions: Answer questions 6-10 based on the excerpt.

6. The primary thought pattern used in paragraph 5 is
   a. enumeration.
   b. comparison and contrast.
   c. sequence or order.
   d. cause and effect.

7. The term bandwidth refers to the amount of
   a. memory needed to encode an alphanumeric character such as A-Z.
   b. memory available for storing files.
   c. fast memory in your computer.
   d. information that can be transmitted from one place to another in a fixed amount of time.

8. The types of files that require the least amount of memory are
   a. text files.
   b. graphics files.
   c. music files.
   d. video clips.

9. The term used to describe sophisticated software that requires a lot of memory is
   a. Web spider.
   b. memory hog.
   c. archive.
   d. pipeline.

10. The application that most likely requires the highest bandwidth is
    a. e-mail.
    b. telephone-quality sound.
    c. video conferencing.
    d. stereo CD sound.
ANSWER KEY TO MASTERY TESTS

CHAPTER 1

1. a  6. b  11. c
2. c  7. a  12. a
3. c  8. c  13. d
4. b  9. d  14. c
5. d  10. c  15. b

CHAPTER 2

1. a  6. a
2. d  7. a
3. b  8. c
4. d  9. b
5. c  10. c

CHAPTER 3

1. c  6. d
2. d  7. a
3. b  8. b
4. d  9. d
5. c  10. c

CHAPTER 4

1. b  6. a
2. b  7. c
3. c  8. d
4. c  9. a
5. d  10. c

CHAPTER 5

1. d  6. a
2. b  7. N
3. d  8. P
4. c  9. P
5. b  10. N
CHAPTER 6
1. b  6. b
2. a  7. a
3. c  8. c
4. c  9. a
5. b  10. a

CHAPTER 7
1. c  6. c
2. a  7. d
3. a  8. b
4. a  9. a
5. b  10. b

CHAPTER 8
1. a  6. d
2. d  7. c
3. b  8. d
4. b  9. a
5. c  10. c

CHAPTER 9
1. a  6. d
2. c  7. c
3. b  8. d
4. b  9. a
5. c  10. c

CHAPTER 10
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2. c  7. T
3. d  8. F
4. b  9. T
5. a  10. F
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| CHAPTER 16 |
CHAPTER 17
1. b  6. a
2. b  7. d
3. a  8. c
4. a  9. c
5. d  10. a

CHAPTER 18
1. c  6. c
2. a  7. d
3. d  8. a
4. c  9. b
5. c  10. c
PART FOUR

ADDITIONAL PRACTICE EXERCISES
SET I. 

USING CONTEXT AND WORD PARTS

Exercise 1

Directions: Each of the following words contains a root with a prefix and/or a suffix. Using your knowledge of word parts, choose the best definition for each word.

_____ 1. Semicentennial
   a. 10\textsuperscript{th} anniversary
   b. 50\textsuperscript{th} anniversary
   c. 100\textsuperscript{th} anniversary
   d. 200\textsuperscript{th} anniversary

_____ 2. Bipolar
   a. without poles
   b. having one pole
   c. having two poles
   d. having equal poles

_____ 3. Milligram
   a. one tenth of a gram
   b. one hundredth of a gram
   c. one thousandth of a gram
   d. one millionth of a gram

_____ 4. Equiangular
   a. without angles
   b. having one angle
   c. having equal angles
   d. having too many angles

_____ 5. Multilingual
   a. using one language
   b. using two languages
   c. using several languages
   d. without language

_____ 6. Unifoliate
   a. without leaves
   b. having one leaf
   c. having two leaves
   d. having equal numbers of leaves
7. Asymptomatic
   a. without symptoms
   b. many symptoms
   c. before symptoms
   d. after symptoms

8. Antipathy
   a. sympathy
   b. dislike
   c. affection
   d. respect

9. Contravene
   a. prefer
   b. work toward
   c. act against
   d. support

10. Dissuade
    a. advise against
    b. win over
    c. select
    d. force
Exercise 2

Directions: Each of the following words contains a root with a prefix and/or a suffix. Using your knowledge of word parts, choose the best definition for each word.

1. Irrelevant
   a. purposeful
   b. important
   c. unrelated
   d. likely

2. Misappropriate
   a. take wrongly
   b. receive lawfully
   c. benefit
   d. encourage

3. Nonpartisan
   a. politically independent
   b. biased
   c. allied with one side
   d. promoter

4. Pseudonym
   a. no name
   b. false name
   c. same name
   d. wrong name

5. Extrude
   a. include
   b. push out
   c. hollow
   d. indent

6. Hyperthermia
   a. normal temperature
   b. no temperature
   c. abnormally high temperature
   d. steady temperature
7. Intramuscular
   a. away from a muscle
   b. between muscles
   c. next to a muscle
   d. within a muscle

8. Postpartum
   a. before childbirth
   b. during childbirth
   c. after childbirth
   d. many children

9. Interim
   a. permanent condition
   b. unmoving
   c. not on purpose
   d. time between periods

10. Transatlantic
    a. from coast to coast
    b. across the Atlantic ocean
    c. along the Atlantic coast
    d. under the Atlantic ocean
Exercise 3

Directions: In the space provided, write the letter of the choice that best completes each statement.

_____ 1. The prefix circum means
   a. with
   b. around
   c. under
   d. away

_____ 2. The prefix retro means
   a. forward
   b. against
   c. backward
   d. excessive

_____ 3. The opposite meaning of the prefix sub- is indicated by the prefix
   a. super-.
   b. pre-.
   c. dis-.
   d. com-.

_____ 4. The root of the word audible means to
   a. hear.
   b. see.
   c. speak.
   d. write.

_____ 5. The root that means study is
   a. bio.
   b. path.
   c. logy.
   d. graph.

_____ 6. The root of the word unpredictability is
   a. unpredictable.
   b. predictable.
   c. predict.
   d. dict.
7. The root of the word *invocation* is
   a. vocation.
   b. invoke.
   c. invocate.
   d. voc.

8. The root *photo* means
   a. write.
   b. change.
   c. see.
   d. light.

9. All of the following prefixes indicate a negative *except*
   a. contra-.
   b. un-.
   c. trans-.
   d. anti-.

10. The word *introspective* contains a
    a. root only.
    b. prefix and a root only.
    c. root and a suffix only.
    d. prefix, a root, and a suffix.
Exercise 4

**Directions:** Each of the following statements contains an underlined word whose meaning can be determined from context. Select the choice that most clearly describes the meaning of the word as it is used in the sentence.

____ 1. George Washington Carver worked **sedulously** to develop uses for the peanut.
   a. quietly
   b. diligently
   c. famously
   d. uneasily

____ 2. Some people thought the president’s behavior was **flagrant**; others thought the uproar was much ado about nothing.
   a. trivial
   b. humble
   c. unfortunate
   d. outrageous

____ 3. Her outfit was completely tacky, from her **ersatz** fur jacket to her pink plastic shoes.
   a. artificial
   b. elegant
   c. expensive
   d. warm

____ 4. The mayor worried that the town council was trying to **usurp** his power, but how could he prevent the council members from taking over?
   a. support
   b. take away
   c. improve
   d. allow

____ 5. A proposal to turn the old barbershop into a nightclub met with **vehement** opposition from the neighborhood.
   a. understated
   b. forceful
   c. surprising
   d. weak

____ 6. The presidential candidate chose a well-known liberal as her running mate, partly to **placate** her liberal constituencies.
   a. antagonize
   b. alienate
   c. win over
   d. educate
7. She expected him to get up when she entered the room but he remained supine.
   a. asleep
   b. lazy
   c. standing
   d. lying down

8. To everyone’s surprise, the Romanian visitor was conversant with the finer points of baseball.
   a. concerned about
   b. knowledgeable about
   c. ignorant of
   d. oblivious to

9. Our new pastor is an advocate of community service.
   a. opponent
   b. participant
   c. supporter
   d. critic

10. The official language of Haiti is French, stemming from an influx of French planters in the 1600s.
    a. rebellion
    b. departure
    c. colony
    d. coming in
Exercise 5

Directions: Each of the following statements contains an underlined word whose meaning can be determined from context. Select the choice that most clearly describes the meaning of the word as it is used in the sentence.

_____ 1. When no one was looking, she dipped her finger surreptitiously into the cake batter.
   a. secretively
   b. suspiciously
   c. cheerfully
   d. openly

_____ 2. When representatives from management and the union reached an impasse in their negotiations, the workers began planning their strike.
   a. agreement
   b. decision
   c. standstill
   d. progress

_____ 3. Her father was extremely upset at her decision not to go to college, but her mother was phlegmatic as usual.
   a. unemotional
   b. angry
   c. excited
   d. nosy

_____ 4. Glen claimed his four-year-old daughter was petulant because she hadn’t had a nap, but we thought she was just spoiled.
   a. indulgent
   b. irritable
   c. cooperative
   d. independent

_____ 5. My uncle was an inveterate gambler; he never could resist a game of poker.
   a. former
   b. long-standing
   c. occasional
   d. professional

_____ 6. The campus police announced that any scofflaws caught parking illegally would be given the maximum fine in addition to having their cars towed.
   a. pranksters
   b. violators
   c. students
   d. visitors
7. Contrary to his reputation for parsimony, the old man left the waitress a very generous tip.
   a. extravagance
   b. talkativeness
   c. overreacting
   d. stinginess

8. The recalcitrant toddler refused to sit down and behave at the restaurant.
   a. willing
   b. very young
   c. stubbornly disobedient
   d. overly talkative

9. A belief in the abilities of the common man was a basic tenet of Andrew Jackson’s administration.
   a. principle
   b. responsibility
   c. misunderstanding
   d. strategy

10. She looked with chagrin at the stain where her coffee had spilled.
    a. pleasure
    b. indifference
    c. surprise
    d. embarrassment
Exercise 6

Directions: Each of the following statements contains an underlined word whose meaning can be determined from context. Select the choice that most clearly describes the meaning of the word as it is used in the sentence.

_____ 1. Joyce Carole Oates is a **prolific** writer of novels, poems, short stories, and plays.
   a. productive
   b. minor
   c. conservative
   d. positive

_____ 2. The caterer was a **consummate** professional, down to the hand-lettered place cards for each guest.
   a. temporary
   b. famous
   c. complete
   d. rough

_____ 3. The fourth-grader recited “The Walrus and the Carpenter” with such style and **aplomb** that she received a standing ovation.
   a. composure
   b. halting speech
   c. gratitude
   d. nervousness

_____ 4. My grandmother was a **sagacious** businesswoman, turning a small candy shop into a multimillion-dollar corporation.
   a. old-fashioned
   b. shrewd
   c. dishonest
   d. foolish

_____ 5. Jimmie Rodgers has been called the father of country music, but his style came from many **disparate** sources.
   a. similar
   b. different
   c. unusual
   d. unstable

_____ 6. “Third World” is the **appellation** given to economically underdeveloped countries in Asia, Africa, and Latin America.
   a. assistance
   b. organization
   c. name
   d. location
7. North America’s Great Lakes comprise the largest body of fresh water in the world.
   a. allow
   b. make up
   c. distribute
   d. contribute

8. Themes of murder and patricide permeate the work of Fyodor Dostoevsky.
   a. authorize
   b. ruin
   c. appear throughout
   d. accomplish

9. The farm had been abandoned for years; an old tractor and a plow were in a similar state of desuetude.
   a. disuse
   b. age
   c. structure
   d. auction

10. Henry adheres to his parents’ conservative values and always votes Republican.
    a. rejects
    b. criticizes
    c. improves
    d. abides by
SET II. VOCABULARY IN CONTEXT (PASSAGES)

Directions: Each passage contains several underlined words. Using your knowledge of word parts, the context of the sentence, and/or a dictionary, determine the meaning of each underlined word.

Exercise 1

Computer technologies are altering the line between transient information and archival information. Articles in newspapers and magazines used to have a limited shelf life. Now, as more and more newspapers put their contents online, newspaper stories become part of the permanent record. Literally anyone can create a massive digital library for anything online. Hook it up to a search engine, post it on the Web, and the world has instant access to an archival resource. Digital records also make it easier for people to assemble information from disparate sources. All the legwork of looking in different places and all the brainwork of figuring out where to look in the first place has been solved by the indexing capability of a search engine that operates in a matter of seconds. —Lehnert, Light on the Internet, p. 95

_____ 1. The word transient means
   a. invisible.
   b. not lasting long.
   c. private.
   d. easy to find.

_____ 2. The word massive means
   a. large in scope.
   b. trivial.
   c. heavy.
   d. expert.

_____ 3. The word access means
   a. addition.
   b. rule.
   c. entry.
   d. contribution.

_____ 4. The word archival means
   a. permanently recorded.
   b. temporary.
   c. scientific.
   d. personal.
5. The word *disparate* means  
   a. similar.  
   b. foreign.  
   c. unproven.  
   d. very different.

**Exercise 2**

Thomas Jefferson had no desire to surround himself with pomp and ceremony; the excessive formality and *punctilio* of the Washington and Adams administrations had been distasteful to him. From the moment of his election, he played down the ceremonial aspects of the presidency. In the White House he often wore a frayed coat and carpet slippers, even to receive the representatives of foreign powers when they arrived, *resplendent* with silk ribbons and a sense of their own importance, to present their *credentials*. At social affairs he paid little heed to the status and seniority of his guests. The guests, carefully chosen to make *congenial* groups, were seated at a round table to encourage general conversation, and the food and wine were first-class. These were ostensibly social occasions—shoptalk was avoided—yet they paid large political dividends.

—Garraty and Carnes, *The American Nation*, 10e, p. 173

1. The word *punctilio* means  
   a. emphasis on etiquette or correctness.  
   b. carelessness.  
   c. history.  
   d. free spending.

2. The word *resplendent* means  
   a. repetitive.  
   b. splendid.  
   c. expensive.  
   d. dull.

3. The word *credentials* means  
   a. gifts.  
   b. political demands.  
   c. official qualifications.  
   d. assistants.

4. The word *congenial* means  
   a. weak.  
   b. agreeable.  
   c. hereditary.  
   d. opposite.
5. The word ostensibly means
   a. seemingly or outwardly.
   b. emotionally.
   c. loudly.
   d. seldom.

Exercise 3

In classrooms across the United States we continue to find marginalized children. The rewards go to the popular, athletic, wealthy and compliant students who conform to dominant social and cultural patterns. Intimidation, bullying and abuse of students who do not conform are far too pervasive. We continue to see program reduction, scheduling conflicts and underfunding in the arts and humanities while the popular athletic programs and the administration enjoy favorable treatment and ample funding. Of course, we do recognize that there are also inequities in funding for some athletics—particularly in so-called “minor” sports and women’s sports—and important administrative programs as well.

—Kincheloe et al., Contextualizing Teaching, p. 43

1. The word compliant means
   a. obedient.
   b. complete.
   c. stubborn.
   d. individual.

2. The word pervasive means
   a. controversial.
   b. widespread.
   c. unheard of.
   d. comfortable.

3. The word ample means
   a. unsatisfactory.
   b. unnecessary.
   c. amount.
   d. abundant.

4. The word inequities means
   a. fairness.
   b. incompetence.
   c. lacking equality.
   d. oversupplies.
Exercise 4

The name *tale* is sometimes applied to any story, whether short or long, true or fictitious. *Tale* being a more evocative name than *story*, writers sometimes call their stories “tales” as if to imply something handed down from the past. But defined in a more limited sense, a *tale* is a story, usually short, that sets forth strange and wonderful events in more or less bare summary, without detailed character-drawing. “Tale” is synonymous with “yarn,” for it implies a story in which the goal is revelation of the marvelous rather than revelation of character. In the English folk tale “Jack and the Beanstalk,” we take away a more vivid impression of the miraculous beanstalk and the giant who dwells at its top than of Jack’s mind or personality. Because such venerable stories were told aloud before someone set them down in writing, the storytellers had to limit themselves to brief descriptions. Probably spoken around a fire, such a tale tends to be less complicated and less closely detailed than a story written for the printed page, whose reader can linger over it. Still, such tales can be complicated. It is not merely greater length that makes a short story different from a tale: a mark of a short story is a fully delineated character.


_____ 1. The word *evocative* means
   a. hidden.
   b. calling forth.
   c. plain.
   d. developed.

_____ 2. The word *synonymous* means
   a. opposite.
   b. dissimilar.
   c. the same.
   d. unnamed.

_____ 3. The word *revelation* means
   a. disclosure.
   b. rebellion.
   c. secret.
   d. celebration.

_____ 4. The word *venerable* means
   a. recent.
   b. religious.
   c. shameful.
   d. time-honored.
Exercise 5

Ancient legends allude to the special qualities of spiders and their webs—qualities that arise from unique properties of molecules. Web builders spin their webs with remarkable speed and agility. A particular web can take only an hour to construct, yet its symmetry and efficacy in capturing insects are without parallel. Silk proteins make a spiderweb remarkably strong and resilient, able to withstand a struggling insect’s attempts to escape. In an orb web, the strands extending straight out from the center of the orb are composed of dry, relatively inelastic proteins; they maintain the web’s position and overall shape. In contrast, the orb’s spiraling strand, which actually captures insects, is wet, sticky, and highly elastic.

—Campbell, Mitchell, and Reece, Biology, 3e, pp. 32-33
5. The word *inelastic* means
   a. highly adaptable.
   b. wet.
   c. unnatural.
   d. not flexible.
SET III. **MAIN IDEA/DETAILS (PASSAGES)**

**Directions:** Read each of the following passages. Then, using your knowledge of the parts of a paragraph (topics, main ideas, topic sentences, details, and transitions), answer the questions that follow each passage.

**Exercise 1**

Sitting at the pinnacle of the American judicial system is the U.S. Supreme Court. The court does much more for the American political system than decide individual cases. Among its most important functions are resolving conflicts among the states and maintaining national supremacy in the law. The Supreme Court also plays an important role in ensuring uniformity in the interpretation of national laws. For example, in 1984 Congress created a federal sentencing commission to write guidelines aimed at reducing the wide disparities in punishment for similar crimes tried in federal courts. By 1989, more than 150 federal district judges had declared the law unconstitutional, and another 115 had ruled it valid. Only the Supreme Court could resolve this inconsistency in the administration of justice, which it did when it upheld the law.

There are nine justices on the Supreme Court: eight associates and one chief justice (only members of the Supreme Court are called justices; all others are called judges). The Constitution does not require this number, however, and there have been as few as six justices and as many as ten. The size of the Supreme Court was altered many times between 1801 and 1869. In 1866, Congress reduced the size of the Court from ten to eight members so that President Andrew Johnson could not nominate new justices to fill two vacancies. When Ulysses S. Grant took office, Congress increased the number of justices to nine, because it had confidence that he would nominate members to its liking. Since then, the number of justices has remained stable.


1. The topic of the first paragraph is the
   a. appeal process.
   b. functions of the Supreme Court.
   c. interpretation of laws.
   d. structure of the federal court system.

2. In the first paragraph, the topic sentence begins with the words
   a. “Sitting at the pinnacle . . .”
   b. “The Court does much more . . .”
   d. “Only the Supreme Court . . .”
3. One transitional phrase used in the first paragraph is
   a. “much more.”
   b. “among the states.”
   c. “for example.”
   d. “which it did.”

4. The topic of the second paragraph is
   a. inconsistencies in the administration of justice.
   b. Constitutional requirements.
   c. the number of Supreme Court justices.
   d. President Andrew Johnson.

5. The main idea of the second paragraph is that
   a. only members of the Supreme Court are called justices.
   b. President Andrew Johnson was prevented from nominating two justices.
   c. Congress was confident that Ulysses Grant would nominate acceptable justices.
   d. The number of Supreme Court justices has fluctuated.

6. In 1866, Congress reduced the size of the Supreme Court because
   a. the Constitution required Congress to do so.
   b. Congress wanted to prevent President Johnson from filling two vacancies.
   c. no judges were qualified to become new Supreme Court justices.
   d. the current justices could not reach a consensus.

Exercise 2

Narratives are stories, and they are often useful as supporting materials in a speech. Narratives give the audience what it wants: a good story. Listeners seem to perk up automatically when a story is told. If the narrative is a personal one, it will likely increase your credibility and show you as a real person. Listeners like to know about speakers, and the personal narrative meets this desire. Notice how you remember the stories noted personalities tell in interviews.

The main value of narration is that it allows you to bring an abstract concept down to specifics. For example, to illustrate friendship and love, you might recount the mythical story of Damon and Pythias. After being sentenced to death for speaking out against the government by the tyrant Dionysius, Pythias asked to be allowed to return home to put his affairs in order. His friend, Damon, volunteered to remain in his place. If Pythias did not return, Damon would be executed. At the appointed time, Pythias did not return. Without animosity toward his friend, Damon prepared for his own execution. But, before the sentence could be carried out, Pythias returned, apologized for his unavoidable delay, and asked that his friend be set free. So impressed
was Dionysius by this friendship that he pardoned Pythias and asked if he could join the two of them in this extraordinary friendship. This brief story illustrates friendship and love in a way that a definition could never do.

—DeVito, *The Elements of Public Speaking*, 7e, p. 164

1. The topic of the first paragraph is
   a. narratives.
   b. supporting materials.
   c. credibility.
   d. interviews.

2. In the first paragraph, the topic sentence begins with the words
   a. “Narratives give . . .”
   b. “Narratives are . . .”
   c. “Listeners seem . . .”
   d. “Listeners like . . .”

3. The topic of the second paragraph is
   a. abstract concepts.
   b. friendship and love.
   c. the main value of narration.
   d. the mythical story of Dionysius and Pythias.

4. One transitional phrase in the second paragraph is
   a. “the main value.”
   b. “for example.”
   c. “at the appointed time.”
   d. “without animosity.”

5. In speeches, narratives are intended to accomplish all of the following *except*
   a. capture the audience’s attention.
   b. increase the speaker’s credibility.
   c. make a specific concept more abstract.
   d. show the speaker as a real person.

Exercise 3

For those who want to use the Web as a serious information resource, the openly democratic nature of the Web undermines the credibility of everything on it. When anyone can publish a work and distribute it as freely as anyone else, there are no editors on hand to squelch information that is unreliable, questionable, or downright misleading. It may be intoxicating to have fast and easy access to millions of documents on thousands of topics, but what good is any of it if you can’t distinguish fact from fiction? To make the Web an effective research tool for
students, business people, and professionals, new skills are needed that go beyond the point-and-click mastery of a particular Web browser. Responsible information consumers need to assess the reliability of their online sources.

Some people have declared the Web useless because it offers so much questionable material and, in some cases, outright garbage. They claim that if you’re truly serious about researching a topic, the local library is still your best bet. If the Web offered nothing more than the contents of newspapers and special interest magazines and books, all mixed up with less credible materials, you might wonder if ease of access justifies all the extra work required to assess reliability.

In fact, there is more to the Web than the online versions of traditional printed materials. Thousands of experts post fascinating pages based on years of experience and hard-won expertise. Many are wholly legitimate and can be trusted. Moreover, many would never publish a book or even write a short article for a magazine, but they are writing their own Web pages.

It would be a shame to reject their expertise just because you need to exercise caution. You also can find lecture notes for college courses and lovingly assembled resource pages on everything from the health problems of dachshunds to sheet music emporia for musicians. Science fiction fans can find spirited discussions of their favorite authors, and mothers can look for advice on solving all kinds of parenting problems (including whether to let children surf the Web).

—Lehnert, Light on the Internet, pp. 60-62

1. The topic of the first paragraph is
   a. information resources.
   b. credibility of Web sources.
   c. online editors.
   d. Web browsers.

2. In the first paragraph, the topic sentence begins with the words
   a. “For those . . .”
   b. “When anyone . . .”
   c. “It may be . . .”
   d. “Responsible information . . .”

3. A key supporting detail in the first paragraph is the phrase
   a. “point-and-click mastery.”
   b. “distinguish fact from fiction.”
   c. “it may be intoxicating.”
   d. “effective research tool.”
4. The main idea of the second paragraph is that
   a. the Web is useless because it offers so much questionable material.
   b. the local library is the best place to research a topic.
   c. people wonder if easy access to the Web justifies having to assess its reliability.
   d. people think the Web only offers the contents of newspapers.

5. The topic of the third paragraph is
   a. traditional print materials.
   b. types of online information.
   c. online authors.
   d. online lecture notes.

6. In the third paragraph, the topic sentence begins with the words
   a. “In fact . . .”
   b. “Thousands of . . .”
   c. “You also . . .”
   d. “Science fiction . . .”

7. One transitional word used in the third paragraph is
   a. “traditional.”
   b. “moreover.”
   c. “caution.”
   d. “kinds.”

Exercise 4

Animal diets vary enormously, and so do methods of feeding. Certain parasites—tapeworms, for instance—are absorptive feeders; lacking a mouth or digestive tract, they absorb nutrients through their body surface. In contrast, the majority of animals, including the great whales, are ingestive feeders; they eat (ingest) living or dead organisms, either plants or animals or both, through a mouth.

Animals that ingest both plants and animals are called omnivores. We humans are omnivores, as are crows, cockroaches, and raccoons. In contrast, plant-eaters, such as cattle, deer, gorillas, and a vast array of aquatic species that graze on algae are called herbivores. Carnivores, such as lions, sharks, hawks, spiders, and snakes, eat other animals.

Ingestive feeders use several different mechanisms to obtain their food. Suspension feeders extract food particles suspended in the surrounding water. Substrate feeders live in or on their food source and eat their way through the food. Fluid feeders obtain food by sucking nutrient-rich fluids from a living host, either a plant or an animal.
Rather than filtering food from water, eating their way through a substrate, or sucking fluids, most animals are bulk feeders, meaning they ingest relatively large pieces of food. A bulk feeder uses equipment such as tentacles, pincers, claws, poisonous fangs, or jaws and teeth to kill their prey, to tear off pieces of meat or vegetation, or to take mouthfuls of animal or plant products.

—Campbell et al., *Biology*, 3e, p. 430

____ 1. The topic of the first paragraph is
   a. animal diets.
   b. ingestive feeders.
   c. how animals ingest their food.
   d. absorptive feeders.

____ 2. The main idea of the first paragraph is that
   a. methods of feeding vary among animals.
   b. tapeworms do not have a mouth or digestive tract.
   c. the majority of animals eat through a mouth.
   d. animals eat a wide variety of foods.

____ 3. The topic of the second paragraph is
   a. omnivores.
   b. herbivores.
   c. carnivores.
   d. three animal diets.

____ 4. The main idea of the second paragraph is that
   a. animals can be classified omnivores, herbivores, or carnivores.
   b. humans eat both plants and animals.
   c. a wide array of aquatic species graze on algae.
   d. carnivores consist of lions, sharks, hawks, spiders, and snakes.

____ 5. The topic of the third paragraph is
   a. who ingestive feeders are.
   b. how ingestive feeders obtain food.
   c. what ingestive feeders eat.
   d. where ingestive feeders live.

____ 6. In the third paragraph, the topic sentence begins with the words
   a. “Ingestive feeders . . .”
   b. “Suspension feeders . . .”
   c. “Substrate feeders . . .”
   d. “Fluid feeders . . .”
7. The topic of the fourth paragraph is
   a. how bulk feeders eat.
   b. the equipment of bulk feeders.
   c. what bulk feeders eat.
   d. animals that are considered bulk feeders.

8. Bulk feeders eat by
   a. filtering food particles from water.
   b. eating their way through the food source they live in or on.
   c. sucking fluids from a living host.
   d. using equipment such as teeth to ingest relatively large pieces of food.

Exercise 5

Some young people, known generally as hippies, were so “turned off” by the modern world that they retreated from it, finding refuge in communes, drugs, and mystical religions, often wandering aimlessly from place to place. During the 1960s and 1970s, groups of them could be found in every big city in the United States and Europe.

The hippies developed a counterculture so directly opposite to the way of life of their parents’ generation as to suggest to critics that they were still dominated by the culture they rejected. They wore old blue jeans and (it seemed) any nondescript garments they happened to find at hand. Males hippies wore their hair long and grew beards. Females avoided makeup and other devices more conventional women used to make themselves more attractive to men. Both sexes rejected the old Protestant ethic; being part of the hippie world meant not caring about money or material goods or power over other people. Love was more important than money or influence, feelings more significant than thought, natural things superior to anything manufactured.

—Garraty and Carnes, The American Nation, 10e, pp. 878-79

1. The topic of the first paragraph is
   a. communes.
   b. drugs.
   c. mystical religions.
   d. hippies.

2. The main idea of the first paragraph is that
   a. groups of hippies could be found in every major city.
   b. hippies rejected the modern world and retreated from it.
   c. hippies lived in communes.
   d. hippies wandered aimlessly from place to place.
Exercise 6

In contrast to a benign tumor, a malignant tumor is cancerous. It is a mass of cancer cells, which are capable of spreading into neighboring tissues and often to other parts of the body. Arising from a single cancer cell, a malignant tumor displaces normal tissue as it grows. If the tumor is not killed or removed, some of the cancer cells spread into the surrounding tissues, enlarging the tumor. Cells may split off from the tumor, invade the circulatory system (lymph vessels and blood vessels), and travel to new locations, where they can form new tumors. The spread of cancer cells beyond their original site is called metastasis.

Cancers are named according to the organ or tissue in which they originate. For simplicity, they are grouped into four categories. Carcinomas are cancers that originate in the external or internal coverings of the body, such as the skin or the lining of the intestines. Sarcomas arise in tissues that support the body, such as bone and muscle. Cancers of blood-forming tissues, such as bone marrow, spleen, and lymph nodes, are called leukemias and lymphomas.

—Campbell et al., Biology, 3e, p. 137
Exercise 7

Removing a discredited president before the end of a term is not easy. The Constitution prescribes the process through impeachment, which is roughly the political equivalent of an indictment in criminal law. The House of Representatives may, by majority vote, impeach the president for “Treason, Bribery, or other High Crimes and Misdemeanors.” Once the House votes for impeachment, the case goes to the Senate, which tries the accused president, with the chief justice of the Supreme Court presiding. By a two-thirds vote, the Senate may convict and remove the president from office.

Only two presidents have been impeached. The House impeached Andrew Johnson, Lincoln’s successor, in 1868 on charges stemming from his disagreement with radical Republicans. He narrowly escaped conviction. Richard Nixon came as close to impeachment as anyone since. On July 31, 1974, the House Judiciary Committee voted to recommend his impeachment to the full House as a result of the Watergate scandal. Nixon escaped a certain vote for impeachment by resigning. In 1998, the House voted two articles of impeachment against President Clinton on party-line votes. The public clearly opposed the idea, however, and the Senate voted to acquit the president on both counts in 1999.

—Edwards et al., Government in America, 9e, pp. 415-16
1. The topic of the first paragraph is
   a. impeachment.
   b. criminal indictment.
   c. term limits.
   d. treason.

2. In the first paragraph, the topic sentence begins with the words
   a. “Removing a discredited president . . .”
   d. “Once the House . . .”

3. The topic of the second paragraph is
   a. presidents who have been impeached.
   b. Andrew Johnson.
   d. President Clinton’s acquittal.

4. In the second paragraph, the topic sentence begins with the words
   a. “Only two . . .”
   c. “Nixon escaped . . .”
   d. “The public . . .”

5. The author compares impeachment to
   a. high crimes and misdemeanors.
   b. conviction.
   c. removal from office.
   d. an indictment in criminal law.

Exercise 8

The desert nomads, or Bedouin, lived according to ancient tribal patterns; at the head of the tribe was the male elder, or shaykh, elected and advised by the heads of the related families comprising the tribe. These men claimed authority based on family connections and personal merit. Tribes tended to be made up of three-generation families employing a gendered division of labor. The Bedouin led a precarious existence, moving their flocks from one pasture to the next, often following set patterns of migration. Aside from maintaining their herds, these nomads traded animal products for goods from the settled areas. They also relied on plunder from raids on settlements, on passing caravans, and on one another. Their nomadic existence, its hardships, and the beauty of the desert landscape are all celebrated in the poetry of pre-Islamic Arabia.
Although Bedouin society was patriarchal, women enjoyed a great degree of independence. They engaged in business and commerce and could sometimes wed men of their own choosing. However, as in all traditional agricultural societies, women were under the protection of men, and the honor of the tribe was vested in the sexual honor of the women. The relative freedom of the Bedouin sprang from the realities of life in the desert, as did their values and ethics. One rule of conduct was unqualified hospitality to strangers. A nomad never knew when the care of a stranger might be essential to provide the necessary water and shade to save his or her own life.

The Bedouin of the seventh century did not have a highly structured religious system. They apparently looked at life as a brief time during which to take full advantage of daily pleasure. Ideas of an afterlife were not well defined or described. The Bedouin were animists; they worshipped a large number of gods and spirits, many of whom they believed to inhabit trees, wells, and stones. Each tribe had its own gods, sometimes symbolized by sacred stones.

—Brummett et al., Civilization Past & Present, 9e, pp. 246-47

1. The topic of the first paragraph is
   a. tribal patterns.
   b. desert nomads, or Bedouin.
   c. the gendered division of labor.
   d. the poetry of pre-Islamic Arabia.

2. In the first paragraph, the topic sentence begins with the words
   b. “These men claimed . . .”
   c. “Aside from maintaining . . .”
   d. “Their nomadic existence . . .”

3. The head of a Bedouin tribe was a
   a. female elder who inherited the role from her mother.
   b. male elder who inherited the role from his father.
   c. male elder who was elected and advised by the heads of the tribe’s families.
   d. religious leader who was appointed by the Arabian king.

4. The topic of the second paragraph is
   a. rules of conduct.
   b. women in Bedouin society.
   c. business and commerce.
   d. the realities of desert life.

5. One transition used in the second paragraph is
   a. “. . . a great degree . . .”
   b. “However . . .”
   c. “One rule . . .”
   d. “. . . his or her . . .”
Exercise 9

To be part of an audience in a theater is an experience far different from reading a story in solitude. Expectant as the house lights dim and the curtain rises, we become members of a community. The responses of people around us affect our own responses. We, too, contribute to the community’s response whenever we laugh, sigh, applaud, murmur in surprise, or catch our breath in excitement. In contrast, when we watch a movie alone by means of a videocassette recorder—say, a slapstick comedy—we probably laugh less often than if we were watching the same film in a theater, surrounded by a roaring crowd. Of course, no one is spilling popcorn down the back of our necks. Each kind of theatrical experience, to be sure, has its advantages.

A theater of live actors has another advantage: a sensitive give-and-take between actors and audience. Such rapport, of course, depends on the actors being skilled and the audience being perceptive. Although professional actors may try to give a top-class performance on all occasions, it is natural for them to feel more keenly inspired by a lively, appreciative audience than by a dull, lethargic one. No doubt a large turnout of spectators also helps draw the best from performers on stage: the *Othello* you get may be somewhat less inspired if you are part of an audience that may be counted on the fingers of one hand. At any rate, as veteran playgoers well know, something unique and wonderful can happen when good actors and a good audience respond to each other.


1. In the first paragraph, the topic sentence begins with words
   a. “To be part . . .”
   b. “We, too, contribute . . .”
   c. “Of course . . .”
   d. “Each kind . . .”

2. The main idea of the first paragraph is that
   a. there are some advantages to watching films at home.
   b. being part of an audience affects our experience of a story.
   c. watching a movie at home has more advantages than seeing a movie at a theater.
   d. experiencing a story in a theater is better than reading the story alone.
Exercise 10

Goods can be related in two ways: Two goods are **substitutes** if the demand for one rises when the price of the other rises or if demand falls when the price of the other falls. Examples of these are Coca-Cola and Pepsi, tea and coffee, stocks and bonds, natural gas and electricity. Some goods, such as Coca-Cola and Pepsi, are very close substitutes, and others, like telephones and carrier pigeons, are very distant ones.

Two goods are **complements** if the demand for one rises when the price of the other falls or when the demand for one falls when the price of the other rises. Examples of complements are automobiles and gasoline, bread and butter, dress shirts and neckties, and computer games and home computers. When goods are complements, the two goods are used jointly (automobiles plus gasoline equals automobile transportation). An increase in the price of one good increases the price of the joint product, causing less of the joint product to be demanded. As the price of gasoline rises, automobile transportation becomes more expensive. As people cut back on automobile transportation, the demand of automobiles falls.

—Gregory, *Essentials of Economics*, 4e, p. 39
2. The main idea of the first paragraph is that
   a. Coca-Cola and Pepsi are close substitutes.
   b. telephones and carrier pigeons are distant substitutes.
   c. goods are substitutes if the demand for one rises or falls when the price of the other rises or falls.
   d. goods are either very close or very distant substitutes, depending on demand and price.

3. The topic of the second paragraph is
   a. the demand curve.
   b. the price of gasoline.
   c. goods as complements.
   d. price increases.

4. In the second paragraph, the topic sentence begins with the words
   a. “Two goods are . . .”
   b. “Examples of . . .”
   c. “An increase . . .”
   d. “As the price . . .”

5. Two goods are complements if the demand for one rises when the
   a. price of the other rises.
   b. price of the other falls.
   c. demand for the other rises.
   d. quality of the other rises.

6. Examples of two goods that are substitutes are
   a. automobiles and gasoline.
   b. bread and butter.
   c. computer games and home computers.
   d. tea and coffee.
SET IV.  THOUGHT PATTERNS (PASSAGES)

Directions: Read each of the following passages. Then, using your knowledge of thought patterns, answer the questions that follow each passage.

Exercise 1

The art and science of making objects from clay is called ceramics. A person who works with clay is called a potter or a ceramist. A wide range of objects, including tableware, dishes, sculpture, bricks, and many kinds of tiles, are made of clay. Most of the basic ceramic materials were discovered, and processes developed, thousands of years ago.

Clays are generally categorized in one of three broad types. Earthenware is typically fired at a relatively low temperature, and is porous after firing. It may vary in color from red to brown to tan. Earthenware is the most common of the three types, and a great many of the world’s pots have been made from it. Stoneware is fired at a higher temperature and is not porous. Its color is usually grayish or brown. Combining strength with easy workability, stoneware is the preferred medium of most of today’s art potters. Porcelain is the rarest and most expensive of the three types. Made from deposits of decomposed granite, it becomes white and translucent after firing at a typically high temperature. Also nonporous, it rings when struck. Porcelain was first developed in China, and even today in England and America the finest white dishes are called “China,” no matter where they are made.

The ceramic process is relatively simple. Potters create functional pots or purely sculptural forms from soft, damp clay using hand-building methods such as slab, coil, or modeling, or by throwing—that is, by shaping clay on a rapidly revolving wheel. After shaping, a piece is thoroughly dried. Next it is fired in a kiln (a kind of oven) where heat chemically transforms the clay into a hard, stonelike substance.

—adapted from Preble and Preble, Aftforms, 7e, p. 213

1. The primary thought pattern in the first paragraph is
   a. classification.
   b. definition.
   c. chronological order.
   d. cause and effect.
2. The primary thought pattern in the second paragraph is
   a. classification.
   b. chronological order.
   c. process.
   d. cause and effect.

3. The primary thought pattern in the third paragraph is
   a. definition.
   b. comparison and contrast.
   c. classification.
   d. process.

4. The most common type of clay is
   a. earthenware.
   b. stoneware.
   c. porcelain.
   d. China.

5. Stoneware is the preferred medium of most art potters today because it
   b. becomes porous after firing.
   c. becomes white and translucent after firing.
   d. combines strength with easy workability.
   e. is the most colorful.

6. The process of shaping clay on a rapidly revolving wheel is known as
   a. hand-building.
   b. throwing.
   c. modeling.
   d. firing.

Exercise 2

We have found many similarities between the Earth and other terrestrial worlds, and also some important differences. For example, the Earth’s surface is shaped by the same four geological processes (impact cratering, volcanism, tectonics, and erosion) that shape other worlds, but Earth is the only planet on which the lithosphere is clearly broken into plates that move around in what we call plate tectonics. The Earth’s atmosphere show even more substantial differences from the atmospheres of its neighbors: It is the only planet with significant atmospheric oxygen and the only terrestrial world with an ultraviolet-absorbing stratosphere.

But the greatest differences between Earth and other worlds lie in two features totally unique to Earth. First, the surface of the Earth is covered by huge amounts of water. Oceans cover nearly three-fourths of the Earth’s surface. Water is also significant on land, where it flows through
streams and rivers, fills lakes and underground water tables, and sometimes lies frozen in glaciers. Frozen water covers nearly the entire continent of Antarctica in the form of the southern ice cap. The northern ice cap sits atop the Arctic Ocean and covers the large island of Greenland. Water plays such an important role that some scientists treat it as a distinct planetary layer, called the **hydrosphere**, between the lithosphere and the atmosphere.

The second totally unique feature of Earth is its diversity of life. We find life nearly everywhere on Earth’s surface, throughout the oceans, and even underground. The layer of life on Earth is sometimes called the **biosphere**. The biosphere helps shape many of the Earth’s physical characteristics. For example, the biosphere explains the presence of oxygen in Earth’s atmosphere. Without life, Earth’s atmosphere would be very different.

—adapted from Bennett et al., *The Cosmic Perspective*, 2e, p. 352

1. The primary thought pattern in the first paragraph is
   a. comparison and contrast.
   b. cause and effect.
   c. classification.
   d. chronological order.

2. The primary thought pattern in paragraph 2 is
   a. statement and clarification.
   b. comparison and contrast.
   c. definition.
   d. classification.

3. The primary thought pattern in paragraph 3 is
   a. generalization and example.
   b. cause and effect.
   c. chronological order.
   d. process.

4. One way that Earth is similar to other terrestrial planets is that
   a. significant atmospheric oxygen is present on Earth and on other planets.
   b. the lithosphere on Earth and on other planets is broken into movable plates.
   c. its surface was shaped by the same processes that shaped other worlds.
   d. an ultraviolet-absorbing stratosphere is common to Earth and other planets.

5. Throughout the passage, the authors are comparing and contrasting
   a. North and South America.
   b. water and diversity of life.
   c. Antarctica and Greenland.
   d. Earth and other planets.
6. The term *biosphere* refers to the
   a. sections of frozen water covering Earth.
   b. layer of life on Earth.
   c. geological process that formed Earth’s surface.
   d. presence of water underground the Earth’s surface.

**Exercise 3**

A hair has three concentric layers of cells. Its central core, the medulla, consists of large cells and air spaces. The medulla is absent in fine hairs. The cortex, a bulky layer surrounding the medulla, consists of several layers of flattened cells. The outermost cuticle is formed from a single layer of cells that overlap one another from below like shingles on a roof. This arrangement helps to keep neighboring hairs apart so that the hair does not mat. The cuticle provides strength and helps keep the inner layers tightly compacted.

The rate of hair growth varies from one body region to another and with sex and age, but it averages 2mm per week. Each follicle goes through growth cycles. In each cycle, an active growth phase is followed by a resting phase, when the hair matrix is inactive and the follicle base and hair bulb atrophy somewhat. After the resting phase, the matrix proliferates again and forms a new hair to replace the old one that has fallen out or will be pushed out by the new hair.

Hair thinning can be induced by factors that upset the normal balance between hair loss and replacement. Outstanding examples are acutely high fever, surgery, or severe emotional trauma, and certain drugs. Protein-deficient diets and lactation lead to hair thinning because new hair growth stops when protein is not available or is being used for milk production. In all of these cases, hair regrows if the cause of thinning is removed or corrected. However, hair loss due to severe burns, excessive radiation, or other factors that eliminate the follicles, is permanent.

—adapted from Marieb, *Anatomy & Physiology*, pp. 135-138

1. The primary thought pattern in the first paragraph is
   a. chronological order.
   b. spatial order.
   c. order of importance.
   d. process.

2. The primary thought pattern in the second paragraph is
   a. comparison and contrast.
   b. definition.
   c. classification.
   d. process.
3. The primary thought pattern in the third paragraph is
   a. comparison and contrast.
   b. chronological order.
   c. cause and effect.
   d. order of importance.

4. The layer of a hair that provides strength and keeps the hair from matting is the
   a. follicle.
   b. cuticle.
   c. cortex.
   d. medulla.

5. In the second paragraph, the word *proliferates* means
   a. grows.
   b. rests.
   c. falls out.
   d. destroys.

6. Of the following factors, the only one that causes permanent hair loss is
   a. acutely high fevers.
   b. protein-deficient diets.
   c. excessive radiation.
   d. severe emotional trauma.

**Exercise 4**

In early U.S. society, feminism met with strong opposition—both by men who had privilege
to lose and by women who accepted their status as morally correct. In 1916, feminists, then
known as suffragists, founded the National Women’s Party. In January 1917, they formed a
picket line around the White House. After picketing continuously for six months, the picketers
were arrested. Hundreds were sent to prison, including leaders of the National Women’s Party.

This “first wave” of the women’s movement had a radical branch that wanted to reform all
the institutions of society, and a conservative branch that concentrated on winning the vote for
women. The conservative branch dominated, and after the vote was won in 1920 the movement
basically dissolved.

The “second wave” began in the 1960s. Up to this time, most women thought of work as a
temporary activity intended to fill the time between completing school and getting married. As
more women took jobs, however, and many began to think of paid work as a career, they started
to compare their working conditions with those of men. This shift in their reference group
radically changed the way they viewed their working conditions. The result was a “second wave”
of protest and struggle against gender inequalities. The goals of this second wave (which continues today) are broad—they range from changing women’s work roles to changing policies on violence against women.

This second wave of the women’s movement also has its liberal and conservative branches. Although each holds a different view of what gender equality should look like, the two share several goals, including equality in job opportunities and pay. Both liberals and conservatives have a radical wing. The radicals on the liberal side call for hostility toward men; radicals on the conservative side favor a return to traditional family roles. All factions claim to represent the “real” needs of today’s women. It is from these claims and counterclaims that the women’s movement will continue to take shape and affect public policy.

—adapted from Henslin, Sociology, 6e, pp. 320-321

1. The primary thought pattern in the first paragraph is
   a. process.
   b. classification.
   c. chronological order.
   d. comparison and contrast.

2. The primary thought pattern in the second paragraph is
   a. classification.
   b. definition.
   c. generalization and example.
   d. comparison and contrast.

3. The primary thought pattern in the third paragraph is
   a. cause and effect.
   b. spatial order.
   c. enumeration.
   d. definition.

4. The clue phrase that helps identify the pattern used in the third paragraph is
   a. “. . . in the 1960s.”
   b. “Up to this time . . .”
   c. “. . . however . . .”
   d. “The result was . . .”

5. The primary thought pattern in the fourth paragraph is
   a. cause and effect.
   b. comparison and contrast.
   c. chronological order.
   d. process.
6. The second wave of feminism was triggered by
   a. the arrest of the leaders of the National Women’s Party.
   b. public policies on violence toward women.
   c. a change in how women viewed work roles.
   d. the struggle to win the vote for women.

7. One goal that the liberal and conservative branches of feminism share is
   a. reformation of all the institutions of society.
   b. equality in job opportunities and pay.
   c. a return to traditional family roles.
   d. increased hostility toward men.

8. The type of evidence used throughout this passage consists of
   a. statistics.
   b. analogies.
   c. opinions.
   d. historical facts.

Exercise 5

Touch communication (also called haptics) is perhaps the most primitive form of nonverbal communication. Touch develops before the other senses; a child is stimulated by touch even in the womb. Soon after birth, the child is caressed, patted, and stroked. In turn, the child explores its world through touch and quickly learns to communicate a variety of meanings through touch.

Touching varies greatly from one culture to another. For example, African Americans touch each other more than European Americans, and touching declines from kindergarten to the sixth grade for European Americans but not for African American children. Japanese people touch each other much less than Anglo-Saxons, who in turn touch much less than southern Europeans.

Researchers studying nonverbal communication have identified the major meanings of touch. Here are five of the most important.

- Touch may communicate such positive emotions as support, appreciation, inclusion, sexual interest or intent, and affection.
- Touch often communicates playfulness, affectionately or aggressively.
- Touch may also control or direct the behaviors, attitudes, or feelings of another person. In attention getting, for example, you touch the person to gain his or her attention, as if to say, “Look at me,” or, “Look over here.”
- Ritual touching centers on greetings and departures, for example, shaking hands or hugging when greeting or saying farewell.
Task-related touching occurs while you are performing some function—for example, removing a speck of dust from another person’s face or helping someone out of a car.

—adapted from DeVito, Essentials of Human Communication, 4e, pp. 139-140

1. The primary thought pattern in the first paragraph is
   a. classification.
   b. spatial order.
   c. statement and clarification.
   d. enumeration.

2. The primary thought patterns in the second paragraph include both contrast and
   a. generalization and example.
   b. definition.
   c. process
   d. chronological order.

3. The contrast being made in the third paragraph is between
   a. men and women.
   b. adults and children.
   c. Americans and Japanese people.
   d. people of different cultures.

4. The primary thought pattern in the third paragraph is
   a. definition.
   b. enumeration.
   c. process.
   d. comparison and contrast.

5. An example of task-related touching is
   a. communicating playfulness in an affectionate way.
   b. trying to gain someone’s attention by waving.
   c. hugging someone to say hello or goodbye.
   d. helping someone out of a car.

6. The cultural group who engages in touching the least is
   a. African Americans.
   b. European Americans.
   d. southern Europeans.
ANSWER KEY TO ADDITIONAL PRACTICE EXERCISES

SET I

Exercise 1
1. b 6. d
2. c 7. a
3. c 8. b
4. c 9. c
5. c 10. a

Exercise 2
1. c 6. c
2. a 7. d
3. a 8. c
4. b 9. d
5. b 10. b

Exercise 3
1. b 6. d
2. c 7. d
3. a 8. d
4. a 9. c
5. c 10. d

Exercise 4
1. b 6. c
2. d 7. d
3. a 8. b
4. b 9. c
5. b 10. d

Exercise 5
1. a 6. b
2. c 7. d
3. a 8. c
4. b 9. a
5. b 10. d
Exercise 6
1. a 6. c
2. c 7. b
3. a 8. c
4. b 9. a
5. b 10. d

SET II

Exercise 1
1. b
2. a
3. c
4. a
5. d

Exercise 2
1. a
2. b
3. c
4. b
5. a

Exercise 3
1. a
2. b
3. d
4. c

Exercise 4
1. a
2. c
3. a
4. d
5. c
Exercise 5
1. b
2. a
3. c
4. b
5. d

SET III

Exercise 1
1. b
2. b
3. c
4. c
5. d
6. b

Exercise 2
1. a
2. b
3. c
4. b
5. c

Exercise 3
1. b
2. d
3. d
4. c
5. b
6. a
7. b
Exercise 4
1. c
2. a
3. d
4. a
5. b
6. a
7. a
8. d

Exercise 5
1. d
2. b
3. a
4. d

Exercise 6
1. b
2. a
3. d
4. a
5. c

Exercise 7
1. a
2. a
3. a
4. a
5. d

Exercise 8
1. b
2. a
3. c
4. b
5. b
6. d
Exercise 9
1. a
2. b
3. c
4. b
5. d

Exercise 10
1. b
2. c
3. c
4. a
5. b
6. d

SET IV

Exercise 1
1. b
2. a
3. d
4. a
5. c
6. b

Exercise 2
1. a
2. a
3. a
4. c
5. d
6. b

Exercise 3
1. b
2. d
3. c
4. b
5. a
6. c
Exercise 4

1. c
2. d
3. a
4. d
5. b
6. c
7. b
8. d

Exercise 5

1. c
2. a
3. d
4. b
5. d
6. c
CREDITS

Mastery Test, Chapter 2


Mastery Test, Chapter 4


Mastery Test, Chapter 5


Mastery Test, Chapter 7


Mastery Test, Chapter 8


Mastery Test, Chapter 11


Mastery Test, Chapter 12


Mastery Test, Chapter 13


*Mastery Test, Chapter 14*


*Mastery Test, Chapter 17*


*Mastery Test, Chapter 18*


*Practice Exercises (Set II)*


*Practice Exercises (Set III)*


Practice Exercises (Set IV)


