

**** This version of the Instructor's Manual does not include the material related to the Additional Textbook Readings. This content will be placed in the Instructor's Manual shortly and re-posted. We apologize for any inconvenience.****

INSTRUCTOR'S MANUAL AND TEST BANK

to accompany

Henry

The Master Reader Third Edition

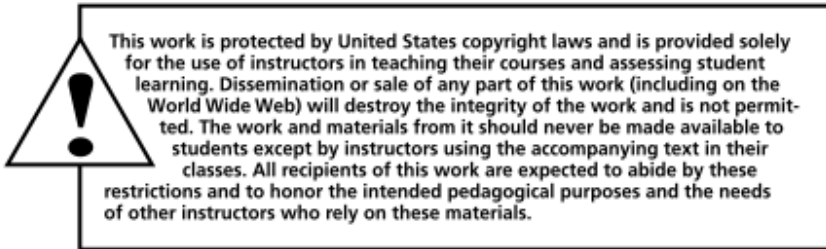
Loretta Rodgers
Eastfield Community College

and

Mary M. Dubbé
Thomas Nelson Community College

Longman

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
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Instructor's Manual and Test Bank to accompany Henry, *The Master Reader*, Third Edition by Loretta Rodgers and Mary M. Dubbé

Senior Acquisitions Editor: Kate Edwards
Senior Supplements Editor: Donna Campion
Electronic Page Makeup: Teresa Ward

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Table of Contents

Instructor Resource Center	v
Developmental Reading Student Supplements	vii
Introduction	xiii
PART I: CHAPTER STRATEGIES	1
Course Introduction	3
Chapter 1. A Reading System for Master Readers	9
Chapter 2. Vocabulary Skills	18
Chapter 3. Stated Main Ideas	40
Chapter 4. Implied Main Ideas and Implied Central Ideas	49
Chapter 5. Supporting Details	54
Chapter 6. Outlines and Concept Maps	65
Chapter 7. Transitions and Thought Patterns	71
Chapter 8. More Thought Patterns	78
Chapter 9. Fact and Opinion	95
Chapter 10. Tone and Purpose	104
Chapter 11. Inferences	111
Chapter 12. The Basics of Argument	118
Chapter 13. Advanced Argument: Persuasive Techniques	124
PART II: INSTRUCTOR'S MANUAL SUPPLEMENT	133
Fry Graph Readability Chart for Additional Readings	135
Sample Syllabus	136
Book Group Introduction	139
Book Review Form	140
Sample Book Review	142
Book Club Selected Titles with Websites	143

Book Selection Quizzes	145
PART III: PRACTICE TESTS	163
Practice for the Florida College Basic Skills Exit Test	165
Answer Key for Post-Test (Practice for the Florida College Basic Skills Exit Test).....	177
Practice for the Texas Higher Education Assessment (THEA) Exit Test	178
Answer Key to THEA Reading Exit Post-Test	194
Post-Test for <i>The Master Reader</i>	195
Answers to the Post-Test for <i>The Master Reader</i>	208
PART IV: INSTRUCTOR’S MANUAL ANSWER KEY	209
TEST BANK.....	217

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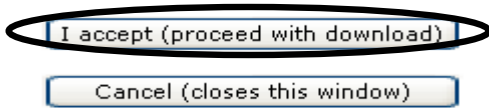
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DEVELOPMENTAL READING STUDENT SUPPLEMENTS

PRINT SUPPLEMENTS

The Oxford American Desk Dictionary and Thesaurus, 2/e (0-425-18068-9)

From the Oxford University Press and Berkley Publishing Group comes this one-of-a-kind reference book that combines both of the essential language tools—dictionary and thesaurus—in a single, integrated A-to-Z volume. The 1,024-page book offers more than 150,000 entries, definitions, and synonyms so you can find the right word every time, as well as appendices of valuable quick-reference information including: signs and symbols, weights and measures, presidents of the United States, U.S. states and capitals, and more.

The Oxford Essential Thesaurus, 1/e (0-536-35520-7)

From the Oxford University Press, renowned for quality educational and reference works, comes this concise, easy-to-use thesaurus—the essential tool for finding just the right word for every occasion. The 528-page book includes 175,000 synonyms in a simple A-to-Z format, more than 10,000 entries, extensive word choices, example sentences and phrases, and guidance on usage, punctuation, and more in an exclusive “Writers Toolkit.”

Q: Could your students use a quick-reference review sheet containing the basic vocabulary skills?

Vocabulary Skills Study Cards (0-321-31802-1)

Colorful, affordable, and packed with useful information, Longman’s Vocabulary Study Card is a concise, 8-page reference guide to developing key vocabulary skills, such as learning to recognize context clues, reading a dictionary entry, and recognizing key root words, suffixes, and prefixes. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

Q: Could your students use a quick-reference review sheet containing the basic reading skills?

Reading Skills Study Card (0-321-33833-2)

Colorful, affordable, and packed with useful information, Longman’s Reading Skills Study Card is a concise, 8-page reference guide to help students develop basic reading skills, such as concept skills, structural skills, language skills, and reasoning skills. Laminated for durability, students can keep this Study Card for years to come and pull it out whenever they need a quick review.

Q: Do you require your students to have a planner?

Pearson Student Planner (0-205-66301-X)

This useful supplement provides students with a space to plan and think about their work with a working area (including calendars, studying tips, and other valuable materials), and a daily planner for students including daily, weekly, and monthly calendars.

Q: Do you require your students to have a journal?

The Longman Reader’s Journal, by Kathleen McWhorter (Student / 0-321-08843-3)

The first journal for readers, The Longman Reader’s Journal offers a place for students to record their reactions to and questions about any reading.

Q: Would a student-friendly guide on study skills be beneficial to your course?

10 Practices of Highly Effective Students (Student / 0-205-30769-8)

This study-skills supplement includes topics such as time management, test taking, critical reading, stress, and motivation.

TEXTBOOK CHAPTERS

The Pearson Textbook Reader, Third Edition (0-205-75118-0)

The reader offers six complete chapters from our textbooks: business, allied health, mathematics, history, humanities and psychology. Each chapter includes additional comprehension quizzes, critical-thinking questions, and group activities.

Longman Literature for College Readers Series

This collection was designed to maximize students' reading and writing abilities through a rich literature collection by a diverse array of authors. Each text guides developmental readers step-by-step through mastering works of fiction and nonfiction by surrounding the selections with rich pedagogy, including exercises, questions, and writing prompts.

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Literature Anthologies (edited by Yvonne Sisko)

American 24-Karat Gold, 3/e (0-205-61765-4)

Looking at Literature (0-321-27670-1)

Sterling Stories, 2/e (0-321-36523-2)

World of Stories, 2/e (0-205-61766-2)

Longman Annotated Editions

Appelbaum / Sisko (editors) *Dracula (Longman Annotated Novel)* (0-205-53308-6)

Coleman / Sisko (editors) *The Scarlet Letter (Longman Annotated Novel)* (0-205-53252-7)

Davis / Sisko (editors) *The Red Badge of Courage (Longman Annotated Novel)* (0-205-53253-5)

Doss / Sisko (editors) *Frankenstein (Longman Annotated Novel)* (0-205-53309-4)

Sisko (editor), *The Secret Adversary (Longman Annotated Novel)* (0-205-53256-X)

Penguin Discount Novel Series

In cooperation with Penguin Putnam, Inc., Pearson is proud to offer a variety of Penguin paperbacks at a significant discount when packaged with any Pearson title. Excellent additions to any developmental reading course, Penguin titles give students the opportunity to explore contemporary and classical fiction and drama. The available titles include works by authors as diverse as Toni Morrison, Julia Alvarez, Mary Shelley, and Shakespeare. To review the complete list of titles available, visit the Pearson-Penguin Putnam website: <http://www.pearsonhighered.com/penguin>.

Students Helping Students® Series

These helpful guides, written and edited by college students and recent grads, allow current students to learn from their peers' experience. The candid, practical advice gives a straightforward story on how to deal with challenges and get through college. (Show list at www.etipsforgrades.com.)

Titles include:

Navigating Your Freshman Year

Have No Career Fear

Fishing for a Major

Getting Through College Without Going Broke

Choose the Right College and Get Accepted

Tackling the College Paper

Multimedia Offerings

Interested in incorporating online materials into your course? Longman is happy to help. Our regional technology specialists provide training on all of our multimedia offerings.

Pearson MyReadingLab (<http://www.myreadinglab.com>)

MyReadingLab (www.myreadinglab.com)

Powered by two reading practice engines, the new version of MyReadingLab provides diagnostics, practice, tests, and reporting on reading skills from the best-selling Reading Road Trip and on student reading levels with the Lexile Framework for Reading developed by Metametrics™, an educational measurement expert.

Reading Skills, based on the best-selling reading-skill tutorial Reading Road Trip, has been thoroughly revised and redesigned with added and revised exercises, a new mastery-based format, open-ended questions, and the instructor's ability to reorganize the arrangement of topics.

A newly added Lexile system (modified Cloze-tests and scoring algorithms) developed by MetaMetrics permits instructors to assess students' reading levels, and offers quantifiable data to measure reading-level advancement.

Personalized student study plans within MyReadingLab are made for students based on results of the diagnostic pre-test and organization of topics established by the instructor.

Comprehensive assessment is available for students and instructors. Students can monitor their progress via their personal gradebook; instructors can monitor progress at the individual level or class level.

In addition to the unparalleled practice MyReadingLab offers, students also receive complimentary access to three acclaimed Pearson websites: Vocabulary Website, Study Skills Website, and Research Navigator.

MySkillsLab 2.0 (www.myskillslab.com)

This exciting website houses all the media tools any developmental English student will need to improve his or her reading, writing, and study skills, and all in one easy-to-use place.

The Longman Vocabulary Web Site (<http://www.ablongman.com/vocabulary>)

This unique website features hundreds of exercises in ten topic areas to strengthen vocabulary skills. Students will also benefit from "100 Words That All High School Graduates Should Know," a useful resource that provides definitions for each of the words on this list, vocabulary flashcards, and audio clips to help facilitate pronunciation skills. *Open access.*

Longman Study Skills Website (<http://www.ablongman.com/studyskills>)

This site offers hundreds of review strategies for college success, time- and stress-management skills, study strategies, and more. Students can take a variety of assessment tests to learn about

their organizational skills and learning styles, with follow-up quizzes to reinforce the strategies they have learned. *Open access.*

STATE SPECIFIC SUPPLEMENTS

For Florida Adopters:

Thinking Through the Test: A Study Guide for the Florida College Basic Skills Exit Test D.J. Henry / Mimi Markus

This workbook helps students strengthen their reading and/or writing skills in preparation for the Florida College Basic Skills Exit Test. It features both diagnostic tests to help assess areas that may need improvement and exit tests to help test skill mastery. Detailed explanatory answers have been provided for almost all of the questions. Package item only—not available for sale.

An excellent study tool for students preparing to take the Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam. Package item only—not available for sale.

Available Versions:

Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (with Answer Key), 3/e	(0-321-38737-6)
Thinking Through the Test: A Study Guide for the Florida College Basic Skills Tests, Reading (without Answer Key), 3/e	(0-321-38738-4)
Thinking Summary for the Florida State Exit Exam, by D.J. Henry	(0-321-08478-0)

The Florida Exit Test Study Guide for Reading (0-13-184899-2)

Designed specifically for students preparing for the Florida Exit Test, this study guide provides instruction and practice on the individual skills covered and also provides one complete sample test.

Reading Skills Summary for the Florida State Exit Exam, by D. J. Henry (0-321-08478-0)

An excellent study tool for students preparing to take the Florida College Basic Skills Exit Test for Reading, this laminated reading grid summarizes all the skills tested on the Exit Exam.

For Texas Adopters

The Longman THEA Study Guide by Jeanette Harris (0-321-27240-0)

Created specifically for students in Texas, this study guide includes straightforward explanations and numerous practice exercises to help students prepare for the reading and writing sections of the THEA Test.

Package item only--not available for sale.

The Prentice Hall THEA Study Guide for Reading (0-13-183643-9)

Designed specifically for students preparing for the Texas Higher Education Assessment, this study guide provides instruction and practice on the individual skills and also provides one complete sample test.

For New York/CUNY Adopters

Preparing for the CUNY-ACT Reading and Writing Exams, edited by Eileen Ferretti and Ronna Levy (0-205-69936-0)

This booklet, prepared by reading and writing faculty from across the CUNY system, is designed to help students prepare for the CUNY-ACT Reading and Writing Exams. It includes reading

passages, sample writing prompts, typical exam questions, and test-taking information and strategies to help students.

Developmental Reading Instructor Resources

Printed Test Bank for Developmental Reading (0-321-08596-5)

The test bank offers more than 3,000 questions in all areas of reading, including vocabulary, main idea, supporting details, patterns of organization, critical thinking, analytical reasoning, inference, point of view, visual aides, and textbook reading. Electronic also available; see CDs.

MyTest for Pearson Developmental Reading Test Bank (0-205-78209-4)

The test bank offers over 2,000 questions in all areas of reading including, vocabulary, main idea, supporting details, critical thinking, point of view, analytical reasoning, inferences, as well as reading passage exercises. Through this instructor-friendly program, instructors are able to edit these questions and tests to suit their classroom needs and are also allowed more flexibility to manage assessments at any time.

The Prentice Hall Reading Skills Test Bank (0-13-041249-X)

This test bank contains 1,100 exercises, covering word analysis, context clues, stated main idea, implied main idea, tone and bias, details, major vs. minor details, style, study reading, reading rate, and visual aids. Questions are multiple-choice, matching, or true/false. Available in print only.

STATE SUPPLEMENTS

CLAST Test Package, 4/e (0-321-01950-4)

These two, 40-item objective tests evaluate students' readiness for the Florida CLAST exams. Strategies for teaching CLAST preparedness are included.

Introduction

“Enter the master teachers. Praise them, memorialize them, carve their names in stone...A good teacher is the pearl of great price that parents rightly search for and, once found, want to clutch forever to their bosoms. If I were in charge of the universe, good teachers would earn far more than cabinet ministers: The latter are replaceable, the former are not.”—Phyllis Theroux

A new semester always presents the optimism of hope, new beginnings, and academic promise. Your own positive attitude and enthusiasm will encourage the developmental students in your classes to adopt a mindset for academic success.

The students in your pre-collegiate classes are the people who will run the world. They are the bank tellers and daycare assistants. They are mechanics and food servers and receptionists. They are the mechanics and food servers and receptionists. They are firefighters, waiters and waitresses, and lifeguards.

In addition, the students in your classes have a variety of learning styles. Some need to see the information presented in color codes and outlines and concept maps. Some need to hear the information in repetitive rhythms. Some need movement to accommodate their kinesthetic learning style. Many lack organizational skills and time-management strategies, and, as a result, they often sabotage themselves.

This Instructor’s Manual presents teaching strategies that will help you tailor lessons to the students’ learning modes. Also, there are opportunities for additional practice and rehearsal to help students move information from their working memory to their long-term memory. Each lesson provides group and independent practice as well as chapter-review cards. A lab manual provides further reinforcement and assessment opportunities supplement this text. The *Master Reader Lab Manual* is a collection of 65 activities designed to provide additional practice and enrichments for the skills in *The Master Reader*. Each chapter consists of five lab activities that can be used to add flexibility and interest to the classroom or for additional practice and for assessment purposes. Remember, too, to encourage the students to refer to *Reading Road Trip* for additional practice.

If you choose to incorporate a book club in your course, this manual provides level-appropriate books with accompanying Web sites and follow-up quizzes as well as a scaffolded book-review form and example.

Finally, the Instructor’s Manual also includes practice or tutorial tests that students may take before they begin the course as well as achievement tests to discover how much they have learned by the end of the course. Three pairs of tests are available for students using *The Master Reader*: One is specifically designed for students in Florida who must pass the CLAST; a second is for Texas students who need to take the THEA; and a third is intended for more general use. Answer sheets for these tutorial tests are available in the back of *The Master Reader Lab Manual* as well as report forms. The answer keys to these tests are placed at the end of this Instructor’s Manual.

Several years ago the *CRLA Journal* published an article about the attributes of successful students. They included six characteristics (p. 3). Below is a list of six attributes of effective teachers culled from an informal survey of freshmen and upperclassmen at The College of William and Mary and Old Dominion University.

- Master teachers are good storytellers.
- Master teachers are knowledgeable about their subject and find ways to connect that information to what the students know and what they need to know.
- Master teachers are organized.
- Master teachers are accessible and communicate frequently with their students.
- Master teachers recognize that their students learn in different ways, so they teach to a variety of learning styles.
- Master teachers practice their craft and ensure that the information they are sharing is accurate and current.

Find opportunities to take some risks and make your course enjoyable, exhilarating, and worthwhile every time you meet the students. Remember to model a positive attitude toward each learning opportunity. Also, encourage your students to read at least 15 minutes a day and model the same by sharing information about the books you are currently reading. Read aloud to your students. And ham it up when you do! Your own passion for reading will make a great difference in giving the students new courage to work with words—writing and reading them—so they will be on their way to becoming successful, active learners. Years ago, Ruth Love, former superintendent of Chicago Public Schools, said, “If we could get our parents to read to their preschool children 15 minutes a day, we could revolutionize the schools.” Perhaps if we could get our students to read 15 minutes a day, they could revolutionize their lives.

The revision of this Instructor’s Manual was based upon the original work of Susan Pongratz at Thomas Nelson Community College. Susan is truly a master teacher of reading.

PART I

Chapter Strategies

Course Introduction

“No man can be a good teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he believes to be of value.” - Bertrand Russell

The first day of class can be a daunting experience for everyone. While some students skip that first day, thinking nothing important will be discussed, it should be a meaningful opportunity so that the students will expect important nuggets during each meeting. In addition to distributing the syllabus, provide some opportunities for the students to connect with each other and to learn about how they learn best.

Introduction

On the board, write the following:

“He who tells the stories rules the world.”—Hopi proverb. Then tell a story—something about a successful situation where one overcomes adversity through courage or cleverness. You might choose to share one of the following:

Story 1: There once was a farmer who owned a very capable donkey. The donkey was greatly valued as he was used for travel, transporting goods, plowing the fields, and other duties. One day as the farmer was digging a new well, the donkey came too close to the edge and fell into the deep hole. After many attempts to rescue the donkey, the farmer finally gave up and decided to sacrifice the donkey. He began to shovel dirt into the hole to bury the donkey and start to dig the well in a different location. As the farmer started to throw shovels of dirt onto the donkey, the donkey would shrug off the dirt and stamp on it until it was tightly packed. This formed solid ground and lifted the donkey higher.

Eventually, the donkey got high enough in the hole so that with a powerful leap, he was free of the hole. The farmer rejoiced and the donkey was very proud that he had been so clever. *- Author unknown*

Moral: When one encounters adversity, use the negativity as building blocks to elevate ourselves a little higher.

Story 2: A man takes his pet Chihuahua with him on a safari in the jungle. When they arrive, the Chihuahua runs off into the jungle and gets lost. He soon encounters a hungry leopard and realizes he is in trouble. Noticing a group of fresh bones on the ground, he settles down to chew on them with his back to the leopard. As the leopard is about to pounce, the Chihuahua smacks his lips and says very loudly, "I wonder if there are any other leopards around here." The leopard stops mid-stride and slinks back into the jungle and says "Whew! That was close. That evil little dog almost had me."

A monkey nearby having observed all of this wants to gain favor with the leopard and goes off to tell him the true story. The Chihuahua sees the monkey follow the leopard and thinks the monkey might be up to no good. The leopard offers to give the monkey a ride back so that he can avenge himself. The little dog is afraid when he sees them returning but thinks quickly, pretending not to see them

and says very loudly, "Now where could that monkey have gotten to? I sent him off ages ago to bring me another leopard for my dinner."

Author unknown

Moral: Don't give up. Pay attention to your environment, and the actions of your opponents and think of alternate solutions.

Discuss the syllabus and course requirements. If you plan to require the students to participate in a book club, provide a brief explanation of some of the trade books you recommend for that outside reading.

Distribute index cards and allow ten minutes for the students to complete the following in three paragraphs. (1) Tell me about yourself and how you learn. (2) Tell me why you are in this class and what you hope to accomplish. (3) Tell me about some of your long-range goals.

Next, since students who connect with each other tend to learn better, provide an opportunity for the class to interact. Ask the students to introduce themselves. Mention that one of the best predictors of compatibility of college students is their music preferences, so ask the students to tell their names, what fields they are interested in, and the kind of music they prefer. If time permits, have the students play "Introduction Bingo."

Input

- Ask the students to brainstorm attributes of good teachers and write these on chart paper. Then ask them to brainstorm attributes of good students and write these on a separate sheet of chart paper. After all students have had a chance for some input, read aloud the attributes of successful students listed in the introduction of the Instructor's Manual and discuss the similarities of each. Explain that the list of characteristics of successful students indicates people who are *active* learners. Explain the difference in the terms "active learners" and "passive learners," and show the transparency ("Active or Passive Learners"). Explain that these are comments by real students, and you want them to determine if they were made by active or passive learners.

Follow-Up

Go to www.vark-learn.com. (You need JavaScript to access the page; otherwise, you will need to download a hard copy of the questionnaire.) Assign the handout ("Vark Inventory Results") and ask the students to write in the strategies that best accommodate their learning style.



Characteristics of Successful Students

1. Successful students attend and participate in class.
2. Successful students are prepared for class.
3. Successful students perceive their instructors as experts.
4. Successful students adhere to an organized study routine.
5. Successful students develop a repertoire of study skills strategies.
6. Successful students take responsibility for their own learning.

JoAnn Yaworski, Rose-Marie Weber, and Nabil Ibrahim. "What Makes Successful Students Succeed or Fail? The Voices of Developmental College Students," *Journal of College Reading and Learning*, Vol. 30, No. 2, Spring 2000, p. 202.

VARK Inventory Results

Step 1: Go to www.vark-learn.com and click on “Questionnaire.”

Step 2: Scroll down and answer the questions to determine your best mode(s) of learning.

Step 3: In the space below, write your scores:

Visual: _____

Aural: _____

Read/Write: _____

Kinesthetic: _____

Step 4: List the study strategies suggested for your learning mode(s).

Intake

SWOT—Study without Tears

Output

Are These Active or Passive Learners?

“I always look over my notes before and after each class.”

“I try to make sure I ask a question or answer a question during each class. That way I stay focused, and the instructor remembers me.”

“I go to most of my classes, but I always just listen. I get too distracted when I take notes.”

“If an assignment is given, I read it over once from the beginning just in case the instructor asks if we did the homework.”

“I read an assignment once to get an overview. Then during the second reading I use some study strategies such as annotating or mapping as a follow-up, especially if it’s a tough course.”

“I study my lecture notes on Sunday night. I’ll do the reading assignments if I get a chance.”

“I’m an auditory learner, so I make a tape of the lecture, and then I add to my notes when I listen to the tape again later.”

“Since I’m visual and kinesthetic, I use colored highlighters for main ideas and key details to memorize. I make flash cards, punch a hole in them, secure them with a ring, and flip through them when I am waiting in a doctor’s office.”

“I don’t really know what I want to do with my life, but I’ve met some great people here, and we usually get together at the pub on Thursday and Friday nights. We always intend to discuss a course, but...”

Introduction Bingo

Move around the room and acquire the signature of anyone who can accurately fit the below descriptions. You may not use anyone's name more than once. Be sure to have the person sign your sheet in the appropriate box.

Someone with a highlighter	Someone who can name the author of <i>The Grapes of Wrath</i>	Someone who is a visual learner	Someone who can name three attributes of an active learner	
Someone who can name three attributes of an effective instructor	Someone who is an auditory learner	Someone who can change a flat tire without reading instructions	Someone who color-codes notes	Someone with a thesaurus
Someone who can identify the author of the "I Have a Dream" speech	Someone who listens to R&B music	Someone who knows the deadline to withdraw with no penalty	Someone who babysits	Someone who is a kinesthetic learner
Someone who dances	Someone who reads to a child each night	Someone who reads at least 15 minutes each day	Someone who can list three time-management suggestions	Someone who has traveled to a foreign country
Someone who listens to music when he or she studies	Someone who doodles in his or her notebook	Someone who needs to walk around when he or she reads	Someone who works out regularly	Someone who played high school sports

CHAPTER 1

A Reading System for Master Readers

“More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given.” — *Bertrand Russell*

Introduction

Find: Ask students “How do you read a textbook?” Allow reasonable responses.

Tell: The most effective way to read a textbook is with a plan or a system. Many successful endeavors begin with a plan. In order to have a pleasant road trip, planning is advisable. Another example of effective planning is how one teaches a young child to clean his room through a systematic approach. We allow the young person to survey the room and see what needs to be done. First, pick up and put away all of their toys; second, pick up clothes and sort them into two groups—clean ones and dirty ones; third, retrieve books or any other items that need to be returned to a place and do so appropriately; next, make up the bed; and finally, sweep the floor.

Remind students that when we are preparing to purchase a car or rent an apartment, we plan. We survey or take a look around before paying attention to particulars of individual rooms or aspects of the car. Just as we plan and pay attention to elements before we “buy in” to the apartment or car, to read a textbook effectively, we will take a similar approach. We will use the plan SQ3R which begins with surveying the chapter before we “buy in” to the text.

Locate a piece of line used in sailing. Point out to the students that by splicing several strands together, a sailor makes the rope stronger. Likewise, by combining several strategies, a student can be more effective.

If you can access old textbooks that instructors in other disciplines had planned to discard, bring them in for students to peruse.

Many freshmen expect college to be just like high school, so they are surprised when their instructors expect them to pace themselves, read independently, and connect and challenge and remember what they have read. They are also surprised at the complexity of thought presented in their textbooks as well as the amount of reading required. The most predictable comment of most college freshmen is, “There is so much reading!”

Share some of your stories about your former students’ experiences in tackling their textbooks in their course.

Bring in a copy of *Who Moved My Cheese?* by Spencer Johnson, M.D. Locate the 13-minute tape from the library and play this for the students, or read an excerpt from the text. Discuss the different views held by the mice, Sniff and Scurry, and the two main characters, Hem and Haw. Ask students to decide how Haw was finally able to succeed by becoming active in searching for cheese. Invite students to read this book for extra credit.

Many students regard reading as a passive activity requiring little or no interaction with the text or the author. The overall purpose of Chapter 2 is to build and promote active reading strategies—to encourage students to approach reading not only as a process of acquiring information, but also as a process of anticipating ideas, asking questions, and deciding what is important.

Remind students that active, effective readers have a conversation with the author, i.e., the text. Demonstrate how uninterested one becomes when the person on the other end of a telephone conversation dominates and the other party does not get to talk, exchange ideas or ask questions. In order to remain interested and gain knowledge from a textbook, there must be interaction when reading as well.

Ask students to list ways in which instructors' expectations differ between high school and college. Ask students to list their expectations of instructors and of their courses. List the expectations side by side on the board. Ask students to point out the similarities between the two. Recreate the following chart on the board to help facilitate the discussion.

Expectations

High School Expectations		College Expectations	
Instructor	Student	Instructor	Student

Input

Explain that people experienced in different fields have discovered ways to streamline their jobs and be more effective. Likewise, information in this textbook chapter will provide some strategies for becoming a more successful student.

Use the guided note-taking activity, “Guided Note-Taking: A Reading System for Master Readers,” as you present an overview of this chapter. Delete the underlined words on the student copy and ask the students to insert them as you lecture.

Follow-Up

For a review, ask for a volunteer to lead the students in the call-out, “SQ3R Sound Off!” This is similar to boot-camp cadences, so solicit someone in the class to lead.

Gather a group of textbooks from a variety of disciplines. Distribute copies of the handout “SQ3R Practice,” and instruct the students to complete each section as they survey, question, read, record, and review a passage of their choice.

Guided Note-Taking A Reading System for Master Readers

Term	Explanation
Comprehension	An understanding of information
Prior Knowledge	The body of information that we learned through a lifetime of experience
SQ3R	A three-step process that breaks reading into thinking activities. The letters stand for Survey, Question, Read, Recite, and Review.
Survey (Before Reading)	To survey, or skim, the reader <i>looks quickly over</i> the reading passage for clues about how it is organized and what it means. Look at words in <i>italics</i> and boldfaced type.
Question (Before Reading)	In the Question stage, which is still the pre-reading stage, the reader thinks about the importance of the information by asking questions such as, “What is the subject of the passage?” “How is the material organized?” “What do I already know about this idea?” “What is my purpose for reading?” “What is my plan for reading?” “Do I need to read everything?” “What are the most important parts to remember?”
Read (During Reading)	Monitor and Fix The reader checks and examines or thinks about comprehension or the meaning of the information and then deals with confusion as it occurs. See and Say The reader makes the material his or her own by creating mental pictures or drawing them on paper, by restating the ideas, and by writing answers to previously formed questions.
Recite (During Reading)	The reader makes notes of important information and answers the questions.
Review (After Reading)	The reader goes back over the material once he or she has read the entire selection. He or she summarizes the most important parts. He or she revisits questions created from headings and subheadings and reviews new words. He or she reacts to material by thinking and writing about what has been read.

SQ3R Sound Off!

Survey, Question, then 3Rs
Using these will take you far.
Comprehend to understand
With all these you're in command.

First, you'll survey all the text.
Skim one part and then the next.
Look it over for some clues—
Italics, bold print, and other views.

Sound Off: SQ
Sound Off: 3R
SQ—3R!

Next, form questions that you need.
Do all this before you read.
What's the subject? What's to know?
Simple things to help you go.

Now you're ready to really read,
But be active, we all agree,
Still ask questions, check, and fix.
See and say with mental pix.

Sound Off: SQ
Sound Off: 3R
SQ—3R!

While you read, you'll record,
Being active, you won't be bored.
Write out answers that you made,
Give yourself an accolade!

The final step you need to do;
A quick review and then you're through,
Use your words to summarize
With these steps, you're energized!

Sound Off: SQ
Sound Off: 3R
SQ—3R!

SQ3R Practice

(Select a textbook, and write the following information that applies to your selection.)

Title: _____

Author(s): _____

Copyright Date: _____ Publisher: _____

Pages Read: _____

(Select a chapter [or a selection of two or three pages] in the textbook you have chosen and follow the SQ3R procedure; then write your answers in the spaces below.)

Survey

1. What is the chapter title?

2. Does the chapter contain headings and subheadings? (yes or no) _____ If yes, how many headings and subheadings are included in the chapter? _____

List the headings and subheadings in the space below:

3. Read the introduction and the chapter summary. What is the topic?

4. Do you need prior knowledge to understand this topic? If so, where can you get some prior knowledge to better study this chapter?

5. How is the material organized? (For example, does it contain a list of items, a sequence of events, a comparison/contrast, a definition of words and examples, or cause/effect, or a combination of these?)

6. Are there questions in the back of the chapter? (yes or no) _____

7. Are there pictures, graphs, charts, or diagrams? (yes or no) _____

8. Is there a study guide at the end of the chapter? (yes or no) _____

9. Are there any words in boldfaced print or italics? (yes or no) _____ If yes, list the words in the space provided:

Questions

10–14. In the space provided, list five questions you have formed from the title, headings, or words in special print. Leave some space after each question for the answers. Be sure to number each question:

- 10. _____

- 11. _____

- 12. _____

- 13. _____

- 14. _____

Read

Read each section; then go back and write down the answers to your questions.

Recite

15–19. In the space below, write five things from the chapter which you *remember* reading. Do not look back in the chapter.

- 15. _____
- 16. _____
- 17. _____
- 18. _____
- 19. _____

Review

- 20. Check the items you recited for accuracy and make corrections where needed.

Chapter 1: Review Cards

Reading is an active process during which you draw information from the text to create meaning.

Comprehension occurs when you understand what you have read.

Prior knowledge is the large body of information that is learned throughout a lifetime of experience.

Monitor reading to check, examine, or think about comprehension or the meaning of the information.

SQ3R

Survey:

Look over the whole passage and skim for clues about how it is organized and what it means as well as for words in special print, the introduction, headings, pictures, graphs, first paragraphs, summaries, and end-of-the-chapter questions.

Question:

Ask questions about the content and predict how the new information fits in with what you already know about the topic.

Read:

Continue to question, look up new words, reread, and create pictures in your mind.

Recite:

Take notes; write out questions and answers, definitions of words, and new knowledge.

Review:

Think about what you have read and written. Use journals to capture what you think and feel about what you have read.

Chapter 1: Quiz

True or False

- _____ 1. If a reader has an understanding of what has been read, then comprehension has been achieved.
- _____ 2. Active reading means that you ask questions, find answers, and react to the author's ideas.
- _____ 3. One way a reader checks for comprehension is by summarizing.
- _____ 4. In SQ3R, the first step stands for survey, which requires the reader to look quickly over the reading passage for clues about how the material is organized and what it is going to talk about or teach him or her.
- _____ 5. The third stage of SQ3R is recite, which requires the reader to go back over the material, to summarize, to revisit and answer questions, and to review new words.

6–10. Fill in the blank.

cite	monitor	prior knowledge
review	skim	

6. _____ means to read quickly.
7. The large body of information that is learned throughout a lifetime of experience is called _____.
8. In the _____ stage, the reader thinks about what he or she has read and written and often uses a journal to record thoughts.
9. A master reader will _____ to check, examine, or think about comprehension or the meaning of the information.
10. Three helpful practices that occur while reading include question, monitor and fix, and see and _____, which is when the reader makes the material his or her own by creating pictures on paper, restating the ideas, and writing out the answers to the questions based on the headings and subheadings.

CHAPTER 2

Vocabulary Skills

“The ability to comprehend what is read is the objective of reading, to which everything else is supplementary.” –Louella Cole

Introduction

With diverse populations in the college classroom, remember the five approaches to vocabulary development need to be addressed through various resources. Those five approaches are contextual, auditory, structural, visual and kinesthetic.

Here, we focus on the contextual approach as this approach, recognition of a word through association with the words before and after it is the simplest. This skill also aids the developmental reader in practicing habits of concentration. “SAGE” requires the student to recognize the type of clue given as well as follow the meaning to know which word “fits” with the sense provided.

Say: Context clues are the words before and after a word in a sentence that suggest what it is.

Let’s try a few easy examples together: (Write the following on a transparency or whiteboard.)

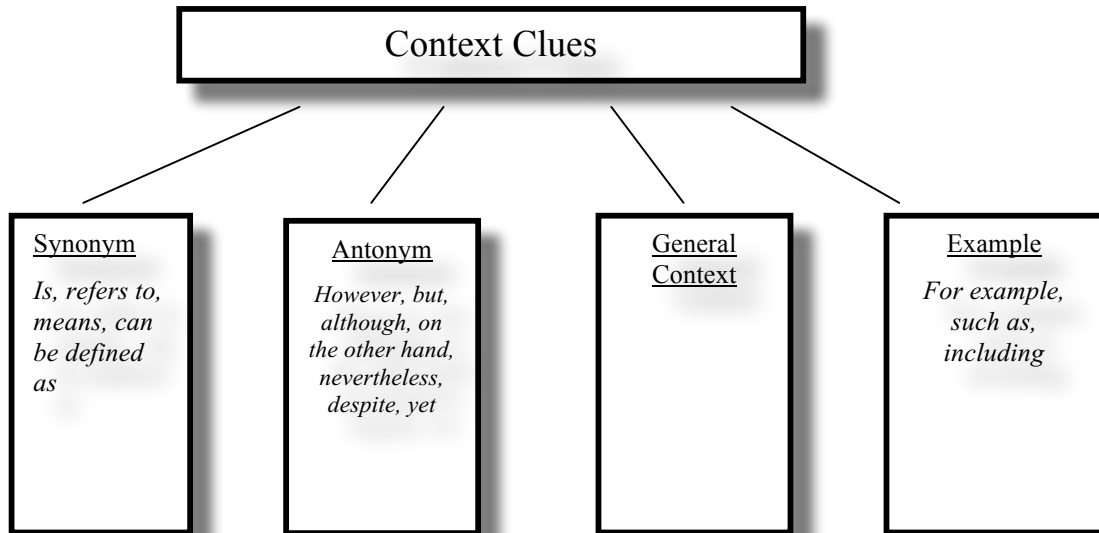
1. A boy had a rod and reel and several _____ he had caught in a _____. Two other boys appeared sad that they had caught no _____.
2. Does the graduating class of your _____ wear _____ and _____ at the g_____ exercises?
3. Which color do you prefer: y_____, p_____ or o_____?

Answers: 1. Fish/river/fish 2. School/caps/gowns/graduation 3. Yellow/purple/orange

Explain that with more than 600,000 words in the English language, and with the specialized vocabulary they will encounter in subsequent college classes, students need a strong vocabulary. Also, with the latest trend for employers to give job candidates the *Prediction Indicator*, an inventory containing a comprehensive, two-sided list of adjectives on which they are to indicate words that describe themselves and words that describe the job for which they are applying, students need strategies to enhance their vocabulary. Therefore, to increase their vocabulary, active learners must become adept at identifying and applying context clues.

Input

Return to the overview of the section on context clues and ask students for suggestions for clue words they might encounter with each category.



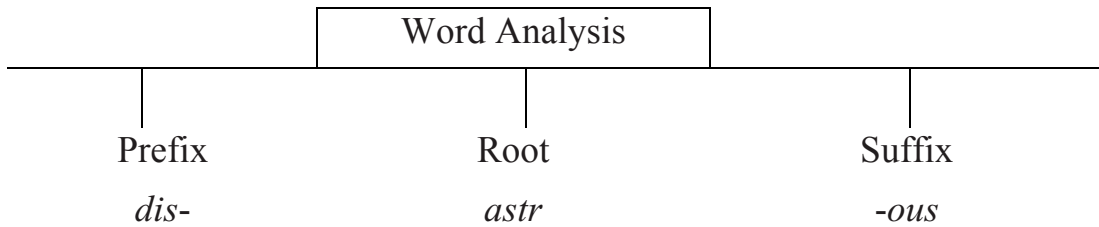
Next, give each student a copy of “Guided Note-Taking Activity: Context Clues.” Explain that there are blanks on the handout, but you will direct them in supplying the additional information as you discuss the four types of context clues. Be sure to point out the mnemonic device, SAGE, to help them remember the categories of clues.

Prior to the lesson, make laminated, magnetized cards of the words and definitions in the “Context Clues Conundrums.” Be sure to print the words on one color of paper and the definitions on another color. Cut the words and definitions into separate strips. Adhere the words to the chalkboard. Give each student a copy of the handout Part A of “Context Clues Conundrums” circular color-coding labels. Ask the students to put a dot on the circle next to words they know. Next, distribute the definition strips to the students. Third, ask the students to consider the words and definitions on Part B of the “Context Clues Conundrums” handout and be sure to discuss the meaning of the “conundrum.” After the students have selected a possible definition for each word, have them pair up with another student and distribute Part C of the handout to each member of the group. On this sheet, students will underline any context clues and then try to determine the correct definition. Once that is completed, ask the students to match their definition strip to the correct word on the chalkboard.

After you present the concept of using context clues to determine the definitions of unknown words, write the following on the board: dis + astr + ous.

Explain that many of our words are derived from Latin and Greek, so using word analysis helps readers discern the definitions of new words. Then tell the students that the prefix *dis-* means “not, or separated from.” Ask the students what they think the definition of *aster* is (“star”). Then explain that the suffix *-ous* means “full of.”

Further explain that in ancient times, people believed their destinies were tied to the position of their stars; in fact, astronomy and astrology were actually one science. Remember the “star-crossed lovers” of *Romeo and Juliet*? Well, when people were literally separated from their stars, they would meet with tragedy or disaster.



Use the “Guided Note-Taking Activity: Word Parts” to help the students record information about roots, prefixes, and suffixes.

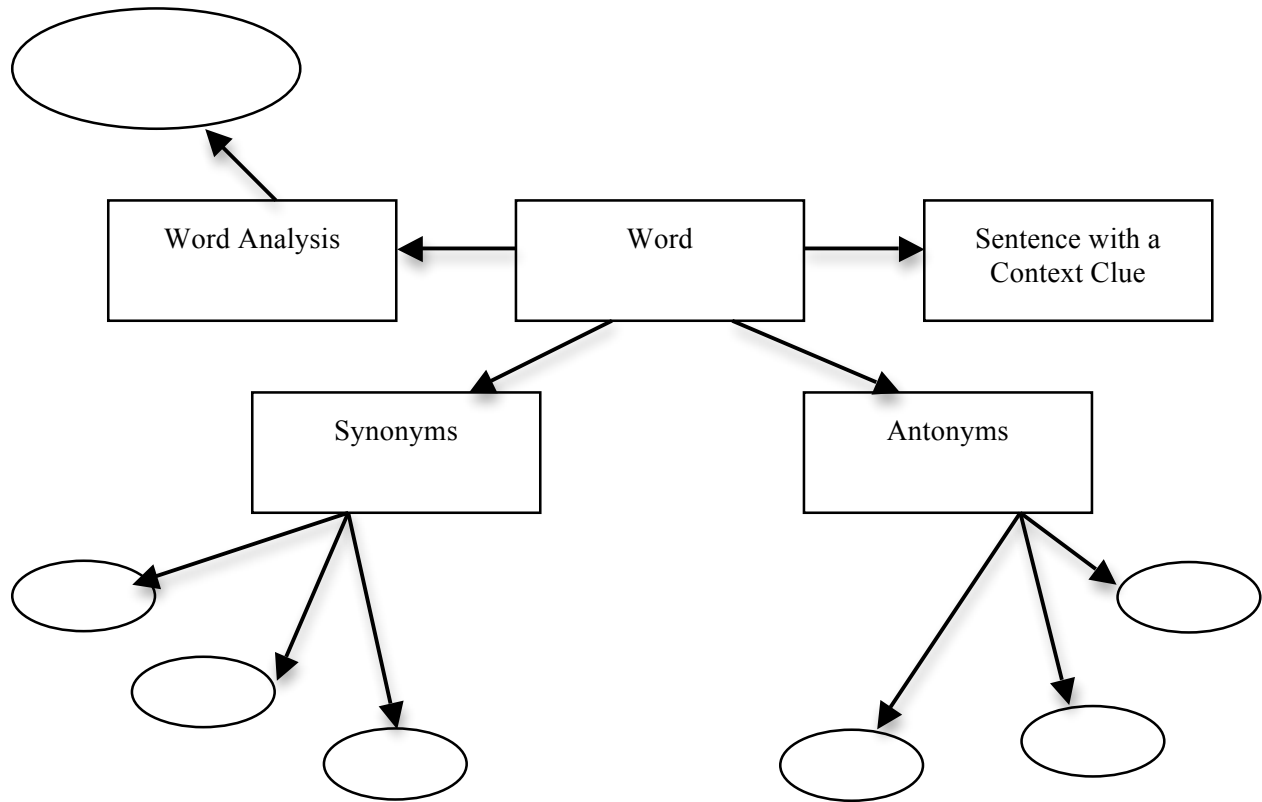
Follow-Up

Use the “Vocabulary Trivia” game of this manual as a preview of the chapter test. Make a transparency and cover each block with a small Post-It note. Going round-robin down the aisles, ask the students to answer the questions presented. Encourage students to call on someone for help since this is a review. Be sure to provide “prizes” of Dum-dums and Smarties for everyone.

Assign a new vocabulary word to each student to investigate and complete the example below.

Provide copies of the “Roots, Prefixes, and Suffixes Guides” for your students.

Give students the short quiz on the concepts from Chapter 2. If you give unannounced quizzes, consider using the points as extra credit points on a test. The quiz gives information to you and the students about how well they are learning the concepts. It is also a way for the students to “pay” themselves for learning the information and looking over their notes every night.



Make a transparency of the “Chapter 2: Review Cards” and discuss with students how to complete a similar 3 x 5 index card to use as a study aid in preparation for the test. On one side, students might write an anticipated test question. On the other side, they would write their answers. This is something they can use to rehearse for a test or to quiz each other in a study group. Remind them that rehearsal is how we transfer information from our working memory to our long-term memory. Use these to prepare for the follow-up quiz.

Have students use a dictionary or dictionary.com and their knowledge of word affixes to complete the following:

Choose a word from the list to complete each sentence.

progress	aggression
digress	transgress
Congress	regression
egress	ingress

1. The _____ of the United States is in session.
2. We hoped for progress, but instead there was _____.
3. To _____ that law meant death.
4. Every place of _____ was crowded at the ball park because everyone wanted to see the big game.
5. War was caused by _____ of the outlying border states.
6. Provide other means of _____ in case there is a fire in the government building.

7. To _____ often spoils a good story.
8. Do not be discouraged if you _____ slowly in your lessons at first.

Answers:

1. *Congress* 2. *regression* 3. *transgress* 4. *ingress*
5. *aggression* 6. *egress* 7. *digress* 8. *progress*

Which word matches each definition?

accept	reception
except	receptacle
concept	receptive
precept	perceptible
intercept	deception

1. A taking in of many people socially.
2. Capable of being taken in through the senses.
3. To take in.
4. To take out or to leave out.
5. Inclined toward taking in.
6. To take between its start and finish.
7. Something that takes in.
8. Something that has taken form in the mind.
9. A taking or leading away from the truth.
10. A teaching or example.

Answers:

1. *reception* 2. *perceptible* 3. *accept* 4. *except* 5. *receptive* 6. *intercept* 7. *receptacle*
8. *concept* 9. *deception* 10. *precept*

Guided Note-Taking Activity: Context Clues

Type	Signals	Example
_____	This is a word that has the same or nearly the same meaning. Signals include <i>or</i> and <i>that is</i> as well as punctuation (colons, dashes, parentheses).	Ashamed of his flaccid —flabby—muscles, Glenn joined the local gym. <i>Flaccid</i> means _____.
Antonym	This is a word that has the _____ meaning, so it signals you what the original word is not. Signals include <i>but, in contrast, not, yet, however, on the other hand,</i> and <i>unlike</i> .	Trying to save money by putting off going to the doctor may have a detrimental , not helpful, result. <i>Detrimental</i> means _____.
_____	This requires you to read the entire passage, or to read ahead for a few sentences, for information that will help you understand the word.	Too often, the indigenous people of the rainforests are considered backward; however, they have lived successfully on their land for hundreds of years. <i>Indigenous</i> means _____.
Examples	Many times an author will show the meaning of a new or difficult word with an example. Signal words include _____.	Many wealthy people take up altruistic causes; for instance, Princess Diana worked to help people with AIDS, the poor, and those harmed by land mines. <i>Altruistic</i> means _____.

Guided Note-Taking Activity: Word Parts

Word Part	Function	Example
	The basic or main part of a word. Prefixes or suffixes are added to roots to make a new word.	<i>Spect</i> means _____.
	A group of letters with a specific meaning added to the beginning of a word (root) to make a new word.	<i>Inspect</i> means _____.
	A group of letters with a specific meaning added to the end of a word (root) to make a new word.	<i>Spectator</i> means _____.

More Exercises Using Common Root words

Rupt = break

Choose a word from this list to complete each sentence.

erupt corrupt interrupt

1. The monthly fire drill will _____ all high school classes at 11:00 A.M.
2. The history teacher asked, "In what year did Vesuvius _____ and destroy Pompeii, an ancient city of Italy?"
3. The mother warned her son that if his friends made poor decisions, they could _____ him.

Answers: 1. interrupt 2. erupt 3. corrupt

.....
exceed proceed intercede recede

1. The two basketball players quarreled until the referee had to _____.
2. On Christmas Holiday, we were afraid our expenditures would _____ the amount of money we had.
3. The overflowing waters from the river did not _____ until well after all the families had been relocated.
4. Following the announcement, we will _____ with plans for an elaborate June wedding.

Answers: 1. intercede 2. exceed 3. recede 4. proceed

.....
If you have access to a computer lab, have students use *dictionary.com* to determine who or what was killed in each case.

Cide kill (Latin)

- | | |
|-------------|---------------|
| germicide | 8. sororicide |
| genocide | 9. matricide |
| homicide | 10. pesticide |
| fratricide | 11. uxoricide |
| infanticide | 12. fungicide |
| suicide | 13. regicide |
| patricide | 14. parricide |

Answers: 1. germs 2. generation 3. another person 4. Brother 5. child/infant 6. self 7. father 8. sister 9. mother 10. pest
11. wife 12. fungi 13. king 14. parents, mother, father, other close relative

The Master Reader's Root Words Guide

ROOT	DEFINITION	EXAMPLE
autre, alter		alteration
bio		biology
capere/capt		caption
celer		accelerate
clam/claim/clamere		exclaim
clima		climate
clude/clus		include
commodare		accommodate
derm		hypodermic
dext		dexterity
eco		ecosystem
err		errant
fac		façade
fer		transfer
ferv		fervor
gamos		monogamous
genne		genetic
graph		photography
icon		iconoclast
insula		insulate
junct		conjunction
lith		monolith
logos		dialog
nomous		autonomous
oper		operate
pend		independent
pharyngy		pharyngitis
pond		ponderous
port		portable
press		expressive
psych		psychology
sect		dissect
sembl		resemblance
simul		simulate
spect		inspection
sphere		biosphere
stance		instance
stimulus		stimulation
struct		construction
sumere		consumption
therm		thermal
tract		extract
troph		trophic
vapor		vaporize

The Master Reader's Prefixes Guide

Prefix	Definition	Example
a-		atypical
ac-		action
ad-		adversary
ambi-		ambidextrous
ap-		application
auto-		autonomous
circum-		circumnavigate
co-		cooperate
con-		construction
de-		deface
dis-		dissect
e-		effervescent
ex-		exclusion
hypo-		hypodermic
in-		instruct
inter-		interface
intro-		introspective
mono-		monolith
neo		Neolithic
per-		perennial
pre-		preclude
re-		reclaim
retro-		retroactive
trans-		transferable

The Master Reader's Suffixes Guide

Suffix	Definition	example
-able		valuable
-acle		spectacle
-ade		façade
-ange		appendage
-al		focal
-an		vegetarian
-ant		claimant
-ar		similar
-ary		dispensary
-ate		investigate
-ation		simulation
-cide		genocide
-e		simile
-ed		studied
-ent		fervent
-er		ponder
-erous		ponderous
-escent		effervescent
-ful		beautiful
-gen		pathogen
-i		stimuli
-ic		historic
-ical		comical
-ile		infantile
-ion		occasion
-is		epidermis
-ism		patriotism
-ist		nutritionist
-ition		nutrition
-ity		biodiversity
-ive		reclusive
-less		penniless
-ly		sensitively
-ment		establishment
-nal		maternal
-oid		steroid
-ology		microbiology
-or		author
-ous		dexterous
-tion		vacation
-sis		analysis
-ure		juncture
-y		autonomy

Context Clues Conundrums: Practice Activity

Part A. Place a sticker in the circle next to the words you can define.

anarchy	encounter	synchronize	tyranny
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contemporary	<input type="checkbox"/>	<input type="checkbox"/>	immerse
<input type="checkbox"/>	collaborative	rivet	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	turbulence
<input type="checkbox"/>	syncopation	emulate	<input type="checkbox"/>
<input type="checkbox"/>	philanthropist	credo	<input type="checkbox"/>
<input type="checkbox"/>	virtue	component	habituation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
premise	conformity	exertion	civic
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
artifact	esteem	stamina	marveled
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Context Clues Conundrums: Practice Activity

Part B. Directions: Without using a dictionary, select the letter of the definition of the italicized word.

- _____ 1. *anarchy*
a. order
b. government
c. disorder
d. peace
- _____ 2. *synchronize*
a. coordinate
b. destroy
c. form
d. make parts into a whole
- _____ 3. *encounter*
a. judge
b. accountant
c. unexpected meeting
d. shy visitor
- _____ 4. *tyranny*
a. noise
b. firmness
c. rhythm
d. dictatorship
- _____ 5. *contemporary*
a. quick
b. modern
c. destructive
d. constant
- _____ 6. *immerse*
a. submerge
b. polish
c. improve
d. ease
- _____ 7. *rivet*
a. fascinate
b. argue
c. erase
d. end
- _____ 8. *collaborative*
a. exhaustive
b. cooperative
c. restless
d. destructive
- _____ 9. *turbulence*
a. disorder
b. order
c. harmony
d. peace

- _____ 10. *rapt*
 a. boring
 b. interested
 c. annoying
 d. sad
- _____ 11. *emulate*
 a. startle
 b. eliminate
 c. make part of an original whole
 d. imitate
- _____ 12. *syncopation*
 a. humorous speech
 b. work in crime-infested areas
 c. teaching in difficult circumstances
 d. movement together in rhythm
- _____ 13. *credo*
 a. vacation
 b. gathering of politicians
 c. judgment
 d. personal belief
- _____ 14. *philanthropist*
 a. someone who gives monetary aid
 b. someone who receives monetary aid
 c. someone who needs leadership
 d. someone who ignores leadership
- _____ 15. *virtue*
 a. fragmented pieces
 b. uprightness
 c. deception
 d. dishonesty
- _____ 16. *habitual*
 a. habitat
 b. late
 c. regular
 d. nocturnal
- _____ 17. *component*
 a. whole
 b. part
 c. musical piece
 d. poem
- _____ 18. *civic*
 a. public
 b. private
 c. sportsmanship
 d. tradition
- _____ 19. *exertion*
 a. ease
 b. effort
 c. simplicity
 d. essence
- _____ 20. *conformity*
 a. conventionality
 b. disagreement
 c. arrangement
 d. friendship

- _____ 21. *premise*
a. support
b. basis
c. disorder
d. fault
- _____ 22. *artifact*
a. evidence of an earlier civilization
b. adventure in a foreign country
c. full of sadness
d. logical basis for an argument
- _____ 23. *esteem*
a. learned
b. imagination
c. respect
d. harmony
- _____ 24. *stamina*
a. endurance
b. emphasis
c. evil
d. pride
- _____ 25. *marveled*
a. to be astonished
b. to be aware
c. to be ignored
d. to be avoided

Context Clues Conundrums: Practice Activity

Part C. Directions: Read each sentence carefully. Underline the context clue. Refer to your choices in Part A and then use context clues to determine the definitions of the word in boldfaced print. Write your answer on the line.

1. To avoid **anarchy**, the new president established rules that would promote order and peace in the new government.

2. The swimmers dazzled the spectators with their **synchronized** movements, coordinated to the same timing and rhythm.

3. After ten years, their **encounter**, though a surprise meeting, was an exciting and tender reunion.

4. “Bad laws,” wrote Edmund Burke, “are the worst form of **tyranny**.” And Thomas Jefferson also expressed his distaste for the exercise of cruel and absolute power when he said, “I have sworn. . . external hostility against every form of **tyranny** over the mind of man.”

5. While **contemporary** ideas are encouraged, don’t discount the old-fashioned ones that might also still have value.

6. **Immersed** in his research on the architectural features of the Parthenon, Adam forgot to call his girlfriend to tell her he would be late.

7. We are always **riveted** by Congressman Whitehurst’s lectures on World War II because of his personal experiences as a Navy pilot in the Pacific.

8. Although working independently can be a gratifying experience, **collaborative** projects that require cooperation and incorporate good ideas from all participants may provide even better results.

9. After discovering his passion for civil engineering, Salvadore developed an appreciation for the order and predictability of math and science courses and rarely thought about the **turbulence** of his high school years when his behavior lacked order and academic success eluded him.
-
10. Gathered around the campfire, the children listened with **rapt** attention as their leader told the legend of Mr. Two-Feathers and the hidden treasure.
-
11. If you try to **emulate** someone who is already successful in your field, then you have a model to imitate; therefore, you can focus on ways to succeed little by little.
-
12. The dancers dipped and swirled in graceful **syncopation**, following the same graceful rhythm with their coordinated movements.
-
13. An honest man, Alonzo remained true to his personal **credo**: Be honest in all things with others as well as self.
-
14. Because of dwindling funds, the college relied heavily on **philanthropists** to fund scholarship for deserving students in good academic standing.
-
15. The writer C.S. Lewis once explained that a person develops **virtue**, or goodness and moral excellence, in little steps and by making good decisions throughout life.
-
16. The **habitual** of studying of every subject every day can have positive results near the end of a semester.
-
17. One **component** of the freshman experience is the freshman seminar that involves intensive reading and writing on a particular subject such as the novels of Jane Austen, *Writers on Writing*, or the romance novel.
-
18. **Civic** participation involves voting in each election, writing letters to state delegates, communicating with senators, and being knowledgeable about current issues.
-

19. Too much physical **exertion** on a hot day can result in heat exhaustion.
-
20. **Conformity** is valued in those with conventional jobs in business, finance, and real estate; however, a decision to be like others is not held in as high regard by artists and musicians.
-
21. The detective reminded the family members that he believed the suspect was innocent; moreover, the law upheld the **premise** that each person is innocent until proven guilty.
-
22. A recent excavation in the Jamestown Settlement uncovered **artifacts** such as glass bowls, pipes, blue china chips, and a lock that looked as if it was damaged in a fit of rage.
-
23. The college held the former president in such high **esteem** that the new administration collected more than \$2 million for a new library wing named in her honor.
-
24. To increase **stamina**, swimmers follow a rigid training schedule and diet, and then they taper their session to prepare for major competitions so they can swim long distances without tiring easily.
-
25. Elizabeth **marveled** at Michelangelo's *David* and commented that the magnificent statue met all of her expectations and more.
-

Vocabulary Trivia

Prefix Define <i>auto</i> .	Prefix Define <i>micro</i> .	Root Define <i>cred</i> .	Root Define <i>pater</i> .	Root Define <i>derm</i> .	Suffix Define <i>-or</i> .
In what direction do you look in <i>retrospect</i> ?	If you <i>circumvent</i> a problem, you . . .	The study of the mind and behavior is called _____.	Someone who has <i>apathy</i> is without _____.	Define <i>benefactor</i> .	A suffix changes the meaning of a word as well as this.
Define <i>tele</i> .	Define <i>trans</i> .	An <i>abductor</i> is guilty of _____.	Define <i>pend</i> .	What does a <i>graphologist</i> study?	Words ending with <i>-ism</i> , <i>-or</i> , and <i>-tion</i> are probably what part of speech?
A <i>monochromatic</i> color scheme has how many colors?	Define <i>sym</i> .	If you are suffering from <i>photophobia</i> you are _____.	A <i>tactile</i> learner needs to _____.	A <i>cryptic</i> remark is one that is _____.	Words ending in <i>-able</i> , <i>-nal</i> , and <i>-less</i> are probably what part of speech?

Chapter 2: Review Cards

Context Clues

A context clue is the information that surrounds a word to help determine its definition.

Synonym Clues: Clue words that mean the same as the unknown word. Words such as *that is* and *or* and punctuation such as pairs of commas, dashes, or parentheses are signals for these clues.

Antonym Clues: Clue words that mean the opposite as the unknown word. Antonym clues contain words such as *but*, *yet*, *however*, *on the other hand*, *unlike*, *in contrast*, and *not*.

General-Sense-of-the-Passage Clues: These are clues available in the sentence or other sentences in the passage that help the reader infer the meaning of a word. Actual definitions, word pictures, and descriptions present information so that the reader can use logic or reason to determine a meaning.

Example Clues: These are specific examples which the author provides to help the reader deduce the meaning of an unfamiliar word. Words such as *for instance*, *for example*, *such as*, *including*, and *consists of* are signals for these clues.

Word Analysis

Word analysis consists of considering the parts of a word to determine its meaning. This is a helpful strategy if no context clues are available.

Prefix: This appears at the beginning of a word and it can change the meaning of a root. Prefixes can perform a number of functions such as making a word negative or indicating numbers, position, direction, and time. This includes parts such as *ambi-*, *circum-*, *con-*, *dis-*, *hypo-*, *inter-*, *mono-*, *neo-*, *per-*, and *trans-*.

Root: This is the foundation of a word. It includes parts such as *claim*, *eco*, *facere*, *ferre*, *gamos*, *log*, *pend*, *psych*, and *sect*.

Suffix: This appears at the end of the word. A suffix can change the meaning of a word, but it can also indicate the part of speech. It includes parts such as *-ant*, *-ary*, *-ent*, *-escent*, *-ic*, *-ion*, *-it*, *-ology*, *-ous*, and *-ure*.

Chapter 2: Vocabulary Skills Quiz

Fill in the blank.

1. The memory trick to recall the kinds of context clues is _____.
2. The clue that uses signal words such as *however*, *on the other hand*, *but*, *despite*, and *yet* is _____.
3. Identify the kind of context clue in the following sentence:
The young princess looked at the journalists with **diffidence**, but that shyness was mistaken for arrogance which prompted their criticism of her _____.
4. In the previous sentence, the word *diffidence* means _____.

Multiple Choice. Use context clues and word analysis to determine the definition of the following words in boldfaced print.

- _____ 5. Since the college had no honor code, the penalties for cheating varied from a zero score on a paper to dismissal from school; however, the **onus** for the crime always rested on the student who failed to obey the rules.
a. honor
b. code
c. responsibility
d. avoidance
- _____ 6. Local businesses formed a **consortium** with the area public schools to provide technology and expertise in order to create state-of-the-art centers of excellence.
a. cafeteria
b. bank
c. office
d. cooperative group
- _____ 7. After a **contentious** investigation and arguments by lawyers on both sides, the European courts fines Microsoft \$600 million for establishing a monopoly; however, Microsoft vowed to appeal the ruling.
a. strongly supported
b. heavily debated
c. impressive
d. famous
- _____ 8. While many societies are **monogamous**, other cultures allow the taking of more than one spouse if there is a good reason and if all spouses can be cared for equally.
a. having more than one child
b. having more than one spouse
c. having only one spouse
d. having only one child

- _____ 9. **Miscreants** such as Jesse James, Rasputin, Hitler, and Al Capone often receive more publicity than those good citizens who unselfishly worked to make it a better world.
- a. one who does evil
 - b. a business executive
 - c. one who does good
 - d. a male restaurant owner
- _____ 10. **Boisterous** classmates are thieves because they ruin the academic atmosphere by stealing instructional time.
- a. unruly
 - b. sleeping
 - c. calm
 - d. unusually quiet

CHAPTER 3

Stated Main Ideas

“Books are the bees which carry the quickening pollen of perception from one to another mind.”
—Russell Lowell

Introduction

Students frequently find topic, main ideas, and supporting details to be very challenging, so plan to spend some time to ensure that they understand each step before moving to the next. (Research suggests that it takes four weeks for students to master main-idea concepts.)

Begin with visuals such as nesting cups or puzzle boxes to help students grasp the concepts of general and specific ideas. As you separate each cup, explain that the outside cup is like a topic because it is general, or broad, and it covers all of the other cups. The next cup is like the main idea, which is enveloped by the topic, but also covers all of the other cups, or details. The next cup represents a supporting detail because it is more narrow or specific.

On the chalkboard or chart paper, draw three concentric circles similar to those on the next page in the Instructor’s Manual. Explain that these represent the topic, main idea, and supporting details. Then draw four nesting boxes with the following labels: topic, main idea, major detail, and minor detail.

Input

Reassure students that they are familiar with general and specific. Ask students to identify the topic, main idea, and supporting details in the following groups? If you can, provide pictures.

Group 1:

Chihuahua, types of dogs, Doberman Pinscher, collie, Yorkshire terrier, there are many different types of dogs who are different in appearance.

Group 2:

toucan, frog, animals, orangutan, animals in the rainforest, gorilla

Group 3:

tragedy, genres of literature, historical fiction, there are many different kinds of literature, short story, comedy

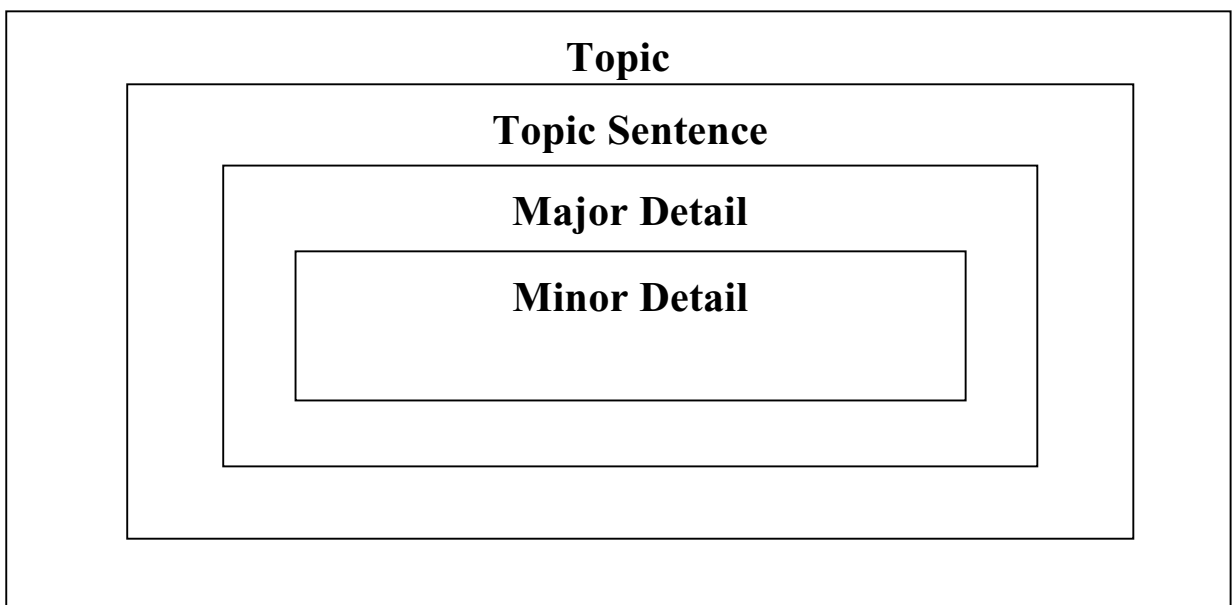
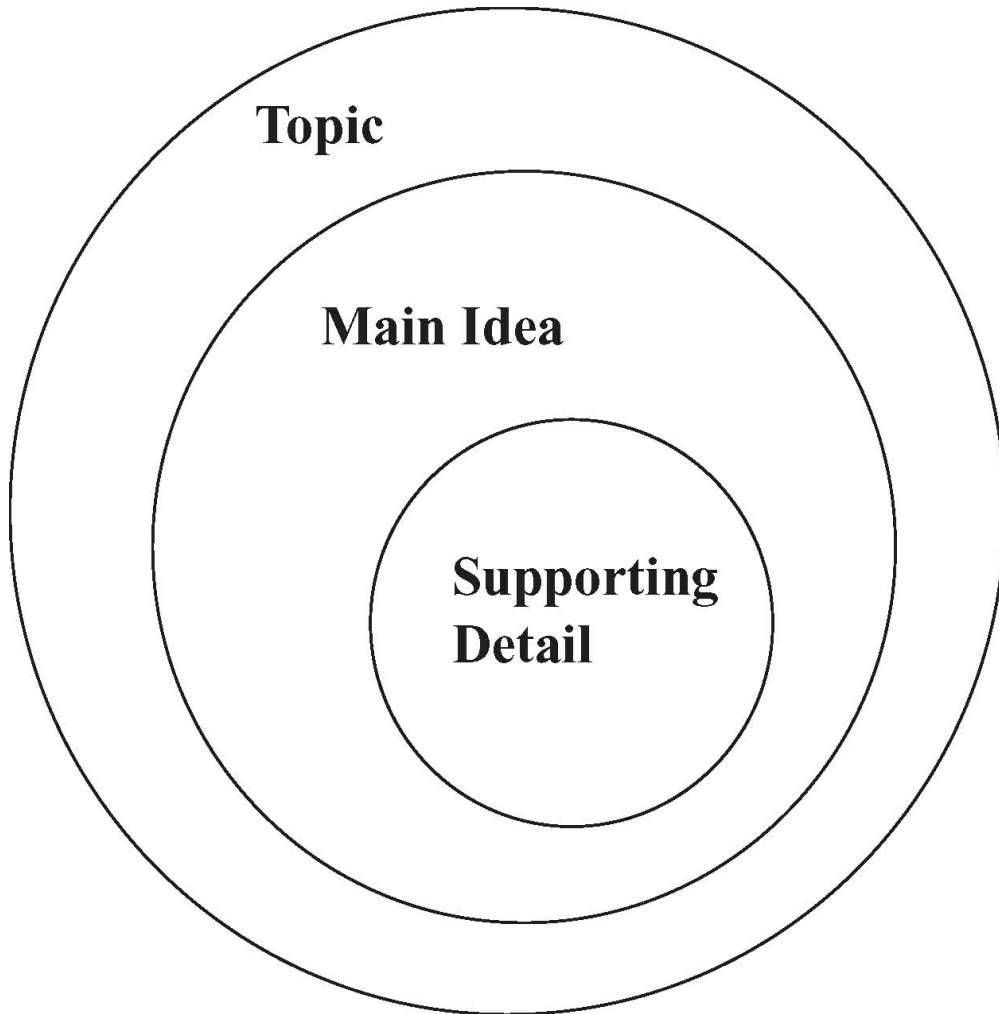
Laminate colorful strips with the words and terms from this chapter. Adhere magnets to the back. Pass them out to a few students and ask them to match them on the board. (Check in advance to be sure magnets will stick to your chalkboard.)

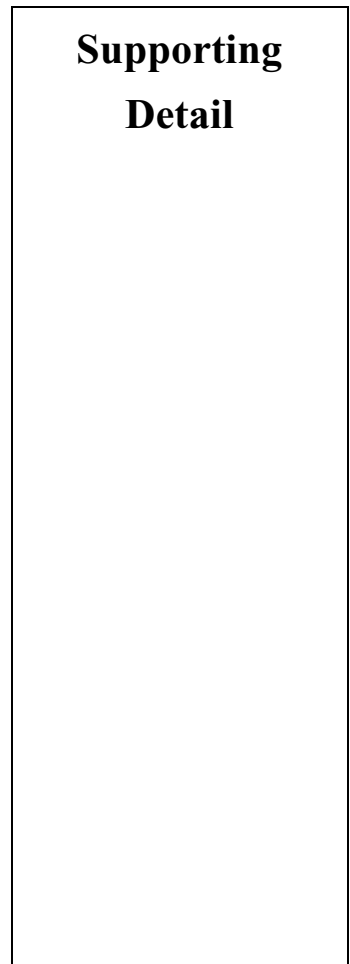
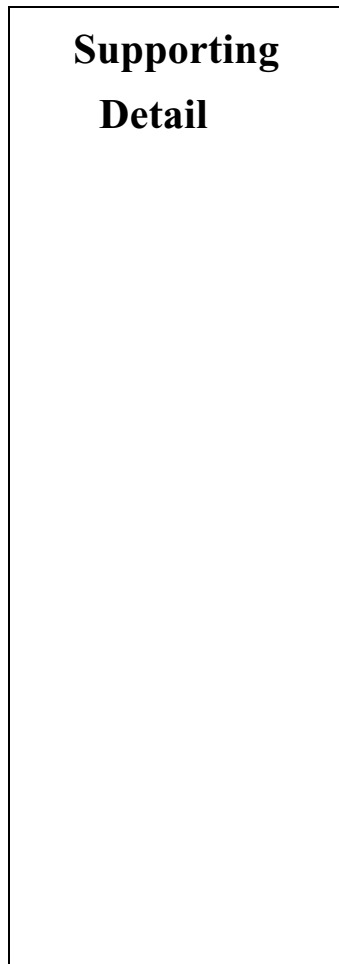
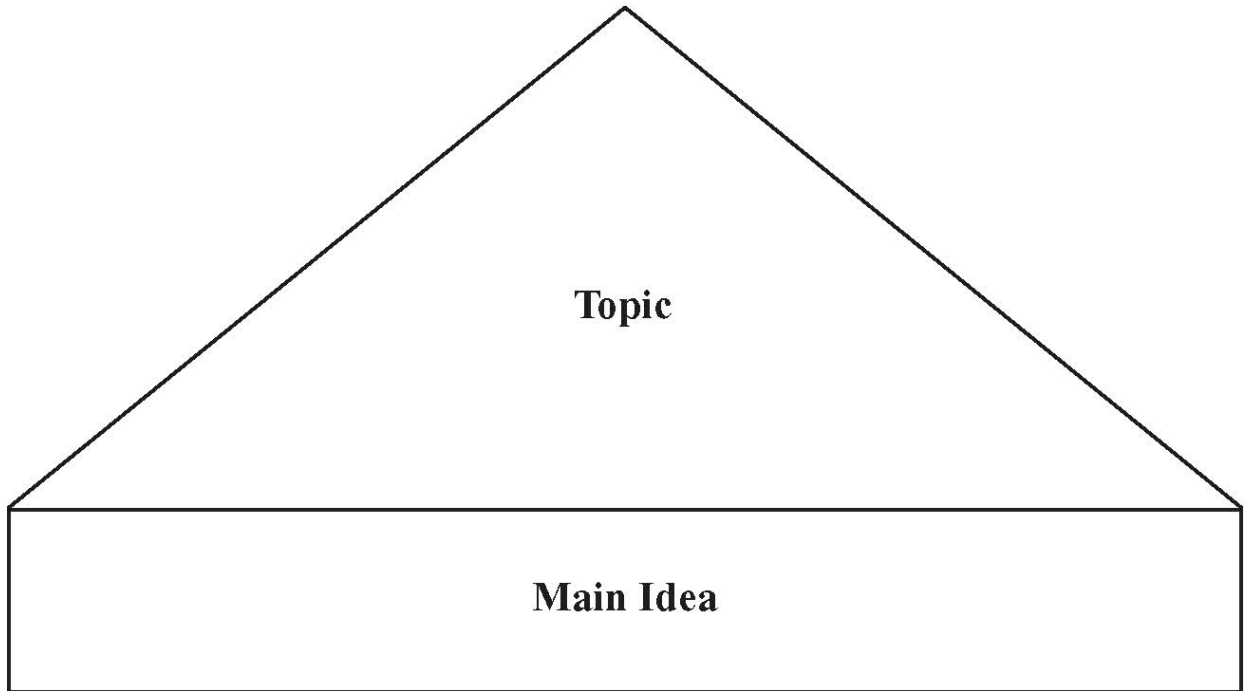
1. Topic: The general subject matter of a reading passage
2. Main Idea: The author’s point about the topic
3. Topic Sentence: A single sentence that states the author’s main idea about the topic
4. Central Idea: The general subject matter of a reading passage
5. Thesis Statement: A sentence that states the central idea of a longer passage

Make transparencies of overheads in this section to show the progression from the topic to the topic sentence and then to major details. Finally show the transparency with minor details inserted. Discuss how these would appear in the “house” diagram.

Follow-Up

Ask the students to create study cards similar to the “Chapter 3: Review Cards” in the Instructor’s Manual. Use these to prepare for the follow-up quiz.





Topic:

The three directors who made an impact on films through special effects

Topic Sentence:

During the 20th century, three innovative directors who pioneered the use of special effects in film had an impact on how movies have evolved.

First Major Supporting Detail:

Steven Spielberg's *Jaws*

Second Major Supporting Detail:

George Lucas's *Star Wars*

Third Major Supporting Detail:

James Cameron's *Terminator II*

Topic:

The three directors who made an impact on films through special effects

Topic Sentence:

During the 20th century, three innovative directors who pioneered the use of special effects in film had an impact on how movies have evolved.

First Major Supporting Detail:

Steven Spielberg's *Jaws*

Minor Supporting Detail:

In the film, he used unusual camera positions, dramatic music, and the infamous mechanical shark to build tension, thus creating a suspenseful classic.

Second Major Supporting Detail:

George Lucas's *Star Wars*

Minor Supporting Detail:

For its time, this movie was a special-effects extravaganza, dazzling fans with animated robots and dizzying journeys through space.

Third Major Supporting Detail:

James Cameron's *Terminator II*

Minor Supporting Detail:

The movie generated a new kind of fear in moviegoers as they watched T-1000 emerge as one of the most sinister villains of the screen, presenting the concept of a relentless and apparently indestructible nemesis.

During the 20th century, three innovative directors who pioneered the use of special effects in film had an impact on how movies have evolved. **First, in June of 1975 Steven Spielberg terrified audiences with *Jaws*.** *In the film, he used unusual camera positions, dramatic music, and the infamous mechanical shark to build tension, thus creating a suspenseful classic.* **Next, two years after Spielberg's blockbuster movie came George Lucas's *Star Wars*, which appeared in 1977.** *For its time, this movie was a special-effects extravaganza, dazzling fans with animated robots and dizzying journeys through space.* **A third important director was James Cameron and *Terminator II: Judgment Day*, which hit theaters with full force in 1991.** *The movie generated a new kind of fear in moviegoers as they watched T-1000 emerge as one of the most sinister villains of the screen, presenting the concept of a relentless and apparently indestructible nemesis.*

Chapter 3: Review Cards

Main Idea: The author's point about a topic

Topic Sentence: A single sentence that states the author's main idea

Topic: The general subject of a reading passage. The topic can be stated in a few words and could sound like a title. It will not be a complete sentence.

The Central Idea: The main idea of a passage made up of two or more paragraphs

The Thesis Statement: The sentence that states the central idea of a longer passage

Identifying a Topic Sentence

1. It may appear at the beginning.
2. It may appear within the paragraphs.
 - a. It will be near the beginning if it comes after an introductory sentence.
 - b. It may follow several attention-getting details.
3. It may appear at the end of a paragraph, so the flow of ideas is from specific to general.
4. It may appear at both the beginning and the end of the paragraph.

Chapter 3: Stated Main Ideas Quiz

Multiple Choice

- _____ 1. The general subject of a paragraph is the _____.
- a. topic c. major detail
b. topic sentence d. minor detail
- _____ 2. The stated main idea of a paragraph is the _____.
- a. topic c. major detail
b. topic sentence d. minor detail
- _____ 3. A topic sentence may appear in a paragraph _____.
- a. at the beginning c. at the end
b. in the middle d. all of the above
- _____ 4. The main idea of a passage of two paragraphs is called the _____.
- a. topic c. supporting detail
b. central idea d. transition

True or False

- _____ 5. All paragraphs will have a stated main idea.
- _____ 6. Supporting details are specific ideas that develop, explain, or support a main idea.
- _____ 7. Supporting details are frequently introduced by transition words.
- _____ 8. Major details may be introduced by transitions such as *first*, *next*, and *also*.
- _____ 9. If a paragraph has a major detail, it must have a minor detail.
- _____ 10. Identify the number of the topic sentence in the paragraph below:

¹Recognizing and interpreting figurative language require critical reading skills. ²In order to be active readers, college students need to be able to discern several kinds of figurative language. ³One is a simile, which is a comparison of two unlike things using *like* or *as*. ⁴Another is a metaphor, which is the comparison of two unlike things without using *like* or *as*. ⁵A third is an oxymoron, which is a contradiction in terms. ⁶For example, “light darkness” and “sweet sorrow” are ones that Shakespeare used. ⁷Personification is another kind of figurative language. ⁸This is when human characteristics are given to nonhuman things. ⁹Finally, humorous writing often includes hyperbole, which is a great exaggeration.

CHAPTER 4

Implied Main Ideas and Implied Central Ideas

“A good reader is one who has imagination, memory, a dictionary, and some artistic sense.”
—Vladimir Nabokov

Introduction

Quilts - What is the topic? What does the author want me to know?

In the query of the classroom computer, type in: Smithsonian Art Museum > Click : Collections > Search Collections > Type “*Quilts*” into *Select Artwork Type* : Show the largest views of the following quilts for students to view (do not reveal titles) . Have students discuss the details and identify the topic and what the author wanted the viewer to know, the implied main idea:

“*Whalers Quilt*”

“*Seven Camels Finding Buried Treasure*”

“*Haitian Mermaid*”

Write the following words on the board and explain the definitions: *imply*; *implication*; *infer*; *inference*.

Give the students a copy of the handout, “Word Puzzles” to discuss word puzzles. Explain that they work inductively by considering the details to determine that implied main idea. Discuss the answers. (Always accept any reasonable answer that can be supported by the details.) If you have time, give the students an opportunity to write their own word puzzles. There are no rules—just details.

Input

Create four more colorful strips with the following:

- Implied Main Idea: A main idea that is not stated directly but is strongly suggested by the supporting details in the passage
- Central Idea: The main idea of a passage made up of two or more paragraphs
- Thesis Statement: The sentence that states the author’s central point about the subject of an essay

Laminate these and adhere magnets to the back of each. Shuffle the magnetized words and definitions you created for previous lessons, pass them to the students, and provide time for them to match them on the chalkboard. Remember to provide frequent opportunities for movement to accommodate the kinesthetic learners.

Follow-Up

Use the “Chapter 4: Review Cards” to prepare for the follow-up quiz.

Word Puzzles

1.

A derivative of papyrus,

I am sometimes festooned with ribbons and glitter.

I can cheer and comfort, encourage and console.

In one desert venue, I can be the means to great wealth

Or the vehicle to instant poverty.

Some call me a clown that unravels nerves.

Others use me as a tool to untangle wool.

I am _____.

2.

In a race, this is never the penultimate,

But in time, it would be previous.

This can be the least likely,

The utmost, or even the greatest.

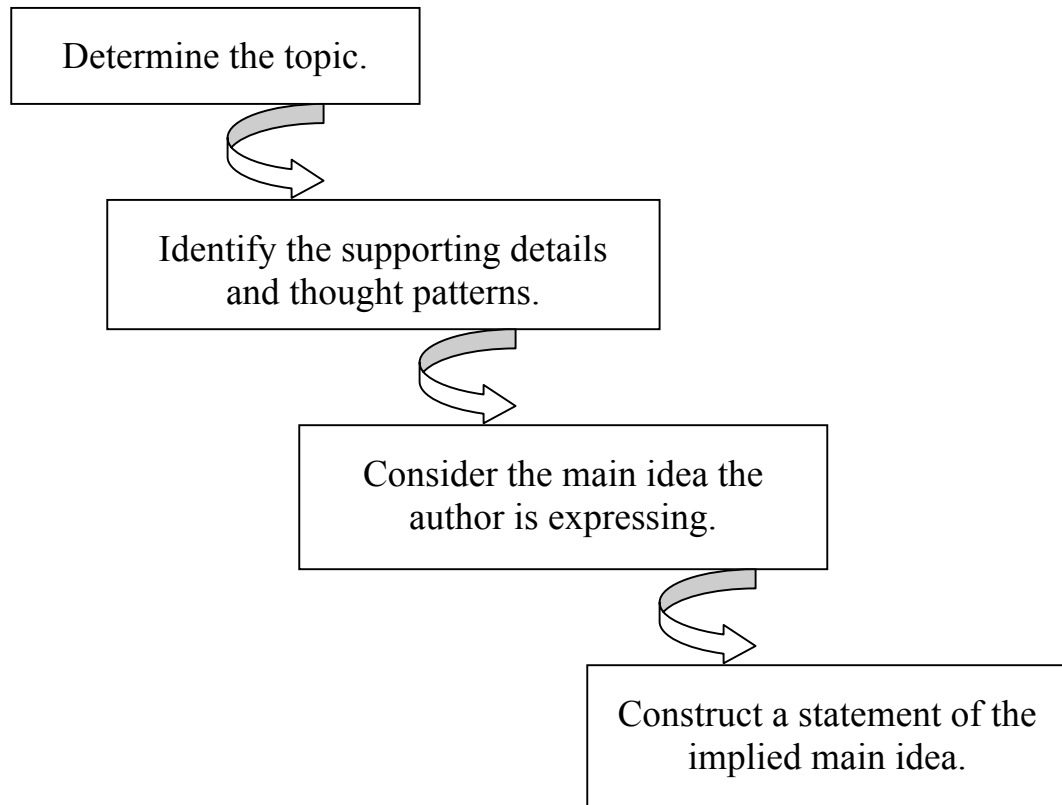
The weight of 4,000 pounds, this can endure.

To the cobbler, this is a necessity,

Not the antithesis of first, but an essential form.

I am _____

Answers: a card; a shoemaker's last (the form used by shoemakers to make or repair shoes)



Chapter 4: Review Cards

Implied Main Idea: A main idea that is not stated directly but is strongly suggested.

Implied main ideas appear in college textbooks as well as in literature such as short stories, novels, poems, and plays.

Learning how to develop a main idea based on the supporting details will help you to:

1. Learn how to study information
2. Value the meaning of supporting details
3. Use your own words to express an implied main idea

Central Point: The main idea of a passage made up of two or more paragraphs.

Questions to Ask to Determine an Implied Main Idea

1. What is the topic, or subject of the paragraph?
2. What are the major supporting details?
3. Based on the details about the topic, what point or main idea is the author trying to get across?

An implied main idea will be stated in your own words as a summary.

Chapter 4: Implied Main Idea and Implied Central Idea Quiz

True or False

- _____ 1. A paragraph will always have a stated main idea.
- _____ 2. To determine an implied main idea, first consider the topic.
- _____ 3. An active reader considers the supporting details to determine an implied main idea.
- _____ 4. After an active reader has developed the ability to reason the main idea by studying the details, he or she should then state the implied main idea in his or her own words.
- _____ 5. When summarizing the implied main idea, a reader must include the minor details as well as the major ones.
- _____ 6. The central idea is the stated main idea of a passage consisting of only one paragraph.
- _____ 7. The author frequently states the central idea in a single sentence called the thesis statement.
- _____ 8. Implied main ideas are either broad over-generalizations or very narrow statements.
- _____ 9. A thesis statement usually appears near the beginning of an essay, but a stated main idea can appear anywhere in a paragraph.

Identify the implied main idea below:

- _____ 10. The fiddler crabs began moving out of the sand and farther inland three days before the hurricane was predicted to hit land. The cicadas, which were keening each evening during the first part of September, were eerily silent as we moved outdoor furniture and plants inside in anticipation of high winds. But what was most unusual was Mayday, our cat. She paced the floor, occasionally standing sentry at the French doors, anxiously looking for opportunities to curl in my lap for reassurance.
 - a. Fiddler crabs have some unusual habits just before a hurricane.
 - b. Animals exhibit a sixth sense that is connected to nature and impending disasters.
 - c. Animals are smarter than humans.
 - d. Our cat is fearful of hurricanes.

Supporting Details

“A capacity and taste for reading gives access to whatever has already been discovered by others.” – Abraham Lincoln

Introduction

- Ask students why their beliefs or their philosophies of life are what they are? Tell them it is because of the details of their lives: where they grew up, who raised them, what type of schools they attended, whether their siblings were aggressive or submissive, traveling experiences, religious beliefs. All of the details taken together have caused them to be who they are in their beliefs. The details make the main idea true.
- We use supporting details in our everyday lives. Show a picture of a grocery store or mall. Ask students to share how they make decisions when they shop. Answers will vary. When we shop we choose items for a reason (cause and effect), according to preferences (compare& contrast), and often just because we need them (list). We make decisions in the grocery store based on elements such as price, brands, ingredients, calories and appearance of items (fact &opinions; comparison and contrast). Tell students they are very familiar with types of supporting details, now they will need to transfer that knowledge to the text.
- Locate photographs from a calendar or download and print some 8 x 10 pictures from a Web site. Mount these on heavy poster board. On the back of each photograph write a quotation. For example, on the back of a photograph of Einstein, write, “The only thing I need to remember is my name. Everything else I can look up.”—Albert Einstein. Or on the back of a photograph of an iceberg, write, “ Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.”—Nelson Mandela. Next, cut the mounted pictures into puzzle pieces. Distribute these pieces to class members and allow time for the students to mingle and arrange the pieces. Once the puzzle pieces are assembled, have the students turn the puzzle over to determine the quotation on the back and ask for volunteers to write them on chart paper. Explain that many writers have a Commonplace Book in which they collect quotations, and when they need an eloquent sentence to overcome writer’s block or to inspire them to find a topic or even a supporting detail for their thesis statement, they often refer to the words of other great writers. Ask the students to copy the quotations in a place in their notebook or journal, so they will begin their own collections to support them in subsequent writing assignments.
- Explain that details contribute to the main idea, but caution students to recognize that they are only a piece of the puzzle and not the whole picture.

Input

- Explain to the students the difference in the terms **general** and **specific** or **broad** and **narrow**. These terms will help the students progress from an understanding of the main concept, or thesis, to a recognition of the supporting details.
- Give students a blank sheet of paper and ask them to create their own visual concepts of main ideas and supporting details. Invite them to display their work and explain the component parts. Some ideas to help them get started are as follows:

Chocolate chip cookie (the cookie = the main idea, and the chips = the details)
Woman's purse
Train
House
Shopping mall
Baseball team
Pizza

- Create two more colorful strips with the following:
 - Major Details: These explain, develop, illustrate, or support the main idea.
 - Minor Details: These explain, develop, illustrate, or support the major detail.
 - Laminate these and adhere magnets to the back of each. Shuffle the others you created for previous lessons, pass them to students, and provide the time for them to match them on the chalkboard.

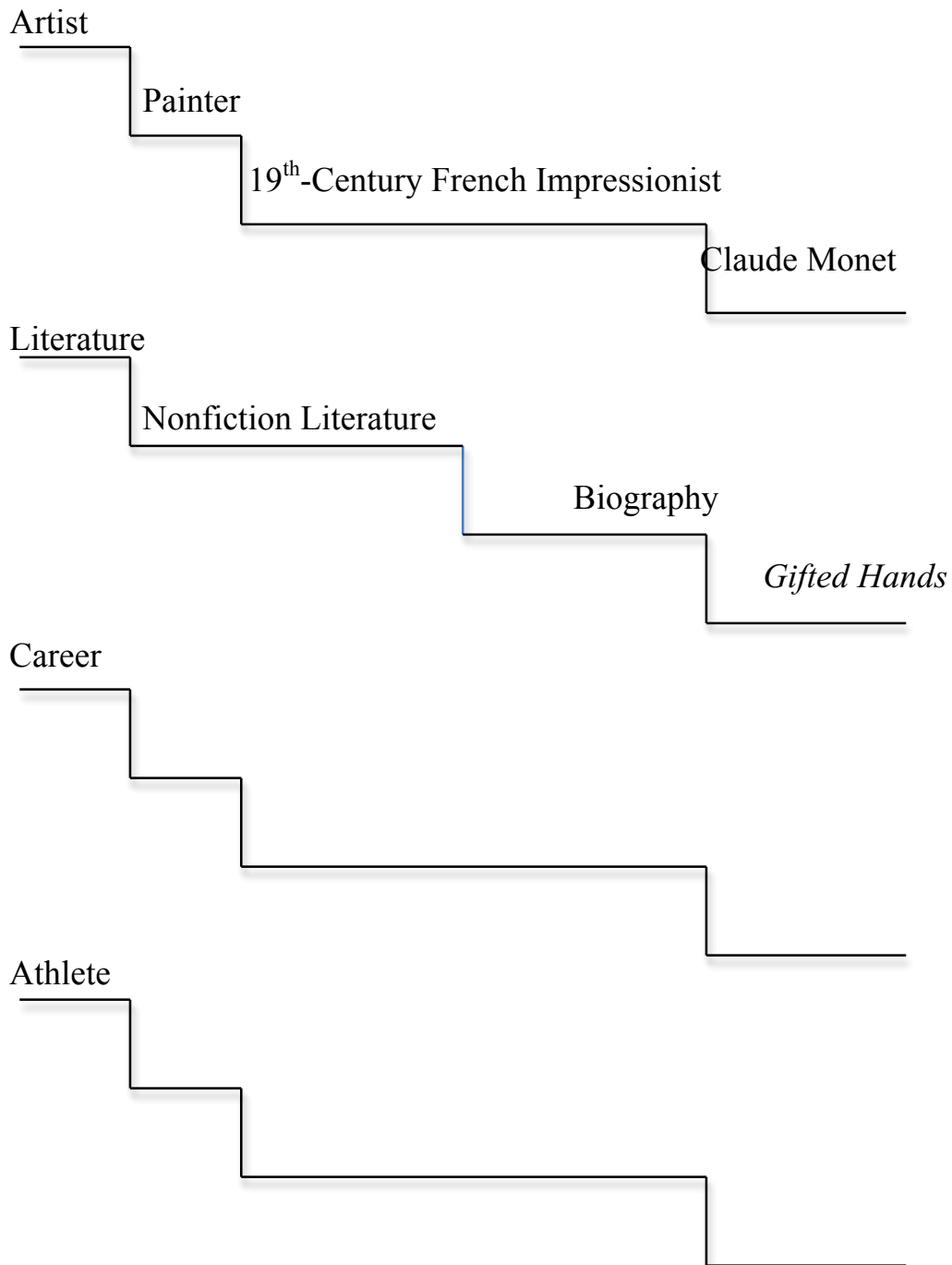
- Major and Minor Supporting Details: Use the transparency “Guided Notetaking...” to show students how details provide the support for a main idea. Indicate that supporting details maybe be introduced by transition words but not always. Use a marker to underline the transition words that introduce the details.

- Summarizing: Tell students that one of the best predictors of their success in subsequent college courses is their ability to write a succinct and accurate summary. Using the page “Student Example of a Class Journal” as a model, ask the students to craft a similar log of a day in your class, so that an absentee could consult the journal and know what assignments to complete, when homework will be due, or when future tests and quizzes will be given, and any other details that you think are critical to an accurate record. Indicate that this must be specific. However, it can be presented as regular text, an outline, or a concept map as discussed in the next chapter.

- On index cards, write the following topics. Depending on the number of students in the class, make at least two copies of the topics below so that each student will be given a card and will have a partner in the class. Next, ask the students to list at least two specific details and ask them to write a complete main idea statement. (First, assign students a topic.)

- Describe the process of moving from a general idea to a very specific detail. Use the “General to Specific” exercise to help students understand this concept.

General to Specific



Reasons why college athletes should receive special privileges

Strategies that make a successful student

Attributes of a good teacher

The three most important inventions of the past 50 years

Three things to look for when judging a restaurant
What makes a good film
Ways to relieve stress
Steps to register for the next semester's classes
How music preferences can predict the compatibility of couples
Cell phone etiquette
Examples of Instant Messaging abbreviations
Online shopping
Effective parenting techniques
Books that have changed lives
Benefits of attending college
Three problems created by cell phone use

Follow-Up

- Life Is Short: Autobiography as Haiku—Ask the students to visit, “Life Is Short” at <http://www.washingtonpost.com> and read some samples submitted by readers. Next, ask them to give insight about their own lives in a writing under 100 words and have them bring in a photograph or prop to accompany their writing. Be prepared to share it with the class in the next meeting. Prepare one of your own.

Use the “Chapter 5: Review Cards” to prepare for the follow-up quiz.

Guided Note-Taking: Supporting Details, Outline, and Concept Maps

Term	Explanation
1. _____	1. These explain, develop, and support the main idea. They give reasons, examples, steps, evidence, or any other kind of needed information.
2. Major Detail	2. This directly explains, develops, or supports the _____.
3. Minor Detail	3. This explains, develops, or supports the _____.
4. _____	4. This separates the main idea, major supporting details, and minor supporting details into a list.
5. _____	5. These are words which indicate that a supporting detail is coming.
6. Signal words that _____ details.	6. <i>additionally, also, another, finally, first, first of all, furthermore, in addition, last of all, moreover, next, one, second, third</i>
7. Signal words that indicate a _____ of details.	7. <i>a few causes, a few effects, a few factors, a few reasons, a few steps, a number of, a series of, among the results, several advantages, several kinds of, several steps</i>
8. _____	8. This is a diagram that shows the flow of ideas from the main idea to the supporting details.

Student Example of a Class Journal

Good morning! This is Erin Center with Classroom 432 attending English 05–01. I am going to be your news reporter today, filling in the position of our instructor. Today a major story took the headlines brought to you by the letter “E” for *etymology*—the study of word histories. The words explained were *tantalize*, *narcissistic*, *labyrinth*, *odyssey*, *nemesis*, *Adonis*, *lethargy*, *stigma*, *mentor*, *draconian*, *laconic*, *stoical*, and *Pyrrhic victory*. Another breaking story occurred when the class took an adventurous trip to the lab to complete vocabulary activities at the Web site. We used context clues to uncover the answers.

While we worked in the lab, our mentor discussed our pretest scores with us in conferences. Many needed to improve, while others are doing well. Later the class discussed some vocabulary words such as *tangible*, which means *solid*, like diamonds and rubies, whereas the word *love* is *intangible*. Most women agreed.

Next, we learned that the prefix *ad-* means *to*, *next to*. In the margins of our books we wrote that the word *elicit* means *to draw out*, but *illicit* means *illegal*. I also need to report that there is a major difference in the words *imply* and *infer*. Since *imply* means *to suggest* and *infer* means *to conclude*, they cannot be used interchangeably. One sends a message and one requires us to receive. In addition, *inequity* is a word we won’t forget because it means *an injustice*. We also learned that it is easier to learn some words when we break them down into word parts. For example, *re* = *again*, *vita* = *life*, and *-ize* = *cause to become*, so *revitalize* means *to cause to come back to life*, or *refresh*.

We just received some breaking news from our instructor. Our class will have (ahem) an unannounced quiz on Monday. Also, for a quick reminder, make sure you have completed all of your homework, including your vocabulary study cards, which will earn you bonus points on the next test.

Signing off with a little quote from the psychologist Ebbinghaus, “If you haven’t looked over your notes in a week, you will remember only about 30% of the material.”

Until the next time, this is Erin Center.

Steps to Summarizing

Skim for main ideas and major details in the first reading.

Choose main idea and major details by highlighting during the second reading.

Arrange items in an outline or other pattern of organization.

Fabricate a first draft.

Fine-tune by condensing to one sentence when possible.

Organize with transition words when necessary.

Lead with the author's original title.

Determine editing needs.



Stated Main Ideas and Supporting Details Summary

1–10. Using the words in the box, fill in the summary below.

controlling point	qualifies	end
support	first sentence	thought patterns
main idea	topic	paragraph
topic sentence		

A ¹ _____ is the author's controlling point about the topic. It usually includes the ² _____ and the author's attitude or opinion about the topic, or the author's approach to the topic. To identify the main idea, first ask yourself who or what is the ³ _____. This will help you recognize the topic. Next, ask what is the author's controlling point about the topic, or what does the author want me to know about the topic. The answer will be the main idea.

The main idea of a paragraph is usually stated in a single sentence called the ⁴ _____. The state main idea is unique in two ways. First, it contains two types of information: the topic and the author's ⁵ _____, which restricts or ⁶ _____ the topic. In other words, biased words will limit the topic in the sentence, "Bad manners seem to dominate today's culture." In other instances, a ⁷ _____ is indicated in the topic sentence by words such as "ways" or "reasons." Second, the topic sentence is a general statement that all of the other sentences in the paragraph explain or ⁸ _____.

The placement of stated main ideas will vary. For instance, a topic sentence may be the ⁹ _____ of a paragraph, the last sentence, or it may appear somewhere in the body of the paragraph. In addition, it may begin the paragraph and ¹⁰ _____ the paragraph, so although the idea is expressed in two separate sentences, it still presents one main idea.

11–20. Using the words in the box, fill in the summary below.

annotation	restating	central idea
summarizing details	for example	supporting
major detail	thesis statement	minor detail

Just as a single paragraph has a main idea, longer passages made up of two or more paragraphs also have a main idea, which is called the ¹¹ _____. Often the author will state the central idea in a single sentence called a ¹² _____.

¹³ _____ are the specific ideas that develop, explain, or support the main idea. A master reader recognizes that paragraphs contain three parts: the ¹⁴ _____; the main idea; and the supporting details. These details can be divided into two categories. A ¹⁵ _____ directly explains, develops, or illustrates the main idea. Whereas, the ¹⁶ _____ explains, develops, or illustrates a major detail. Signals supporting details include words such as ¹⁷ _____ *or instance, in addition, next, or finally.*

Recognizing the topic, main idea, and supporting details will enhance the master reader's comprehension by guiding ¹⁸ _____ (that is, marking while reading and studying), memorization, and ¹⁹ _____, or condensing a passage to its primary points by ²⁰ _____ the main idea, major supporting details, and important examples.

Chapter 5: Review Cards

In a passage, ideas usually flow from the general to the specific.

Supporting details explain, develop, and illustrate the main idea.

A major detail directly explains, develops, illustrates, or supports the main idea.

A minor detail directly explains, develops, illustrates, or supports a major detail.

Signal words such as *first*, *second*, *furthermore*, *moreover*, *next*, or *finally* may be used to indicate a supporting detail.

Key words or phrases such as *a few causes*, *a number of reasons*, *several steps*, or *several kinds of* may be used in a stated main idea.

SUMMARIZING

Summary: a brief, clear restatement of the most important points of a paragraph or passage.

Paraphrase: A restatement of the ideas in your own words.

Writing down main ideas and major supporting details is an effective *after-reading* strategy that will deepen your understanding and provide you with study notes for review and reflection.

Different lengths of text require different lengths of summaries.

To create a summary *after* reading, you can annotate, or mark your text *during* reading.

Ways to annotate: Mark your text by circling the main idea and underlining major supporting details and important examples.

Chapter 5: Supporting Details Quiz

Fill in the blank.

1. Major details support the _____.
2. Minor details support the _____.
3. _____ show the relationship between the main idea, major supporting details, and minor supporting details.
4. _____ condenses the main idea and major details of a passage into a brief, clear restatement.

5–6. List two words or phrases that might indicate a main idea:

- a. _____
- b. _____

7–9. List three transitions that might introduce supporting details.

- a. _____
- b. _____
- c. _____

10. Writing down main ideas and major supporting details is an effective _____ strategy that will deepen your understanding and provide you with study notes for review and reflection.

Outlines and Concept Maps

“To read is to fly: it is to soar to a point of vantage over wide terrains of history, human variety, ideas, shared experience and the fruits of many inquiries.” – A. C. Grayling

Introduction

Begin by asking a student to give you a number between two and six. Then ask another to give you (insert the number the student has given) distractions from studying that many students encounter. List these as they brainstorm. Next, ask for some strategies students can adopt to be more focused. List these as they brainstorm. By now, you should have covered the chalkboard with a lot of answers. Explain that sometimes students’ notes look like this. While they have been able to gather the information, they have not determined how to arrange or present the information so it is easier to remember. Explain that outlines and concept maps organize information.

- Explain that concept maps have practical applications in college courses.

Concept Maps:

- are handy ways to take notes during lectures
- are excellent aids to group brainstorming
- help to plan studying
- provide graphics for presentations and term papers
- provide a way to outline term papers and presentations
- help to refine creative and critical thinking

KWL Chart: The students will use the KWL Strategy with a reading at *Wikipedia.org* – “*Mount Everest*.” If you do not have access to a computer lab, copy the article and distribute it. Have students divide a sheet of paper into three columns. Have them label the columns: K (what I know) – W (what I want to know) – L (what I learned). For the K column, explain that thinking about what they already know helps them to focus. Also, remembering something new is easier if you can connect it to information you already know. For the W column, remind students that questions beginning with what, why and how work well to identify important points. Direct students to preview the article, looking at the topic sentence of each paragraph. Use the information to write statements for the K and W. columns. Finally, after they read, they will write what they have learned, attempting to answer questions that were written in the W column.

Cornell Notes: Have students practice using the Cornell note taking system by dividing their paper into two columns. The first column will consist of $\frac{1}{4}$ of the space for Main Points on the left and $\frac{3}{4}$ of the space to the right for Evidence or details . Use the article “*The Benefits of Human Cloning*” by Sam Smith at *Humancloning.com*. Remind students to preview before they read. They will want to get an idea of what the author is going to tell them. This will help them to understand the key ideas. If you do not have access to a computer lab, please copy and distribute the article.

Input

- Explain the terms *formal outline*, *informal outline*, and *concept maps*. If the students are in a developmental writing class, you will find that many are already familiar with these terms and use them when planning an essay, so ask for comments on which style is most beneficial to those students.
- Divide the room and ask one side of the room to arrange the information on the board in an outline. The other side of the room should arrange the main idea and details in a concept map. Allow enough time for the groups to discuss their organization. Then have the students put their information on a transparency or chart paper and present how they decided upon the organization method they selected.

Follow-Up

Distribute a copy of the handout, “A Guide to Tipping” and ask the students to create an outline and a concept map of the details presented. Point out that the underlined words are key words that writers sometimes use to indicate the main idea and supporting details, and those are words that will guide them in the organizational process.

Use the “Chapter 6: Review Cards” to prepare for the follow-up quiz.

A Guide to Tipping

While patrons grumble about tipping, it has become a ubiquitous tradition ingrained in American society. Because some people are baffled by it, a quick overview of some tipping guidelines can demystify the practice. First, restaurant patrons have several things to remember. Good service from your food server earns a 15% gratuity, and excellent, beyond-the-call-of-duty service calls for 20%, especially if there is a large party. For a buffet, however, you need to leave only 10% of the bill. In many restaurants, the waiters and waitresses are paid less than minimum wage, so they count on their tips to make up the difference. In some four-star restaurants, food servers have been known to pay the owner to work for tips. Also, in upscale restaurants, the wine steward receives 15% of the wine bill; a bartender 10-to-15%; the coat-check attendant receives no less than \$1.00; and the parking attendant \$1.00. The greatest tip is given to a maitre d', who might earn \$20.00 to \$100.00, depending on the occasion and the service you expect. Finally, in some restaurants, a restroom attendant would receive \$0.50 to \$1.00.

Hotel tipping etiquette includes some additional consideration. For example, the room-service waiter would receive 15% of the bill, while a tip of \$2.00 a night should be left for the maid who cleans your room. The bellhop receives \$2.00 to \$3.00, and for special services such as restaurant reservations or play tickets, a hotel concierge would receive \$5.00 to \$20.00.

While traveling, remember a cab driver expects 15% of the fare, and no less than \$0.25. A limousine driver 15-to-20%, a day-trip tour driver \$10.00 or 15%. Also, an airport skycap receives at least \$1.00 per bag.

Finally, remember to tip for deliveries. A pizza delivery person would receive \$1.00 to \$3.00 depending on the distance. However, for large orders, you should give the delivery person at least \$5.00. Some people feel furniture deliveries also warrant a tip of \$5.00 to \$10.00 per person, depending on the size and difficulty. And a tip of \$2.00 to \$5.00 for flower deliveries is recommended.

In Europe, tipping is not expected in most countries, since the service charge is already included in the restaurant or hotel bill. On a recent trip to England, a friend waited 45 minutes before a server approached her table, even though several waiters stood around relaxed and joking. "There's no tipping here, dear," her host explained. "Everyone gets the same amount, so there's no incentive to hustle." It was, however, a lovely and leisurely meal once she was served.

Main Idea: Because some people are baffled by it, a quick overview of some tipping guidelines can demystify the practice.

I. Restaurant Tipping

- a. _____
- b. _____
- c. _____

II. Hotel Tipping

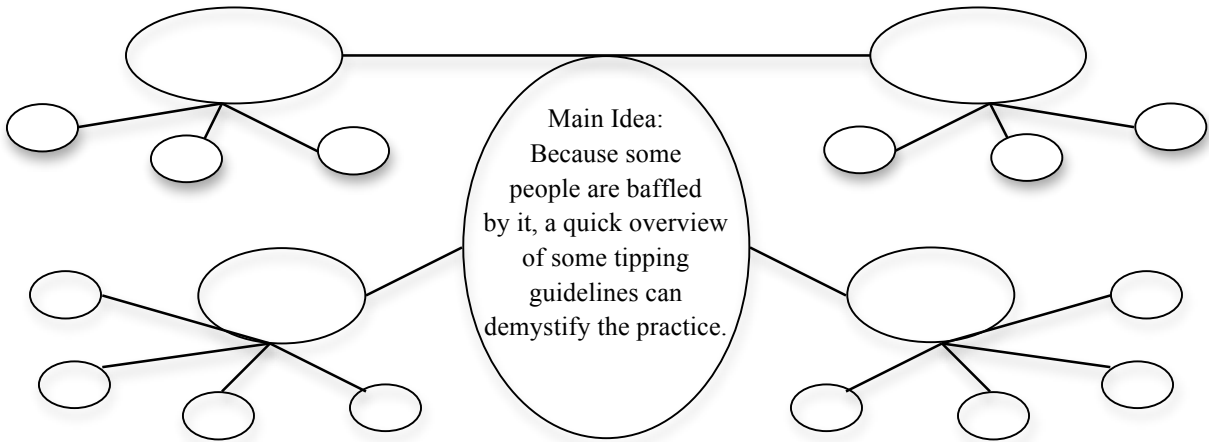
- a. _____
- b. _____
- c. _____
- d. _____

III. Transportation Tipping

- a. _____
- b. _____
- c. _____
- d. _____

IV. Delivery Tipping

- a. _____
- b. _____
- c. _____



Chapter 6: Review Cards

An outline shows the relationships among the main idea, major supporting details, and minor supporting details.

An author uses key words such as *a few causes*, *a number of reasons*, *several steps*, or *several kinds* to introduce a main idea.

An author uses signal words such as *first*, *second*, *furthermore*, *moreover*, *next*, or *finally* to indicate that a supporting detail is coming.

A formal or traditional outline uses Roman numerals to indicate the main idea, capital letters to indicate major details, and Arabic numbers to indicate minor details.

An informal outline records only the main ideas and the major supporting details.

A concept map is a diagram that shows the flow of ideas from the main idea to the supporting details.

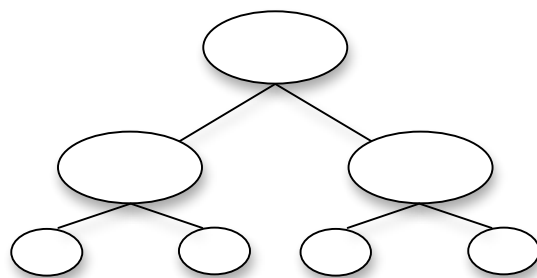
Formal Outline

- I.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
- II.
 - A.
 - 1.
 - 2.
 - B.
 - 1.
 - 2.
 - 3.

Informal Outline

- I.
 - A.
 - B.
- II.
 - A.
 - B.

Concept Map



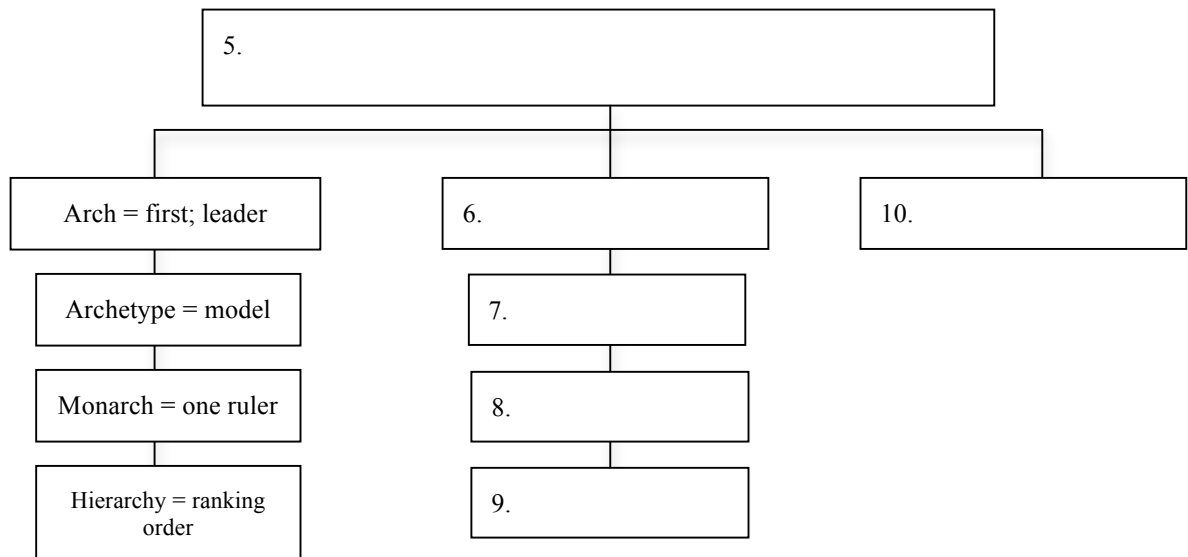
Chapter 6: Outlines and Concept Maps

Fill in the blank.

1. To locate supporting details, a master reader should turn the main idea into a _____.
2. An author uses _____ words such as *a few causes*, *a number of reasons*, *several tips*, or *several kinds* to introduce a main idea.
3. A _____ is a diagram that shows the flow of ideas from the main idea to the supporting details.
4. A _____ shows the relationships among the main idea, major supporting details, and minor supporting details.

5–10. Read the following paragraph and complete the concept map below.

A knowledge of word analysis can unlock the meanings of many words. For example, learning the root word *arch*, which means *leader* or *first*, will help you learn several words. One is *archetype* (*model*). Another is *monarch* (*king* or *queen*). A third is *hierarchy* (*structure* or *pecking order*). Another example of word analysis involves learning prefixes, which appear at the beginning of roots. For instance, *ante-* means *front* or *before*. *Anteroom* (*foyer*) is one example. Another example is *anterior* (*front*). Yet another word is *antebellum* (*before the Civil War*). Finally, learning some suffixes, or word endings, will help you discern definitions as well as parts of speech, as in *-ous*, which means *full of* and usually indicates an adjective.



Transition and Thought Patterns

“The ability to read awoke inside me some long dormant craving to be mentally alive.”
– Malcolm X

Introduction

- Show a picture of a house or bring in a model of a house. Ask students, if you were going to hire two people to build a house, who would they be? When you have the answers *architect* and *builder/contractor*, tell the students that this is a good analogy of a writer and a reader. The writer designs the material in such a way to effectively get his point across. He decides on the most appropriate thought pattern. The “glue or nails” that connect or pull the information together are the transition words.
- Divide a sentence as shown below and write each part on a separate sentence strip. Give one part to each of four students (out of order). Have students stand in front (out of sentence order) of the class and select a fifth student to arrange/direct students with sentence strips where they should stand to establish a well-stated sentence. Have one of the students holding a sentence strip identify the transition word or words and the thought pattern for that sentence.
 1. It is a struggle to learn a new language, for the nuances and ways of thinking are so different.
 2. During freshman week we went from one session to another until we understood the registration procedure.
 3. Prof. Jones’ office is adjacent to the lab, which is located next to the largest classroom on the floor.

Answers: 1. for/ different-comparison-contrast 2. During/until –time order 3. Adjacent/next to – space order

- Draw a circle on the board and explain that the Greeks believed the circle was the most perfect form. Consequently, writers often begin and end their works with a thread of similarity: a reference in the conclusion to something mentioned in the introduction—a word, a quotation, a concept.
- To help the students with this idea of form, use an example from a current film—one you have already thought through—and explain how something at the beginning related to something at the end, usually indicating a resolution to a conflict.
- Next, explain that writers deliberately follow a form to communicate with the reader in an organized way. Likewise, the transition words which the writers use provide connections to show the relationships of ideas.
- Next, show a pile of unattached Legos®. Then show a structure created from the Legos®. Explain that without the transition words, a paragraph or an essay would be without organization and form.
- Finally, tell the students that when Hurricane Andrew devastated Homestead, Florida, all landmarks and street signs vanished. Residents reported the odd sensation of navigating their home town without any frames of reference and found that they frequently lost their way.

Likewise, explain that transitions act as signals, or signs, that help the reader successfully work his or her way to the end of the passage.

Input

- Make a transparency of the “Thought Patterns” handout and discuss with students.
- Distribute copies of the handout “Patterns of Organization I: Guided Note-Taking Activity.” This is a guided note-taking activity for the students to insert key words as you explain the addition and time transitions. Delete the underlined words in the student copy.
- Distribute copies of the handout “Thought Patterns” to discuss the thought patterns

Follow-Up

- After teaching the next chapter, introduce the hands-on activities “More Thought Patterns” in the Instructor’s Manual.
- Use the “Chapter 7: Review Cards” to prepare for the follow-up quiz.

Thought Patterns

Consider the transitions and signal words to determine the patterns presented below.

Classification	List
Space Order	Time Order

1. ~~~~~ . One category ~~~~~ . Another category
~~~~~ The last category ~~~~~ .

Pattern: \_\_\_\_\_

2. ~~~~~ . First, ~~~~~ . Also,  
~~~~~ . In addition, ~~~~~ . Another  
~~~~~ . Yet another ~~~~~ . Finally,  
~~~~~ .

Pattern: _____

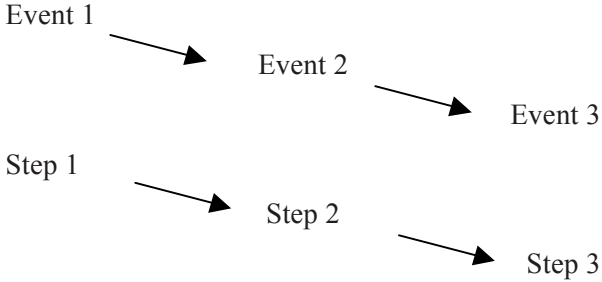
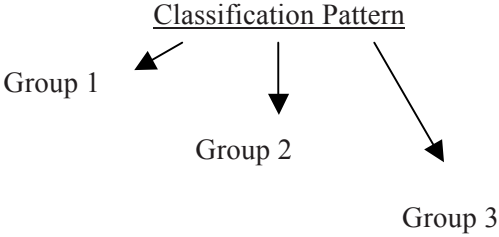
3. First ~~~~~ . Second, ~~~~~ .
Next, ~~~~~ . Then ~~~~~ .
Meanwhile, ~~~~~ . Finally, ~~~~~ .

Pattern: _____

4. ~~~~~ . ~~~~~ above ~~~~~ . Close to
~~~~~ . ~~~~~ . Farther ~~~~~ .  
Within, ~~~~~ .

Pattern: \_\_\_\_\_

## Patterns of Organization I: Guided Note-Taking Activity

| Pattern of Organization                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                               | Transitions and Signals                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listing</b>                                                                                                                  | <p><u>Lists a series or set of reasons, details, or points.</u></p> <p style="text-align: center;"><u>List of Ideas Pattern</u></p> <p style="text-align: center;">Idea 1<br/>Idea 2<br/>Idea 3</p>                                                                                                                                                                           | <p><i>also, and, another, besides, final, finally, first, first of all, for one thing, furthermore, in addition, last, last of all, moreover, next, one, third, second, secondly</i></p>                                                                                                     |
| <p><u>Time Order:</u><br/><u>Series of Events,</u><br/><u>Narration,</u><br/><u>Stages, Steps,</u><br/><u>or Directions</u></p> | <p><u>Shows a chain of events.</u><br/><u>The order is important.</u></p> <p style="text-align: center;"><u>Time Pattern</u></p>  <pre> graph LR     E1[Event 1] --&gt; E2[Event 2]     E2 --&gt; E3[Event 3]     S1[Step 1] --&gt; S2[Step 2]     S2 --&gt; S3[Step 3]     </pre>         | <p><i>after, afterward, as, before, currently, during, eventually, finally, first, last, later, meanwhile, next, now, often, previously, second, since, soon, then, ultimately, until, when, while</i></p>                                                                                   |
| <b>Classification</b>                                                                                                           | <p><u>Used to sort ideas into smaller groups and describe the traits of each group.</u></p> <p style="text-align: center;"><u>Classification Pattern</u></p>  <pre> graph TD     C[Classification Pattern] --&gt; G1[Group 1]     C --&gt; G2[Group 2]     C --&gt; G3[Group 3]     </pre> | <p><i>another group, categories, characteristics, class, first type, order, second kind, traits</i></p>                                                                                                                                                                                      |
| <p><u>Space Order</u><br/><u>(spatial order)</u></p>                                                                            | <p><u>Allows authors to describe a person, place, or thing based on its location or the way it is arranged in space.</u></p> <p style="text-align: center;"><u>Space Order Details</u></p> <p style="text-align: center;">Details 1 → Detail 2 → Detail 3</p>                                                                                                                 | <p><i>above, across, adjacent, around, at the bottom, at the side, at the top, back, behind, below, beneath, beside, beyond, by, center, close to, down, far away, farther, front, here, in, inside, left, middle, next to, nearby, outside, right, there, under, underneath, within</i></p> |



## Thought Patterns

Read the description of the reading material in column 1. In column 2, write the pattern of organization which you would anticipate the author would use: listing, time, classification, or space order.

| <b>Reading Material</b>                                                                    | <b>Pattern</b> |
|--------------------------------------------------------------------------------------------|----------------|
| 1. Instructions for running critical updates on your computer                              |                |
| 2. An article celebrating the recent opening of the Summer Olympics                        |                |
| 3. A president's journal entry telling about an attempt on his life                        |                |
| 4. The things to pack when hiking the Appalachian Trail                                    |                |
| 5. A sports article relating the events of an athlete's success                            |                |
| 6. A psychology textbook passage about kinds of memory                                     |                |
| 7. A novel depicting the room arrangement and clues observed by a crime-scene investigator |                |
| 8. A chart explaining stages of child development                                          |                |
| 9. A brochure on things to look for when purchasing a cell phone                           |                |
| 10. The description of the Parthenon in an art-history textbook                            |                |

## Chapter 7: Review Cards

### TRANSITIONS AND THOUGHT PATTERNS

Transitions are words and phrases that show the relationships between ideas.

They can also show the relationships between sentences in a paragraph.

Transitions can show how ideas within a sentence are connected.

Transitions make ideas clear, smooth, and easy to follow.

Transitions that signal logical relationships between paragraphs or passages: *also, and, another, besides, final, finally, first, first of all, for one thing, furthermore, in addition, last, last of all, moreover, next, one, second, secondly, third*

Time Transitions: *after, afterward, as, before, currently, during, eventually, finally, first, last, later, meanwhile, next, now, often, previously, second, since, soon, then, ultimately, until, when, while*

A thought pattern is established by using transitions to show the logical relationship between ideas in a paragraph or passage.

### TRANSITIONS AND THOUGHT PATTERNS

**Listing:** Lists a series or set of reasons, details, or points. Introduced by addition transitions such as *also, and, another, furthermore, moreover, in addition*.

**Time:** Shows a chain of events. The order is important. Introduced by time transitions such as *after, afterward, before, currently, finally, meanwhile, later*.

**Classification:** Used to sort ideas into smaller groups and describe the traits of each group. Introduced by transitions such as *another group, categories, characteristics, class, kind*.

**Space Order:** Signals that the details follow a logical order based on two elements: (1) how the object, place, or person is arranged in space, and (2) the starting point from which the author chooses to begin the description.

## Chapter 7: Transition Words and Thought Patterns Quiz

True or False

- \_\_\_\_\_ 1. Authors use transitions to clearly show how ideas are related to one another.
- \_\_\_\_\_ 2. Transitions show the relationship between sentences as well as ideas within a sentence.
- \_\_\_\_\_ 3. A single word such as *since* can serve as only one type of transition.
- \_\_\_\_\_ 4. Some transitions that show addition can also indicate time.
- \_\_\_\_\_ 5. Patterns of organization use transitions to show the relationship between ideas in a paragraph, passage, or textbook chapter.

Fill in the blank.

|            |            |           |
|------------|------------|-----------|
| directions | list       | meanwhile |
| time       | time order |           |

6. Transitions such as *and*, *also*, *furthermore*, and *finally* indicate the \_\_\_\_\_ pattern.
7. The \_\_\_\_\_ pattern indicates a logical arrangement of details from a basic starting point.
8. The two basic uses of time-order organization include a series of events or stages and a series of \_\_\_\_\_.
9. Words such as *after*, *before*, *currently*, *during*, *later*, and \_\_\_\_\_ indicate events or stages in the time-order pattern.
10. A passage about the steps for purifying your water after a hurricane would be presented in the \_\_\_\_\_ pattern.

## CHAPTER 8

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# More Thought Patterns

“Be a craftsman in speech that thou mayest be strong, for the strength of one is the tongue, and speech is mightier than all fighting.” —Maxims of Ptahhotep

## Introduction

Locate a Jenga game. Prior to the lesson, write transition words on some of the blocks that indicate the following patterns: definition/example, cause/effect, and comparison/contrast. Set up the game and ask a few students to begin removing the wooden pieces according to the directions of the game, but tell them to read aloud the words on the blocks as they remove them. To allow more participation, alternate “players” and call up a few more students. Continue this until the blocks fall. At this point, tell the students that eliminating transition words can make a paragraph or an essay fall apart.

Explain the cause-and-effect pattern of organization they witnessed as students removed the blocks until the tower fell.

## Input

Make a transparency of the “More Thought Patterns” handout and discuss with students.

Distribute copies of the handout “Chapter 7: Guided Note-Taking Activity,” for the students to insert key words as you explain the appropriate transitions. Delete the pattern names on the student copy.

Distribute copies of the handout, “More Thought Patterns,” to discuss the patterns.

## Follow-Up

Copy the pages that contain the “Matching Exercise.” Make laminated copies of the pages. Next, cut the pattern names, definitions, and accompanying signal words into strips. Make a set for each student, secure the scrambled terms, definitions, and transitions with a rubber band and put them in an envelope. Allow the students to work in pairs to match pattern to description to signal words.

Print copies of the “Hands On: Thought Patterns Paragraphs” so that each paragraph is on a different color of paper. Make a set for each student. Secure the scrambled sentences with a rubber band and put each set in a separate envelope for each student. Ask the students to work alone to arrange the sentence strips in the correct order. Circulate the room to check each student’s arrangement and guide them when necessary. Finally, display a transparency of the correct order and discuss the clues that helped the students determine the order.

Ask the students to create concept maps of the paragraphs in the above activity.

Use the “Chapter 8: Review Cards” to prepare the follow-up quiz.

# Thought Patterns

Consider the transitions and signal words to determine the patterns presented below.

|                     |                            |
|---------------------|----------------------------|
| Cause-and-Effect    | Definition                 |
| Comparison/contrast | Generalization and Example |

1. ~~~~~ advantages and disadvantages  
~~~~~. Another advantage is ~~~~~~. However,  
~~~~~. On the Other hand,  
~~~~~. Similarly, ~~~~~~.  
Likewise, ~~~~~~.

Pattern: _____

2. ~~~~~? ~~~~~, which means
~~~~~. ~~~~~, for example,  
~~~~~.

Pattern: _____



3. Typically, ~~~~~~. An illustration, ~~~~~~.
~~~~~ such as ~~~~~~. ~~~~~ including ~~~~~~.  
Meanwhile, ~~~~~~. Finally,  
~~~~~.

Pattern: _____

4. ~~~~~~. ~~~~~~ results in ~~~~~~.
Depending on ~~~~~~. ~~~~~~ is caused by
~~~~~. Therefore, ~~~~~~.

Pattern: \_\_\_\_\_

## Chapter 8: Guided Note-taking Activity

| Pattern of                 | Purpose and Diagram                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Transitions and Signals                                                                                                                                                                                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Generalization and Example | The author makes a general statement and then offers examples for clarification.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>as an illustration, for example, for instance, including, once, such as, to illustrate, typically</i>                                                                                                                                                                                         |
| Definition                 | <p>The definition explains the meaning of new, difficult, or specialized vocabulary.</p> <p>The examples follow a definition to show how the word is used or applied in the content course.</p> <p style="text-align: center;"><u>Definition Pattern</u></p> <p style="text-align: center;">Term and Definition<br/>Example<br/>Example</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>as an illustration, for example, for instance, including, once, such as, to illustrate</i>                                                                                                                                                                                                    |
| Comparison                 | <p>Comparison points out the ways two or more ideas are alike.</p> <p style="text-align: center;"><u>Comparison Pattern</u></p> <p style="text-align: center;">Idea 1                      Idea 2<br/>Idea 1 is like    Idea 2<br/>Idea 1 is like    Idea 2<br/>Idea 1 is like    Idea 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>alike, as, as well as, equally, in like manner, in a similar fashion, in a similar manner, in the same way, just as, just like, like, likewise, resemble, same, similar, similarity, similarly</i>                                                                                            |
| Contrast                   | <p>Points out the ways two or more ideas are different.</p> <p style="text-align: center;"><u>Contrast Pattern</u></p> <p style="text-align: center;">Idea 1                      Idea 2<br/>Idea 1 differs from    Idea 2<br/>Idea 1 differs from    Idea 2<br/>Idea 1 differs from    Idea 2</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>although, as opposed to, at the same time, but, conversely, difference, different from, differently, despite, even though, however, in contrast, in spite of, instead, nevertheless, on the contrary, on the one hand, on the other hand, rather than, still, to the contrary, yet, while</i> |
| Comparison and Contrast    | Shows how two things are similar or how they are different, or both.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Both comparison and contrast transitions and signals may be present.                                                                                                                                                                                                                             |
| Cause and Effect           | <p>A cause states why something happens. An effect states a result or outcome.</p> <p style="text-align: center;"><u>Cause/Effect</u></p> <div style="display: flex; align-items: center; gap: 20px;"> <div style="text-align: right;">Cause</div> <div style="display: flex; flex-direction: column; gap: 5px;">  </div> <div style="text-align: left;"> <p>effect 1</p> <p>effect 2</p> <p>effect 3</p> </div> </div> <div style="display: flex; align-items: center; gap: 20px; margin-top: 10px;"> <div style="text-align: right;">Effect</div> <div style="display: flex; flex-direction: column; gap: 5px;">  </div> <div style="text-align: left;"> <p>cause 1</p> <p>cause 2</p> <p>cause 3</p> </div> </div> | <i>accordingly, as a result, because, because of, consequently, if...then, leads to, since, so, result in, therefore, thus</i>                                                                                                                                                                   |

## More Thought Patterns

Read the description of the reading material in column 1. In column 2, write the pattern of organization which you would anticipate the author would use: definition and example, comparison, contrast, comparison/contrast, or cause/effect.

| <i>Reading Material</i>                                                                                             | <i>Pattern</i> |
|---------------------------------------------------------------------------------------------------------------------|----------------|
| 1. A pamphlet explaining the similarities and differences in gutter systems for your home.                          |                |
| 2. A biology passage explaining the advantages and disadvantages of stem-cell research.                             |                |
| 3. An editorial about the results of military propaganda.                                                           |                |
| 4. An English literature textbook explaining the meaning of <i>oxymoron</i> with examples from Shakespeare's plays. |                |
| 5. An economic analysis of the impact which current events have on the stock market.                                |                |
| 6. A campaign flier listing the assets of one candidate and the liabilities of another.                             |                |
| 7. A report on the results of becoming a vegetarian.                                                                |                |
| 8. A business textbook explaining the meaning of the "foot-in-the-door policy" with some sample situations.         |                |
| 9. A list of the fashions seen in foreign countries and how they differ from those in the United States.            |                |
| 10. An economics textbook passage that presents how two states resemble each other in revenue enhancement.          |                |

## Matching Exercise

### Pattern

Listing Pattern

Time Order Pattern

Space Order Pattern

Classification Pattern

Definition and Example Pattern

Comparison Pattern

Contrast Pattern

Comparison-and-Contrast Pattern

Cause-and-Effect Pattern



## Matching Exercise

Presents items in a series or set of reasons, details, or points. The order is not important.

Presents a chain of events or steps in a series. The order is important.

Sorts ideas into smaller groups and describes the traits of each.

Presents an explanation of the meaning of a word and an example of how it is used or applied to the content.

Points out the ways in which two or more ideas are alike.

Points out the ways in which two or more ideas are different.

Shows how two things are similar or how they are different or both.

States why something happens and the result or outcome.

## Matching Exercise

*also, another, final, for one thing, furthermore, in addition, last of all, moreover, next*

*after, currently, during, eventually, finally, later, meanwhile, next, previously, soon, then, ultimately, until, when, while*

*first type, second kind, another group, categories, series, traits, attributes*

*as an illustration, for example, for instance, including, once, such as, to illustrate*

*alike, as, as well as, equally, in like manner, in a similar fashion, in a similar manner, in the same way, just as, just like, like, likewise, resemble, same, similar, similarity, similarly*

*although, as opposed to, at the same time, but, conversely, difference, different than, different from, differently, despite, even though, however, in contrast, in spite of, instead, nevertheless, on the contrary, on the one hand, on the other hand, rather than, still, to the contrary, yet, while*

*accordingly, as a result, because, because of, consequently, if...then, leads to, since, so, result in, therefore, thus*

Both comparison and contrast transitions and signals may be present: *likewise, resemble, same, similar, similarity, similarly, although, as opposed to, at the same time, but, conversely, difference, different from, differently, despite, even though, however*

## **Hands On: Thought Patterns**

### **Paragraph 1**

To gain control of your finances, financial experts advise several ways to save money.

First, create a budget.

Creating a budget will take some organization and time, but it will be worth the effort.

Second, adhere to your budget.

Sticking to your budget means that you may have to forgo impulsive luxuries.

Third, pay your bills as soon as they arrive.

Fourth, eliminate your credit card debt.

By paying off those credit card bills, you will eliminate paying high monthly finance charges as well as being enticed by bait-and-switch marketing tactics.

Finally, try to buy items you need when they are on sale, so always ask yourself, “Do I really need this, or is it something I want but could live without?”

(list)

## Hands On: Thought Patterns Paragraph 2

*The Wizard of Oz* appeared in 1939, creating a wave of excitement because it introduced color to the previous black-and-white film medium.

Synchronizing that film with Pink Floyd's *Dark Side of the Moon* has created a flurry of new attention because of the uncanny similarities of the two works.

One similarity appears with the lyrics, "Balanced on the Biggest Wave," which occur just as Dorothy is tightrope-walking the fence at Auntie Em's farm.

Likewise, when the fortune-teller is consulting the crystal ball, we hear the lyrics of "Past, Present, and Future."

A third similarity is when Dorothy arrives in the Land of Oz and Glenda the Good Witch whispers in Dorothy's ear just as the Pink Floyd lyrics, "Haven't You Heard," occur.

Another surprise appears when the lyrics, "A Lunatic Is on the Grass," are synchronized with when the Scarecrow appears, and "Brain Damage" plays when he sings his wish for a brain.

Yet another surprising discovery is that the rhythms of several Pink Floyd songs coincide with the dance movements of the actors in the film.

Finally, the sound of the cash register in "Money" occurs as Dorothy and her traveling companions enter the Emerald City to be surrounded by the color green and to be catered to by the grooming services.

(comparison)

## Hands On: Thought Patterns

### Paragraph 3

In the 1934 World Series, Bill Rogell played shortstop for the Detroit Tigers when they played against the St. Louis Cardinals.

At that time, Dizzy Dean, the famous Hall of Fame pitcher for the Cardinals, was a runner at first base.

There were fewer than two outs when the next St. Louis batter hit a sharp grounder to the Tiger second baseman, Charlie Gehringer.

Charlie fielded the ball cleanly and flipped it over to Rogell, who was now positioned at second base for what was starting to look like a routine double play.

Rogell then caught the ball, stepped on second base, and was making his relay throw to first base when Dizzy came running in hard to second.

At that moment, Dizzy elected not to slide; instead, he made the mistake of running into the second-base area standing up.

Just then, Rogell's throw struck Dizzy right in the head and knocked him to the ground unconscious!

Dizzy was then taken off the field and rushed to a nearby hospital.

He was released soon after and was able to return that evening to the company of his Cardinal teammates, who had a lot of questions for Dizzy.

It is said that one player asked him if he was okay and if he had been checked out thoroughly at the hospital.

Dizzy answered, "Yeah, I'm fine. They x-rayed my head, but they couldn't find nothing!"

The papers carried the full story the next morning, with one article headed by the line: **DIZZY GETS KNOCKED DIZZY! HEAD X-RAYED—NOTHING FOUND!**

(time)

## Hands On: Thought Patterns

### Paragraph 4

Effective teachers develop strategies to accommodate at least three learning styles which their students exhibit.

One group of students may need to see the material presented in words, diagrams, and pictures.

Students in this group are *visual learners* and often rely on color-coding, highlighters, illustrations, and concept maps in their notes.

A second category consists of students who need to hear the material.

These *auditory learners* know the lyrics of songs in their entirety, and they sometimes find it distracting to take notes.

Such learners should tape lectures while taking their notes and then later play back the tape and fill in the gaps of details they may have missed.

A final category is the *tactile or kinesthetic learner*.

These students need movement or the sense of touch to help facilitate their learning.

When learning about the architecture of the Great Stupa of Sanchi, for example, they might need to make a model out of clay to focus on the details or the structure.

Or they may need to move around as they read material or study for a test.

(classification)

## Hands On: Thought Patterns

### Paragraph 5

You read the advertisement in the Saturday morning paper, and the deal seems too good to be true.

It seems that the computer you had been shopping for is available at the local computer store for half the price you found in your search.

You arrive at the store in the early morning, but you are greeted with a salesman's disappointing reply that the store is already sold out.

Still, he continues, the store can offer what you want with some upgrades for slightly more money.

This tactic is called **bait and switch**, and it is a marketing strategy used to lure customers into the store with the purpose of pressuring them into buying more than they had originally planned.

(definition and example)

## **Hands On: Thought Patterns Paragraph 6**

Have you noticed that purchasing a cellular phone becomes a lesson in weighing the advantages and disadvantages presented in the fine print?

First, some plans offer free phones, so this feature becomes the first enticing similarity.

Likewise, some phone companies provide the “bells and whistles” such as text messaging, voicemail, and caller ID.

However, when scrutinizing the fine print, a consumer begins to discern some important differences.

One phone plan, though slightly more expensive, offers unlimited minutes on weekends, while the other charges for weekends, and its unlimited minutes are desirable only to the nocturnal individuals who call after 9:00 p.m. during the week.

Another item in the fine print indicates that one phone service is good only in some areas of the state, while another, slightly more expensive service, is actually nationwide.

Therefore, a good consumer must be willing to read the fine print and weigh the assets and liabilities of each program.

(comparison and contrast)



## **Hands On: Thought Patterns Paragraph 7**

Does physical appearance affect your ability to get a job or a raise?

Some people think so.

In a recent study by business professors from the University of Florida and the University of North Carolina at Chapel Hill, the results indicate that tall people make more money.

According to one of the researchers, six-foot-tall Timothy Judge, each inch adds \$783 to a salary.

The results of this study, therefore, attempt to prove that the glass ceiling that appears in business is more related to height than to gender.

(cause and effect)

## **Paragraph 8**

You've been admonished for years to eat a balanced diet and take your vitamins.

Now, the consequences of following that advice indicate additional benefits.

People who take care to get enough calcium in their diets have more success maintaining their desired weight or losing weight if they are on a diet.

Likewise, people who take capsules containing the Omega-3 mineral found in fish oil report that they concentrate better, so that their memory improves.

Another effect of the Omega-3, which is a mineral that promotes a healthy heart, also indicates that some people experience relief from mild depression.

Finally, the effects of taking glucosamine and chondroitin include reduced joint pain, and some people give this to their ailing animals that have been diagnosed with arthritis.

(cause and effect)

## Hands On: Thought Patterns Paragraph 9

Although Ben's first car was a 1989 LX Ford Mustang, 25<sup>th</sup> Anniversary model, it hardly resembled his fantasy car.

Purchased from the wholesale lot of a local dealer, the car came with a driver's seat supported by a thick, yellow telephone book instead of the plush, heated, leather seats he had conjured in his dreams.

Rather than the shiny paint job with meticulous detailing most men long for, this car had faded blue paint that revealed years of wear as well as stains from a previous shaving-cream prank.

Despite the car's flaws, Ben spent hours adjusting, replacing, tweaking, and refurbishing the car, which is now a very different version of the faded, dented castoff it once was.

Ben has fixed the seat, replaced the fender and battery, and has had the car painted a bold blue, a dazzling contrast to the previous condition.

Now Ben's car is a magnificent vehicle, completely unrecognizable from his original purchase.

(contrast)

## Chapter 8: Review Cards

### TRANSITIONS

Example words signal that a writer is giving an instance of a general idea to clarify a point. These include the following: *an illustration, for example, for instance, including, once, such as, to illustrate.*

Comparison words and phrases signal similarities and include some of the following: *alike, as, as well as, equally, in like manner, just as, just like, similarly.*

Contrast transition words point out ways in which two or more ideas are different. Sample signal words are *although, on the other hand, on the contrary, yet despite, nevertheless.*

Cause-and-effect words indicate reasons and results and include sample words such as *accordingly, because of, leads to, results in, because, since, therefore, thus.*

### MORE THOUGHT PATTERNS

The definition and example pattern explains the meaning of new words and presents how the words are used or applied in the content of the course. Signal words include *is, are, means, for example, such as.*

The comparison pattern points out ways in which two or more ideas are alike.

The contrast pattern points out ways in which two or more ideas are different.

The comparison-and-contrast pattern point out ways in which ideas are similar and different. Signal words include *similar, like, just as, however, on the other hand, despite.*

The cause-and-effect pattern explains why something happens and the result or outcome. Sample signal words include *because, consequently, thus.*

## Chapter 8: More Thought Patterns Quiz

### True or False

- \_\_\_\_\_ 1. Example transition words signal that a writer is giving an instance of a general idea to clarify a point.
- \_\_\_\_\_ 2. All transitions are easily interchanged.
- \_\_\_\_\_ 3. Authors carefully choose transitions based on style and meaning.
- \_\_\_\_\_ 4. Authors frequently use the comparison/contrast pattern to introduce and explain specialized vocabulary.
- \_\_\_\_\_ 5. Words and phrases such as *alike*, *as well as*, *just as*, and *likewise* indicate the definition and example pattern of organization.

### Fill in the blank.

|             |              |            |
|-------------|--------------|------------|
| accordingly | cause/effect | comparison |
| contrast    | nevertheless |            |

- \_\_\_\_\_ 6. The \_\_\_\_\_ pattern points out the ways in which two or more ideas are alike.
- \_\_\_\_\_ 7. The \_\_\_\_\_ pattern points out the ways in which two or more ideas are different.
- \_\_\_\_\_ 8. Words such as \_\_\_\_\_, *consequently*, and *therefore* indicate a cause-and-effect pattern.
- \_\_\_\_\_ 9. Words such as *but*, *however*, and \_\_\_\_\_ indicate a contrast pattern.
- \_\_\_\_\_ 10. The predominant pattern of the paragraph below is \_\_\_\_\_.

Following the aftermath of Hurricane Isabel, the worst storm our area had experienced in 100 years, we adjusted accordingly. Surviving the storm and dealing with power outages and shortages of food and water led to opportunities to help people, to develop some humility, and to bond more with our family and neighbors. Because of severe power outages, we summoned our ability to make coffee on a grill and share a cup with neighbors who had not learned the trick. We fed spaghetti to masses of displaced college students and made pancakes for friends. We became the recipients of hot meals served from the Red Cross truck wending through almost impassable streets. We also stood in long lines for our allotted two bags of free ice each day, which struck a chord in our hearts, resulting in even more compassion and a sense of connection to our global neighbors in war-torn areas. What I will miss the most, though, is star-gazing on school bleachers, playing Cranium with the neighbors by torch light, and singing to a friend's accordion music wafting from across the street.

## CHAPTER 9

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# Fact and Opinion

“Thus, in a real sense, I am constantly writing autobiography, but I have to turn it into fiction in order to give it credibility.” —Katherine Patterson

## Introduction

Have students divide a sheet of paper into two columns. Tell them they will read the first paragraph of the article “Shakespeare and Narcotics” and distinguish facts from opinions. If you have access to a computer lab have the students access the following site: in the computer query type “*Bibliomania.com*” > click on *read* > *choose a selection* > *articles* > students should click on the article entitled “Shakespeare and Narcotics.” If you do not have access to a computer lab, print and distribute the article to students. Armed with definitions and characteristics of facts and opinions in the textbook, direct students to read the first paragraph of the article (interested students may, of course, read further.) When they identify a fact, students should write it under the fact column and when they identify an opinion, write it under the opinion column. Allow a few minutes for students to compare choices for each column.

*Answers:*

**Facts:** 1. Discovery of drug tainted clay pipes in home of Shakespeare...2. Caused discussion

3. Researchers from S. Africa explained chemical analysis ...4. Reports claim Shakespeare...5. Actually, in the relevant context....means

**Opinions:** 1. Bard’s possible cocaine use.....2. Apparently Shakespeare had access to narcotics....3. Dip into the mire of shock journalism shrieked no proof Shakespeare too substances....4. He was a genius

- Write “truth” and “fact” on the board and open the floor for a discussion about whether or not they are the same thing. Ask students why some people say it is possible to lie with statistics.
- Make transparencies of the pages titled “Fact or Opinion or Both?” and solicit suggestions from students as to what qualifies a statement as a fact or an opinion or a combination.

## Input

- After discussing the information in the textbook, show the overheads “Biased Words You Should Know” and “Qualifiers You Should Know.”
- Arrange students in groups and give them a copy of the handout “Discerning Fact or Opinion,” to complete.
- Explain the meaning of the words “indisputable” and “incontrovertible,” which are often used to identify facts.
- Arrange the students in groups and give each a copy of the same current editorial. Give each student an index card. In the group have them complete the following questions and then discuss the results when students have had time to complete their cards. Be sure to have the students write the names of the group members and ask them to turn in the cards after the discussion.
  - What is the topic of the editorial?
  - What is the central idea of the editorial?

- What is the author’s purpose?
- List three statements of fact you can identify in the article.
- List three statements of opinion.
- List three value words used in the editorial.

## **Follow-Up**

- Ask the student to visit the following site to determine “What Makes a Good Eyewitness Testimony?” ([essortment.com](http://essortment.com))
- Discuss the difference between informed and expert opinions and ask the students why eyewitness accounts in courtrooms do not always provide reliable facts.
- Use the “Chapter 9: Review Cards” to prepare for the follow-up quiz.

## Fact or Opinion?

- The movie *Bonhoeffer* depicts the life of Deitrich Bonhoeffer, who was imprisoned and executed by the Nazis for his role in the Resistance.
- The 2003 World Series was a contest between the Florida Marlins and the New York Yankees.
- Current nuclear-powered aircraft carriers have their own television and radio stations on board.
- During her first two decades, the battleship *West Virginia*, which was commissioned on December 1, 1923, spent her time in training and fleet exercises.
- In college sailing regattas, the participants change boats every other race to prevent anyone from having an unfair advantage, and each regatta contains 16 races.
- Winston Churchill was a writer and British prime minister from 1940–1945 during World War II and again in 1951–1955.
- In 1957 the Edsel was introduced in Canada, but by 1959 production of the car was discontinued.

## Fact or Opinion?

- Dietrich Bonhoeffer, who believed faith was possible only by living life fully, wrote *The Cost of Discipleship*, a book that continues to make a remarkable impression on readers years after his death.
- The reason the Chicago Cubs have failed to win a pennant since 1945 is the curse a fan put on the team when the club refused to allow his goat to enter the stadium.
- Current nuclear-powered aircraft carriers are like small cities, probably much larger than the hometowns of most of its sailors.
- The story of the battleship *West Virginia* is one of the most poignant in naval history.
- College sailors are some of the hardest-working NCAA athletes because the sport is year-round and they often must sail in adverse conditions.
- Winston Churchill was a man of many talents, and his speeches are the best inspirations for people who need the courage to persevere.
- The Edsel and the Studabaker were both excellent cars, but they were considered too advanced for their time.



## Qualifiers You Should Know

all

always

appear

believe

could

every

has/have to

it is believed

likely

may

might

must

never

often

only

ought to

possibly/possible

probably/probable

seem

should

sometimes

think

usually

## Biased Words You Should Know

awful

amazing

bad

beautiful

best

better

disgusting

exciting

favorite

frightful

fun

good

great

greatest

handsome

horrible

miserable

more

most

smart

stupid

unbelievable

ugly

very

## Discerning Fact from Opinion

Label the following statements as a fact (F), opinion (O), or a combination of fact and opinion (F/O). If a sentence contains an opinion, underline the value word(s).

|                                                                                                                                                                                            | Answer |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. Insurance companies should be more compassionate to their policy holders.                                                                                                               |        |
| 2. Prior to graduation, all students must successfully complete an ethics course in their field of study.                                                                                  |        |
| 3. One topic discussed in an ethics course is the rights and confidentiality of clients.                                                                                                   |        |
| 4. To have a pleasing décor, all rooms should include something black and something yellow.                                                                                                |        |
| 5. The paintings of Georgia O’Keeffe are examples of modern realism.                                                                                                                       |        |
| 6. Because of his maladjusted childhood, Salvador Dali’s paintings are more the result of madness than genius.                                                                             |        |
| 7. The publishing world is fortunate that Stephen King never gave up despite many early rejections of his first attempts at writing novels.                                                |        |
| 8. <i>Carrie</i> was Stephen King’s first novel.                                                                                                                                           |        |
| 9. <i>Carrie</i> , which was Stephen King’s first novel, established him as a writer, especially when the film version appeared, which was one of the most frightening movies of its time. |        |
| 10. Students who select a career in the medical field will have lucrative careers, since salaries in that area are better than they have ever been.                                        |        |

## Chapter 9: Review Cards

A fact is a specific detail that can be proven true or false based on objective evidence.

An opinion is a feeling, judgment, belief, or conclusion that cannot be proven true or false by objective evidence.

Objective evidence can be one or more of the following: physical proof, and eyewitness, and spoken or written testimony.

An informed opinion is developed by gathering and analyzing evidence.

An expert opinion is developed through much training and extensive knowledge in a special field.

### HINTS FOR SEPARATING FACT FROM OPINION

Hint 1: Know the traits of both a fact and opinion.

(Fact: objective, states reality, can be verified, uses unbiased words)

(Opinion: subjective, interprets reality, cannot be verified, uses biased words or qualifiers)

Hint 2: Note the use of biased words and qualifiers (*always, better, best, bad, beautiful, believe, disgusting, exciting, favorite, fun, frightful, good, great, greatest, horrible, never, ought to, probably, should be, smart, stupid, think*).

Hint 3: Beware of false facts.

Hint 4: Beware of opinions stated to sound like facts

## Chapter 9: Fact and Opinion Quiz

True or False

- \_\_\_\_\_ 1. Most people's points of views and beliefs are based on a blend of fact and opinion.
- \_\_\_\_\_ 2. Authors are rarely able to remain objective about a subject because doing research forces them to take sides in an issue.
- \_\_\_\_\_ 3. Some types of writing such as editorials, advertisements, and fiction use opinions.
- \_\_\_\_\_ 4. Some types of writing such as textbooks, news articles, and medical research rely on facts.
- \_\_\_\_\_ 5. If it is objective, states reality, can be verified, and uses unbiased words, a statement is an opinion.

Fill in the blank. One answer will not be used.

|                  |                |        |
|------------------|----------------|--------|
| exciting         | expert opinion | false  |
| informed opinion | opinions       | traits |

- \_\_\_\_\_ 6. Hint 1 states that a reader should know the \_\_\_\_\_ of a fact and an opinion.
- \_\_\_\_\_ 7. Hint 2 states that an effective reader should note the use of value words such as *always*, *best*, \_\_\_\_\_, and *never*.
- \_\_\_\_\_ 8. Hint 3 states that an effective reader should beware of \_\_\_\_\_ facts.
- \_\_\_\_\_ 9. Hint 4 states that an effective reader should beware of \_\_\_\_\_ stated to sound like facts.
- \_\_\_\_\_ 10. A(n) \_\_\_\_\_ is developed by gathering and analyzing evidence.

## CHAPTER 10

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# Tone and Purpose

“Read not to contradict and confute, nor to believe and take for granted,... but to weigh and consider.” - Sir Francis Bacon

## Introduction

- Read the following sentence from “Little Red Riding Hood” to demonstrate that when listening, we can hear the tone: “ *Oh Grandmother, what big teeth you have.* ” (Read first with an affectionate tone, then with a comedic tone, and finally with an ominous tone). Then have students examine the following sentences for subjective words that express the tone. Point out that an authors’ choice of words convey both tone and purpose,

“*Oh Dear Grandmother, what lovely, clean teeth you have.*”

“*Oh funny Grandmother, your lovely, sparkling teeth cause me to smile.*”

“*Oh Grandmother, your horribly huge teeth frighten me!*”

- Visit the Website “Landmark Political Speeches.” Give students a copy of “Robert Kennedy’s announced death of Martin Luther King, Jr.” speech. Allow students to watch the video. Following the viewing, have students move into small collaborative groups and reread the speech to identify and write subjective terms they identified in the speech.
- Display a variety of greeting cards and discuss the tones of each.
- Write the terms *irony* and *sarcasm* on the board and discuss their definitions. Explain that the term *sarcasm* is derived from the Greek verb, *sarkazsein*, which means “to tear the flesh” (used of dogs). The root *sark-*, “flesh,” can be seen in *sarcophagos*, a coffin (“flesh-eater”). It’s difficult to know whether this originated in the metaphorical idea that someone who uses sarcasm is “cutting up” the person or thing that’s the target of the remark, or whether it refers to the more nearly literal idea that the person is so angry that gnashing his or her teeth and biting his or her own lips! Either way, the idea is that sarcasm projects a savage mood. Hence, sarcasm is intended to hurt the recipient.
- Tell O. Henry’s story, *The Gift of the Magi*, and talk about the irony of the Christmas gifts.
- Locate a recent Dave Barry column from the newspaper and ask students to decide what the tone of his writing is. Are there any examples of irony or sarcasm?

## Input

- Show the transparency “Author’s Purpose,” which is in the Instructor’s Manual.
- Distribute copies of the handout “Identifying Purpose” for the students to complete.
- Refer students to the pages in the textbook that list examples of words that describe tone. Then play some pre-selected songs that could be interpreted as cheerful or somber or naïve or lively or formal. Give each student an index card and ask him or her to number the cards 1–5. Then play portions of five songs. After each song, have the students write the word that they

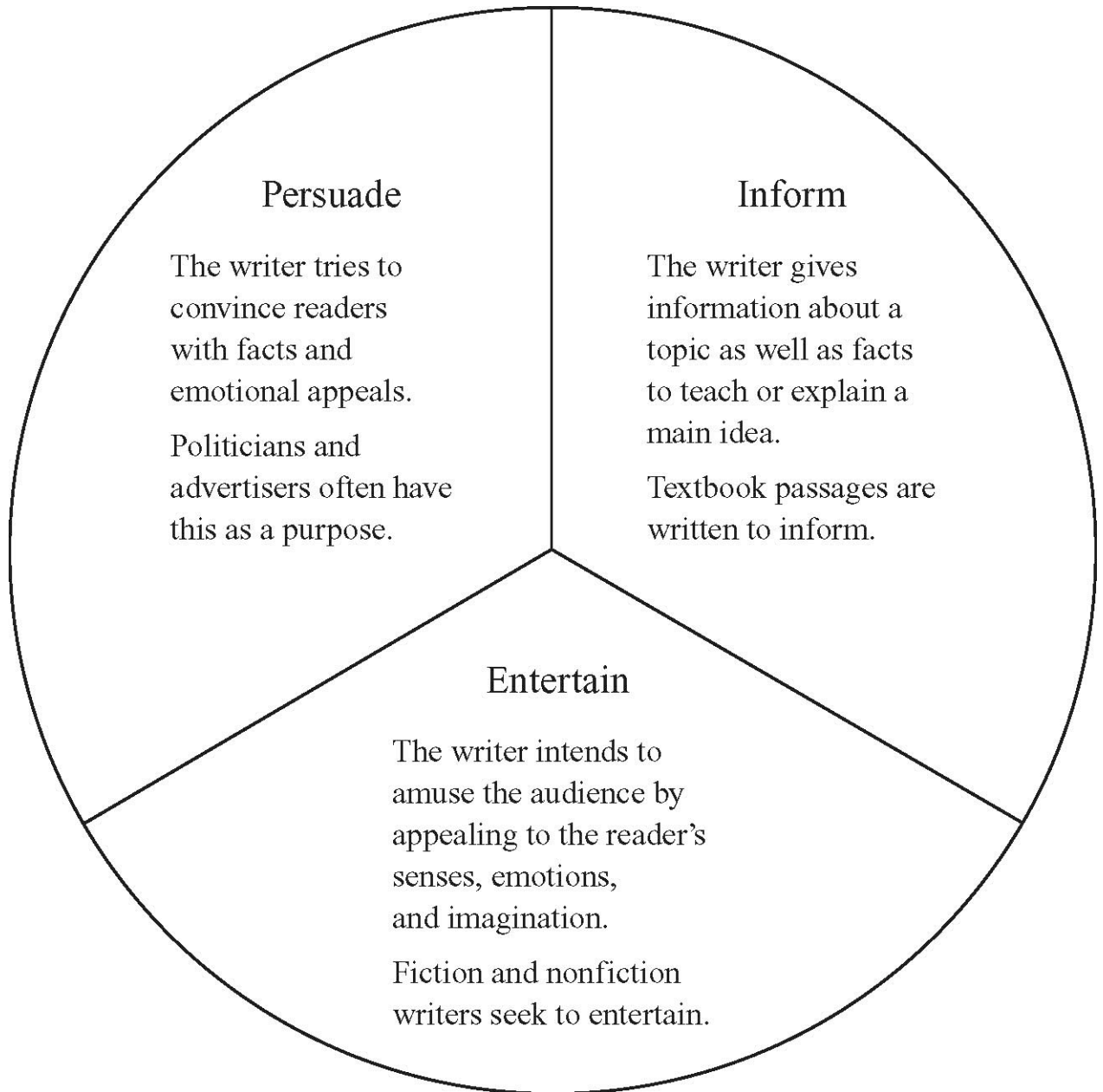
feel best describes the tone of the song. Arrange the students in groups of three and ask them to discuss their choices. Finally, give the students an opportunity to share their ideas.

- Give students the handout “Author’s Tone” and allow them to work in their groups to complete the assignment.

## **Follow-Up**

- Locate some greeting cards and discuss with the students the tone of each.
- Read aloud a column from Miss Manners or from “Tell Me about It” by Carolyn Hax of the *Washington Post* and discuss the purpose and tone of each.
- Instruct the students to go to [www.npr.org](http://www.npr.org) and click on “Audio Archives” to access the November 7, 2003 “All Things Considered” clip called “Colleges Shake Up Sports Conferences.” After they have listened to the five-minute recording, ask them to summarize what they have heard and identify the tone of the reporter.
- Use the “Chapter 10: Review Cards” to prepare for the follow-up quiz.

## Author's Purpose





## Identifying Purpose

Read the titles of the passages in the left-hand column. In the right-hand column, write the purpose that you anticipate the author has for the material.

| Title                                                                       | Purpose |
|-----------------------------------------------------------------------------|---------|
| 1. The Advantages of Owning a Sailboat                                      |         |
| 2. Swimming with Asthma                                                     |         |
| 3. Roommates and Music—the Key to Compatibility                             |         |
| 4. Building a Kit Car                                                       |         |
| 5. A Full Swing—A Collection of Stories from the Golf Course                |         |
| 6. Ammonia and Baking Soda: How to Clean Your Home and Save the Environment |         |
| 7. Why the School Board Should Organize Magnet Schools                      |         |
| 8. Sideline Tales—A Sports Photographer’s Perspective                       |         |
| 9. The Mysterious Origins of Camp Peary—the CIA Training Camp               |         |
| 10. Picnics in the Living Room— or How to Make a Memory with Your Children  |         |

## Author's Tone

Directions: Use the word in the box and match the emotion to the tone of the sentences.

|             |                     |                |
|-------------|---------------------|----------------|
| a. amazed   | e. details of facts | i. sympathetic |
| b. cautious | f. frustrated       | j. whining     |
| c. coaxing  | g. relieved         |                |
| d. critical | h. sarcastic        |                |

- \_\_\_\_\_ 1. "Now I know why it's been two months since I've been to the movies: 'That will be eight dollars, please,'" wrote Jared on his away message at Instant Messenger.
- \_\_\_\_\_ 2. The concert will begin at 8:00 p.m., and the attire is formal. Call ahead for tickets at the box office, which will be open between 2:00 and 8:00 p.m.
- \_\_\_\_\_ 3. "We are watching the patient carefully, but he has been lucid all morning, so we think there will be no long-term effects from the injury."
- \_\_\_\_\_ 4. "Those poor baseball players must be melting in this 98-degree weather. And playing surrounded by mosquitoes probably only compounds their misery."
- \_\_\_\_\_ 5. "Ahhhhh! There is nothing better than a hot shower after a week-long power outage following an ice storm."
- \_\_\_\_\_ 6. "That's it," said Liz, "next summer I am doing manual labor—anything that doesn't require that I work with annoying people. No more retail! Dealing with the public is so hard."
- \_\_\_\_\_ 7. "As soon as I read your letter I immediately looked up the spelling of *forgo*. I thought for sure that you had misspelled that one, too. What a surprise to know you had gotten it right," wrote Charles.
- \_\_\_\_\_ 8. "I don't know what the coach said to Danielle during the half," observed the announcer, "but she is definitely playing like a pro goalie now! Just look at her stop those balls. She has become a wall, and this game is really picking up!"
- \_\_\_\_\_ 9. I am so pathetic. Even when I know there is a salesperson on the phone, I feel it's too rude to screen the call and not pick up. Then I am so exasperated when the telemarketer hangs up on me!
- \_\_\_\_\_ 10. "Please come with me to the mall. There are some things I need, and I really don't want to go alone. Besides, who knows, maybe we can look into getting that sweater you have been admiring."

## Chapter 10: Review Cards

Purpose is the reason why the author writes about a topic. It may be to inform, to persuade, or to entertain.

The primary purpose is the main reason why the author writes a passage.

Tone is the author's attitude and emotion about a topic. It is the emotion or mood of the author's written voice.

Verbal irony occurs when the author's words state one thing but imply the opposite.

Situational irony occurs when the events of a situation differ from what is expected.

### BASIC TONE WORDS

Objective: *impartial; unbiased; neutral; formal; details of facts*

Subjective: *personal; biased; emotional; informal; details of experiences; senses; feelings; thoughts*

### OFTEN-USED TONE WORDS

*admiring; angry; anxious; approving; biting; bitter; calm; cheerful; cold; comic; conceited; demanding; doubtful; earnest; elated; encouraging; factual; friendly; funny; gloomy; happy; hostile; humorous; impartial; informal; insulting; jovial; lively; playful; sad; serious; tender; threatening; warm; wistful*

## Chapter 10: Purpose and Tone Quiz

True or False

- \_\_\_\_\_ 1. The purpose is the author's attitude and emotion about the topic.
- \_\_\_\_\_ 2. The tone is the reason why the author writes about a topic.
- \_\_\_\_\_ 3. An author's purpose might be to inform, persuade, or entertain.
- \_\_\_\_\_ 4. The primary purpose is the main attitude or emotion which an author expresses about a topic.
- \_\_\_\_\_ 5. Details of experiences, senses, feelings, and thoughts would be expressed in an impartial way.

6–10. Use the words in the box to match with the statements below.

|                                                      |
|------------------------------------------------------|
| encouraging   humorous   informative   sad   wistful |
|------------------------------------------------------|

- 6. To purify your water following a hurricane, boil it vigorously or add eight drops of chlorine bleach to one gallon of water and allow it to sit for 30 minutes to kill any bacteria before using.  
\_\_\_\_\_
- 7. Just remember that every day without power is a day closer to having it restored.  
\_\_\_\_\_
- 8. "We've never eaten so well," quipped one neighbor. "Since we had to cook everything in the freezer after the power went out, we have decided to have a neighborhood barbecue: ribs, steaks, beef tenderloin tonight."  
\_\_\_\_\_
- 9. "I realized just how bad things were," my mother explained, "when we accepted the boxed hot meal from the Red Cross truck that cautiously maneuvered through nearly impassable streets."  
\_\_\_\_\_
- 10. Following the return of the power, we agree with one neighbor who said, "I'll miss the quiet during the night, star-gazing from our front lawn, playing Cranium by citronella torches, and the music of Mr. Robinski's accordion wafting from across the street."  
\_\_\_\_\_

## CHAPTER 11

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### Inferences

“Believe nothing no matter where you read it or who said it, no matter if I have said it, unless it agrees with your own reason an your own common sense.” - Buddha

### Introduction

- Write these proverbs on index cards and distribute them randomly. Have students read them aloud to the class. Ask students to tell what they infer these proverbs to me. Allow students to brainstorm.

“A forest is in an acorn.”

“A drowning man is not troubled by rain.”

“Be not afraid of going slowly, be afraid only of standing still.”

“I hear and I forget, I see and I remember. I do and I understand.”

“Opportunities neglected can never be recovered.

- Divide students into small groups. On your classroom computer, type “Smithsonian Art Museum” into the search query. Click: *Collections > Search collections > Select artwork type > Collages*

Locate the following collages and have students discuss the details, brainstorm, and infer a title:

“*Family*” — page 2

“*La Croisee de l’enfant aux yeux a Larmes...*” — page 12

“*Orphans of the Storm*” — page 14

Allow each group to report what they and inferred and the title they gave each collage.

- Locate some large photographs of faces from magazines. Ask students whether these people appear happy or sad. How could they tell? Do the same with body language. Display some different poses for the students (laughter helps), and ask them to interpret your meaning. What clues did they use?
- Next, ask your students if they enjoy detective stories. Explain that making inferences is nothing more than good detective work. Criminal investigation has become a popular occupation and subject for television shows. Most people enjoy seeking clues, resolving mysteries, and figuring out “whodunit.”

### Input

- Write the words *imply* and *infer* on the board and explain that these are not interchangeable terms. Remind the students that *imply* means *to hint* or *to suggest* and *infer* means *to conclude*. The former involves sending a message and the latter involves receiving a message.
- Collect some detailed photographs and ask the students to consider what is happening in the pictures. Point out that, in addition to attending to the clues presented, they also needed to use logic and their own experiences.

- Discuss the items in the overhead “Literary Devices” that are often used when authors make inferences.
- Make copies of the poem “Memories” and discuss with the students who is the subject of the poem. Accept any reasonable answers that are supported. (The poet refuses to divulge the identity of the subject.)

## Follow-Up

- Read aloud *The Wretched Stone* by Chris van Allsburg. It is a fictional account of the log of the captain of the *Rita Anne*. The crew discovers a mysterious stone, which they take to the ship, after an island expedition. The crew becomes mesmerized by their new find and they refuse to do their work; consequently, the *Rita Anne* nearly sinks after a treacherous storm. Do not give a synopsis. Simply explain that this book, written and illustrated by the same Caldecott Medal winner as the author of *Jumanji*, is written on two levels. One level is for children who love a good adventure. The other level is for critical readers who must make inferences.
- On the board write, “The wretched stone is \_\_\_\_\_.” Tell them that, as they listen to the story, they should try to discover what the wretched stone symbolizes. (The answer: The wretched stone is a TV. It could also represent a computer monitor.)
- Use the “Chapter 11: Review Cards” to prepare for the follow-up quiz.

## Literary Devices

| Device                              | Definition                                                                 | Example                                                                | Example |
|-------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------|---------|
| Positive Connotations, (Euphemisms) | The implied meaning of words with a favorable slant                        | I bought a pre-owned car with my summer savings.                       |         |
| Metaphor                            | A comparison of two unlike things without using <i>like</i> or <i>as</i>   | The bridge at night is a diamond necklace on black velvet.             |         |
| Simile                              | A comparison of two unlike things using the words <i>like</i> or <i>as</i> | The bridge at night is <i>like</i> a diamond necklace on black velvet. |         |
| Personification                     | Giving human characteristics to nonhuman and nonliving things              | Every Monday my computer sabotages me.                                 |         |
| Symbol                              | Something that stands for or suggests something else                       |                                                                        |         |
| Oxymoron                            | A contradiction                                                            | Parting is such sweet sorrow.                                          |         |
| Hyperbole                           | An exaggeration used for emphasis or humor                                 | My teacher will take off a gazillion points if I miss this question.   |         |

# Memories

Katherine Coggin

Perhaps you  
Would have been  
A writer,  
Had you enough time.  
Chunky, army-green hiking boots  
Trodding  
Slowly through life  
Leaving  
Prints in snow drifts or puddles of mud  
Sowing  
Your careful,  
Consuming  
Examination of nature.

Perhaps you  
Would have been  
A great teacher,  
Had you enough time.  
Your patient, caring demeanor  
Breaking  
Through barriers built up by autism;  
Loving,  
Outreached arms  
Receiving  
A boy, partly peeking through,  
Who offers up a dandelion,  
Which he picked  
Exclusively for you.

Perhaps you  
Would have been a storyteller,  
Had you enough time.  
Your playful imagination  
Creating  
Loads of Lego Lands;  
Attending  
To details  
Compelling



Keen observation of autumn leaves and  
Frogs hopping  
Providing  
A unique and interesting outlook on  
Life;  
Entertaining friends and family  
With your sense of humor.

Perhaps you  
Would have been  
A wife had you enough time.  
Loving  
With your heart wide open  
Listening  
To whispers in your ear,  
Feeling  
The warmth of his breath upon your neck  
Smiling...

You,  
A partially unwrapped gift,  
Had enough time for  
Creating  
Tree climbing jams–  
Awaiting rescue  
From the highest limbs;  
Constructing  
Telephones out of cans–  
Stretching between your room and mine  
Leaving  
Us  
With memories of  
Your miracles.

(Courtesy of Katherine Coggin, 2002 Eastern Virginia Writing Project)

## Chapter 11: Review Cards

An inference or conclusion is an idea that is suggested by the facts or details in a passage.

A valid inference is a logical conclusion.

An invalid conclusion is a false inference that is not based on the details or facts in the text or reasonable thinking.

Inferences are made in everyday life, reading, and literature.

Follow five steps **VALID** to think through an inference and draw a conclusion.

Step 1: Verify and value the facts.

Step 2: Assess your prior knowledge.

Step 3: Learn from the text.

Step 4: Investigate for bias.

Step 5: Detect contradictions.

## Chapter 11: Inferences Quiz

True or False

- \_\_\_\_\_ 1. An inference is an idea that is suggested by the facts or details in a passage.
- \_\_\_\_\_ 2. Making an inference requires logic, experience, and some writers' clues.
- \_\_\_\_\_ 3. Because there are so many explanations, it is not possible to make accurate inferences in everyday life.
- \_\_\_\_\_ 4. Using context clues requires the reader to make inferences.
- \_\_\_\_\_ 5. A wrong conclusion that is not based on the details or facts is called a false inference.
- \_\_\_\_\_ 6. Before you make an inference, you should first challenge your first impression.

7–10. Read the following passage and then check the statements below that indicate a correct inference.

Some of our English words come from Greek myths. One such myth revolves around a powerful and rich mortal named King Tantalus. Because he had gained so much prestige, he began to think he was stronger and more powerful than Zeus and the other gods of Mount Olympus. Because of his arrogance, Zeus decided that King Tantalus would have to be punished for exhibiting hubris. For eternity, with bound hands and feet, the king stood in cool, clear water with succulent grapes overhead. Whenever he was hungry, he stood on tiptoe to eat a grape, but the winds blew them out of reach. Whenever he was thirsty, he bent down in the waist-high water to take a drink; however, the waters rushed out of his reach as well. For eternity, King Tantalus could see what he wanted, but nothing was within his grasp. From this myth, we get the word *tantalize*, which means “to tempt or to tease.”

- \_\_\_\_\_ The word *hubris* means “arrogance.”
- \_\_\_\_\_ King Tantalus was a beloved leader of his people.
- \_\_\_\_\_ Zeus was considered a powerful god.
- \_\_\_\_\_ Mount Olympus was the home of many of the Greek gods.
- \_\_\_\_\_ King Tantalus was eventually rescued after many years of learning his lesson.
- \_\_\_\_\_ Some English words have their origins in Greek stories.

# The Basics of Argument

“Works of imagination should be written in very plain language;  
the more purely imaginative they are the more necessary it is to be plain.”

—Samuel Taylor Coleridge

## Introduction

- Begin by showing a copy of an editorial cartoon from a current newspaper. To prepare, visit the site below: *AAEC-Today's Political Cartoons*. You will also find a section at this site called “Cartoons for the Classroom.” If you have access to a computer lab, allow students to browse archived cartoons, locate one they will share and explain to the class.
- Visit the site: *The Debate -MSNBC.com*. Show the final presidential debate of 2008 between then-Democratic candidate Barack Obama and his Republican opponent candidate John McCain. Ask students to write tactics and strategies they observe during the viewing. Who do they think won the debate and why?
- Ask students if they feel they are effective at winning arguments when they feel they have been cheated or wronged. Winning arguments in the professional world depends on the ability to think logically and use sound reasoning. Explain that this chapter will help them learn these skills.
- They will also need to know how to write argumentative essays for their college courses. Learning this information will help them state their claim effectively and support it.

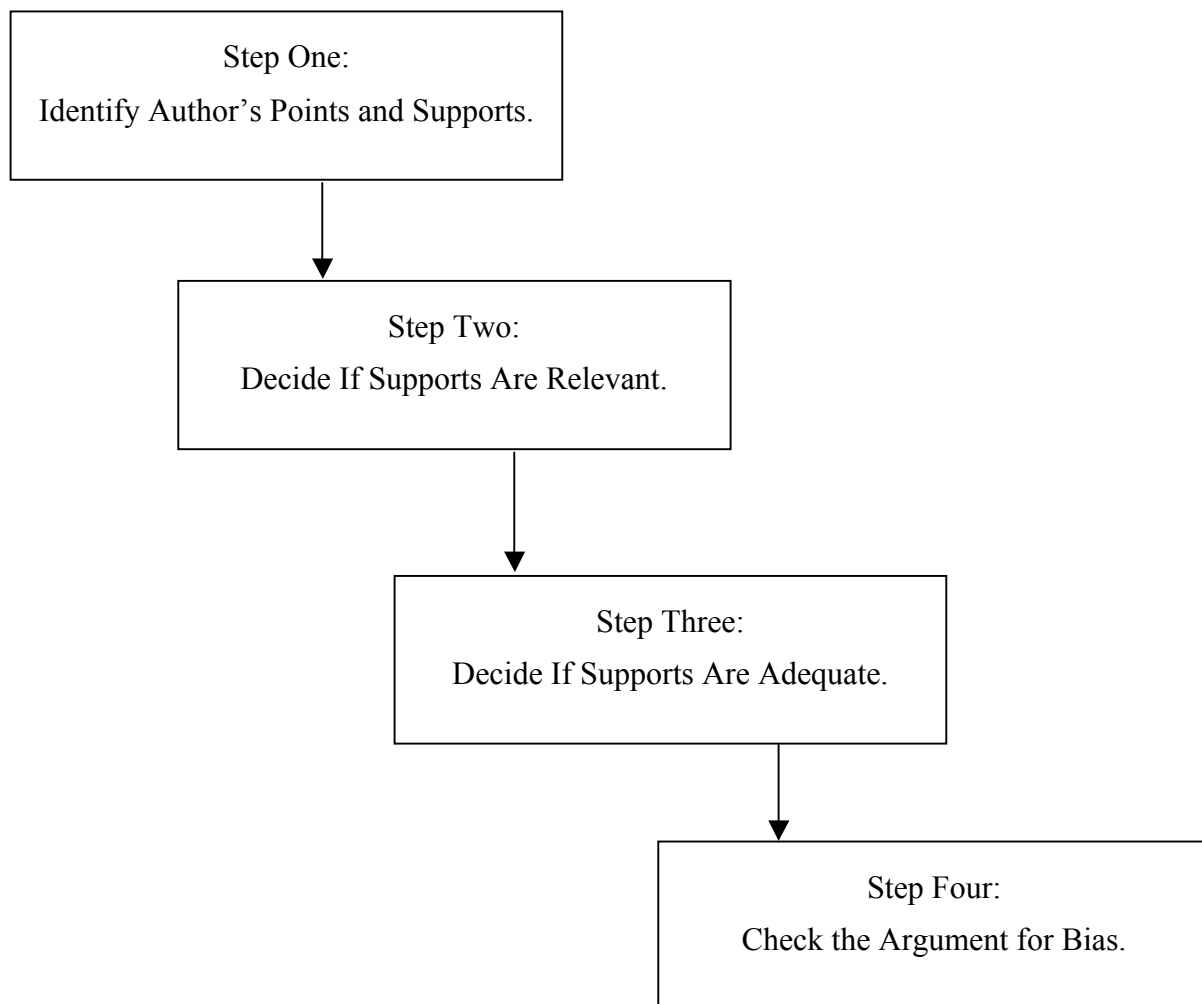
## Input

- Explain that students who are learning to write an effective argumentative essay are learning how to get what they want. Whether they want a grade changed, or a raise, or a legislator to find a way to improve the health-care system, they need to learn what makes an effective argument.
- Show the transparency “Analyzing an Argument” and discuss the steps to analyze an argument. Be sure to explain the terms *relevant* and *adequate*.
- Show transparencies of the “Sample Argument Outlines.” Explain that the first is a convincing or position argument. The second is a proposal argument that attempts to persuade the reader to take action or proposes a plan of action.

## Follow-Up

- Close with an excerpt from a classic movie scene such as Jimmy Stewart’s filibuster in *Mr. Smith Goes to Washington*, or a portion of the courtroom scene in *Inherit the Wind* when Jason Robards muses about unraveling the truth, or Gregory Peck’s courtroom argument in *To Kill a Mockingbird*. A good resource is “Landmark Political Speeches.”
- Ask the students to identify the author’s point and the evidence that supports that point in the courtroom scene at the end of *A Few Good Men*.
- Use the “Chapter 12: Review Cards” to prepare for the follow-up quiz.

## Analyzing an Argument



## 1. Sample Argument Outline

**Claim:** The state government's attempt to regulate the use of seatbelts infringes on the citizens' civil liberties.

**Support 1:** Enforcing such a regulation compounds the burden which police currently face and would distract them from the work of apprehending drivers who are a threat to others.

**Support 2:** If law-enforcement officials are free to stop a driver without a seatbelt, the practice could allow for additional opportunities of racial profiling.

**Support 3:** Choosing *not* to wear a seatbelt is a personal freedom and only makes a driver more vulnerable without creating a hazard to others.

## 2. Sample Argument Outline

**Claim:** For several reasons, I feel I deserve a raise and a promotion.

**Support 1:** For the past year, I have been invaluable in creating the new marketing strategies of our company, which have increased revenues by 75%.

**Support 2:** During the past six months, I have enticed new clients to try our product and increased our network as a result.

**Support 3:** I have worked additional hours on our most recent project with no additional compensation.

## Chapter 12: Review Cards

Effective argument is a reasonable process during which a point is made and logical details are offered as support.

The point may be a position or view and the supporting points. It may be a claim and supporting points. It may be reasons that lead to a logical conclusion.

An argument is made of two types of statements:

1. the author's point (position, claim, or conclusion)
2. the evidence or reasons that support the author's point

### **Four Basic Steps to Effectively Analyze an Argument**

Step 1: Identify the author's point and supports. Writers frequently make points that they want us to accept as valid. To assess the points as valid, an effective reader first identifies the point and the supports.

Step 2: Decide if the supports are relevant. A valid argument may provide supports in the form of facts, examples, reasons, and expert opinions.

Step 3: Decide if the supports are adequate. A valid argument is based on the amount and quality of the support given. The supports given must be convincing. Making a point without adequate support is an error known as jumping to a conclusion.

Step 4: Check the argument for bias.



## Chapter 12: Argument Quiz

True or False

- \_\_\_\_\_ 1. An argument is made up of three different types of statements.
- \_\_\_\_\_ 2. A position, claim, or conclusion indicates the author's point.
- \_\_\_\_\_ 3. The evidence or reasons support the author's point.
- \_\_\_\_\_ 4. The first step in analyzing an argument is to determine if the supporting details are relevant.
- \_\_\_\_\_ 5. The last step in analyzing an argument is to determine the main point, position, or claim of the author.
- \_\_\_\_\_ 6. It is possible to have an ineffective argument.

7–10. Read each group of ideas and then identify the statement as P for the author's point or S for the support for the point.

- \_\_\_\_\_ 7. a. The film *Under the Azure Sky* should win an Oscar for the screenplay adaptation of the book.
- \_\_\_\_\_ 8. b. Though slightly different from the author's book, *Under the Azure Sky* is a beautiful feast for the eyes as well as a celebration of community.
- \_\_\_\_\_ 9. a. According to a 1996 National Core Survey, college students who consume nine or more alcoholic drinks per week are more likely to get a D or an F in each class, thus lowering their GPA so that they face dismissal from school.
- \_\_\_\_\_ 10. b. College administrators continue to campaign to curb excessive campus drinking because of the negative effects on a student's academic life.

# Advanced Argument: Persuasive Techniques

“Put the argument into a concrete shape, into an image, some hard phrase, round and solid as a ball, which they can see and handle and carry home with them, and the cause is half won.”

—Ralph Waldo Emerson

## Introduction

- Review the basics of an argument by reviewing the details from Chapter 12.
- Give students an opportunity to make connections between what they already know and what they will be learning. Make copies of “Persuasive Techniques” to give to students. Ask them to fill in the circles which they feel they already know. They may want to write these terms on the blank side of 3 x 5 index cards and take notes on the other side. They can use these as study cards.
- Show a transparency, slide, or magazine clipping of a current effective advertisement. Ask the students to tell what is so appealing and persuasive about the marketing technique used.

## Input

- Discuss the definitions presented in the textbook for fallacy by presenting the information in “Guided Note-Taking Activity: Fallacies” in the Instructor’s Manual.
- To introduce propaganda, present the following quote: “All propaganda has to be popular and has to adapt its spiritual level to the perception of the least intelligent of those towards whom it intends to direct itself....The great masses of the people...will more easily fall victims to a big lie than to a small one.” Then ask the following: Is the speaker a man or a woman? What is the speaker’s opinion of people? How do you think the speaker makes his or her living? Can you guess the speaker? (Adolf Hitler, *Mein Kampf*)
- Bring in a copy of Michael Crichton’s book, *State of Fear*. Inform students that Crichton paid his way through Harvard Medical School through his writing. Mention some of Crichton’s works: *Jurassic Park*, *Congo*, *Prey*, *Airframe*, and the TV medical-drama, *ER*, among others. Talk about Crichton’s view of cloning (*Jurassic Park*), which occurred long before it ever became popular. Ask the students to predict Crichton’s view of global warming.
- Next, discuss Al Gore’s film, *An Inconvenient Truth*. Challenge students to research Gore’s views if they haven’t seen the film. If you access to the Internet, you might show the video clip from Youtube.com that discusses Al Gore’s personal use of energy.
- Discuss the guided note-taking activity on “Propaganda Techniques.”
- Locate advertisements of each of the seven common propaganda techniques and make transparencies or laminate them and show them to the class to discuss which technique is used.
- Complete the “Chapter 13: Summary” together in small groups.

## Follow-Up

- Ask each student to bring in an example of one of the techniques.
- Answer the question that was proposed in the beginning about Michael Crichton’s views on global warming. In his book *State of Fear*, Crichton expresses skepticism of the claim that global warming is real and imminent. Remind students about the continued controversy that surrounds the issue of global warming—whether it is a natural or man-made problem. Ask students to choose sides and have an informal debate about this issue.
- Make laminated, magnetized strips of the terms and definitions so the students can match them on the board.

For an additional assignment, ask the students to visit sites that present television commercials such as the ones below to see if they can identify the persuasive techniques used.

“TVadsview”

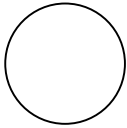
“Clipland.com”

- Return to the handout “Persuasive Techniques.” Ask students to color in additional terms which they can identify. Encourage them to ask their classmates about terms they still don’t know. Use this and the “Chapter 13: Review Cards” to prepare for the follow-up quiz.

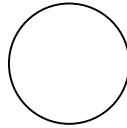
# Persuasive Techniques

Complete the dots for words you can define.

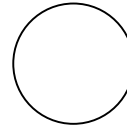
Biased Argument



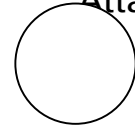
Fallacy



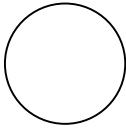
Circular Reasoning



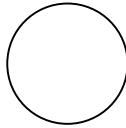
Personal Attacks



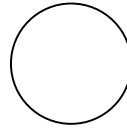
Straw Man



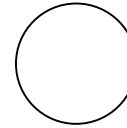
Plain Folks



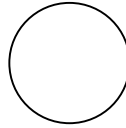
Testimonials



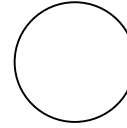
Bandwagon



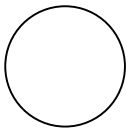
False Comparison



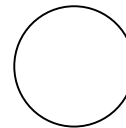
False Cause



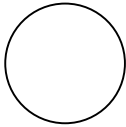
Name-Calling



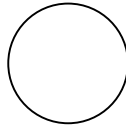
Either-Or



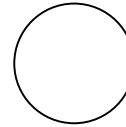
Transfer



Glittering Generalities



Card-Stacking



## Guided Note-Taking Activity: Fallacies

### FALLACIES THAT IGNORE THE ISSUE

1. \_\_\_\_\_—Also known as *begging the question*—this restates the point of an argument as the support and conclusion and assumes that an unproven or unsupported point is true. (Example: Spinach is an awful-tasting food because it tastes bad.)
2. \_\_\_\_\_—Also known as *ad hominem*—this is the use of abusive remarks in place of evidence for a point or argument. It ignores the issue and attempts to discredit the point by discrediting the person making the point. (Example: Senator Action doesn't care about working-class people. He just wants to get those people to vote for him.)
3. \_\_\_\_\_—This occurs when the original argument is replaced with a weaker version that is easier to challenge than the original argument. It distorts, misrepresents, or simply makes up an opponent's position. The purpose is to shift attention away from a strong argument to a weaker one that can be more easily overcome. (Example: Governor Goodfeeling opposes drilling for oil in Alaska because he wants to keep us dependent on foreign supplies.)

### FALLACIES THAT OVERSIMPLIFY THE ISSUE

1. \_\_\_\_\_—This assumes that because events occurred near the same time they have a cause/effect relationship. This occurs when people do not look for other reasons as explanations. (Example: Tyrell wears a blue baseball cap and hits homeruns, so he must always wear his blue baseball cap if he wants to continue his batting streak.)
2. \_\_\_\_\_—Also known as *false analogy*, this assumes that two things are similar when they are not. (Example: Comparing the human body to a computer or a college's mission to that of a business.)
3. \_\_\_\_\_—Also known as *black or white fallacy*, this assumes that only two sides of an issue exist and offers a false dilemma because more than two options are usually available. (Example: If you don't give to the toy drive, you don't care about children.)

## Propaganda Techniques

1. \_\_\_\_\_ uses irrelevant details to build trust based on commonly shared values. A person or organization of power puts forth an image to which everyday people can more easily relate.
2. \_\_\_\_\_ uses or suggests the irrelevant detail that “everyone is doing it” and creates the desire of the individual to conform to the group for acceptance.
3. \_\_\_\_\_ use irrelevant personal opinions to support a product, idea, or cause, often by a celebrity whose only qualification as a spokesperson is fame.
4. \_\_\_\_\_ creates an association between a product, idea, or cause with a symbol or image that has positive or negative values. This technique carries the strong feelings we may have for one thing over to another thing.
5. \_\_\_\_\_ uses negative labels for a product, idea, or cause. The labels are made up of emotionally loaded words and suggest false or irrelevant details that cannot be verified.
6. \_\_\_\_\_, the opposite of name-calling, and this technique offers general positive statements that cannot be verified.
7. \_\_\_\_\_ omits factual details in order to misrepresent a product, idea, or cause. This technique gives only part of the truth.

## Chapter 13: Summary

Use the words in the box to fill in the blanks.

|                    |            |                    |
|--------------------|------------|--------------------|
| error              | fallacies  | inadequate details |
| irrelevant details | propaganda |                    |

Biased information is based on two types of reasoning: the use of <sup>1</sup> \_\_\_\_\_ in logical thought and the use of <sup>2</sup> \_\_\_\_\_. A fallacy in logical thought is a(n) <sup>3</sup> \_\_\_\_\_ in the process that includes the author's claim, relevant support, and a valid conclusion. Two types of fallacies include <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_.

|                    |                  |                 |
|--------------------|------------------|-----------------|
| circular reasoning | emotional appeal | personal attack |
| propaganda         | straw man        |                 |

<sup>6</sup> \_\_\_\_\_ is a biased argument that advances or damages a cause and is often used in politics and advertising. Propaganda uses a variety of techniques that are based on <sup>7</sup> \_\_\_\_\_. One kind of irrelevant argument is called <sup>8</sup> \_\_\_\_\_, or *ad hominem*, and involves the use of abusive remarks instead of evidence for the point in an argument. Similarly, <sup>9</sup> \_\_\_\_\_ is a weak argument substituted for a stronger one. A third kind of irrelevant argument is <sup>10</sup> \_\_\_\_\_, which is also called begging the question and restates the point of an argument as the support and conclusion.

|             |              |             |
|-------------|--------------|-------------|
| bandwagon   | name-calling | plain folks |
| testimonies |              |             |

Another kind of irrelevant argument involves <sup>11</sup> \_\_\_\_\_, which uses negative labels for a product, idea, or cause. Likewise, <sup>12</sup> \_\_\_\_\_ use irrelevant personal opinions to support a product, idea, or cause.

<sup>13</sup> \_\_\_\_\_ is a propaganda technique that uses or suggests the irrelevant detail that "everyone is doing it." For example, to ease his conscience, Tyrrell uses this technique to justify his own dishonesty by saying, "No big deal. Everybody cheats at least once in his college career."

The <sup>14</sup> \_\_\_\_\_ appeal uses irrelevant details to build trust based on commonly shared values. For example, advertisements display people in sensible shoes and simple clothes doing mundane tasks such as cutting the grass or buying groceries.

|           |                  |             |
|-----------|------------------|-------------|
| either-or | false comparison | false cause |
|-----------|------------------|-------------|

Inadequate arguments oversimplify the issue and do not give a person enough information to draw a proper conclusion. One such example is <sup>15</sup> \_\_\_\_\_, also known as black-and-white fallacy, and offers a false dilemma because more than two options are usually available. Yet another fallacy is the <sup>16</sup> \_\_\_\_\_ (false analogy) that assumes that two things are similar when they are not. *Post hoc*, or <sup>17</sup> \_\_\_\_\_, assumes that because events occurred around the same time, they have a cause-and-effect relationship. For instance, “I always pass my test if I study at Starbuck’s the night before.”

|               |                         |          |
|---------------|-------------------------|----------|
| card-stacking | glittering generalities | transfer |
|---------------|-------------------------|----------|

<sup>18</sup> \_\_\_\_\_ omits factual details in order to misrepresent a product, idea, or cause and intentionally gives only part of the truth. Next, <sup>19</sup> \_\_\_\_\_ creates an association between a product, idea, or cause with a symbol or image that has positive or negative values. A third propaganda technique is <sup>20</sup> \_\_\_\_\_ that offers positive statements that cannot be verified.



## Chapter 13: Review Cards

**Fallacy:** An error in thought.

**Propaganda:** A biased argument that advances or damages a cause.

**Emotional Appeal:** The arousal of emotions to give a biased meaning or power to an idea.

**False Cause:** Assumes that because events occurred around the same time, they have a cause/effect relationship and oversimplifies the issue.

**False Comparison:** Assumes that two things are similar when they are not and oversimplifies the issue.

**Either-Or:** Assumes that only two sides of an issue exist and oversimplifies the issue.

**Transfer:** Creates an association between a product, idea, or cause with a symbol or image that has positive or negative values and uses inadequate details.

**Glittering Generalities:** Offers general positive statements that cannot be verified and uses inadequate details.

**Card-Stacking:** Omits factual details in order to misrepresent a product, idea, or cause, and uses inadequate details.

**Begging the Question:** Restates the point of an argument as the support and conclusion.

**Personal Attack:** Uses abusive remarks in place of evidence for a point or argument.

**Straw Man:** A weak argument substituted for a stronger one to make the argument easier to challenge.

**Plain Folks:** Uses irrelevant details to build trust based on commonly shared values.

**Bandwagon:** Uses or suggests the irrelevant detail that “everyone is doing it.”

**Testimonials:** Use irrelevant personal opinions to support a product, idea, or cause.

**Name-Calling:** Uses negative labels for a product, idea, or cause.

## Chapter 13: Advanced Argument: Persuasive Techniques Quiz

True or False

- \_\_\_\_\_ 1. Much of the information we encounter is designed to influence our thoughts and behaviors.
- \_\_\_\_\_ 2. Advertisements, editorials, and political campaigns rarely offer one-sided, biased information to sway public opinion.
- \_\_\_\_\_ 3. Biased information is based on two types of reasoning: the use of fallacies in logical thought and the use of propaganda.
- \_\_\_\_\_ 4. A master reader identifies and understands the use of persuasive techniques in biased arguments.
- \_\_\_\_\_ 5. A fallacy is a false fact.

Complete the following about the statements below.

- 6. Delegate Jones is a nice man, but he lacks leadership qualities because he cannot lead. This statement is an example of begging the question because  
\_\_\_\_\_  
\_\_\_\_\_.
- 7. Professor Edleblute is obviously a poor professor because he rides a motorcycle. This is an example of straw man because  
\_\_\_\_\_  
\_\_\_\_\_.
- 8. Well, I'd never vote for Trish Carlton. The woman was a zealot about the PTA years ago, and I know she won't help our cause in the state. This is an example of a personal attack because  
\_\_\_\_\_  
\_\_\_\_\_.
- 9. Senator Samuels was a bodybuilder who relied on steroids to achieve success, so he obviously is a man who takes shortcuts and doesn't care about ethics. This is an example of name-calling because  
\_\_\_\_\_  
\_\_\_\_\_.
- 10. Our new college president is a visionary who seeks viable solutions. His integrity is laudable, his work ethic exemplary. He will inspire excellence in the staff, faculty, and student body. This is an example of glittering generalities because  
\_\_\_\_\_  
\_\_\_\_\_.

# PART II

## **Instructor's Manual Supplement**

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## Fry Graph Readability Chart for Additional Readings

| Title                                                                     | Grade Level |
|---------------------------------------------------------------------------|-------------|
| 1. Do Not Iron Clothes on Body                                            | 12          |
| 2. You Just Don't Understand Me                                           | 10          |
| 3. The Four Reasons Why Good Communication Is So Important                | 12          |
| 4. Binge Drinking: A Campus Killer                                        | 13          |
| 5. I Have a Dream                                                         | 10          |
| 6. The Education of American                                              | 8           |
| 7. How to Write with Style                                                | 11          |
| 8. It Takes a Village                                                     | 11          |
| 9. Excerpt from <i>To Kill a Mockingbird</i>                              | 7           |
| 10. Chief Seattle's speech in 1854, as recounted by Henry A. Smith (1887) | 12          |

# Sample Syllabus

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Instructor:

Office:

Hours:

Voice Mail:

E-mail:

“Books had the power to alter my view of the world forever.”—Pat Conroy

## REQUIRED MATERIALS

Henry, D.J., *The Master Reader*, Longman, 2011

**Course:** This is a pre-collegiate course designed to raise your reading and study strategies so that you will be successful in subsequent college-level courses. You will develop vocabulary-enhancement techniques as well as ways to improve your comprehension. You will have a variety of opportunities for practice and test rehearsals in the textbook, Lab Manual, and online.

**Instructional Methods:** This course will consist of lectures, discussions, demonstrations, and workshops. Some of the class time will be spent in small groups, in conferences, and working in the Lab Manual and online.

### Course Requirements:

- Attend and participate as an active learner every day.
- Complete textbook assignments.
- Complete assignments in Student Lab Manual and Lab Manual Online.
- Perform satisfactorily on tests, quizzes, mid-term, and final exam with a final semester average of at least \_\_\_\_\_%.

“If Joan of Arc could turn the tide of an entire war before her eighteenth birthday, you can get out of bed.”—E. Jean Carroll

**Attendance:** Come to class every day. Because we will cover a lot of material every day, you will find that to be a successful college student, you must be present. Absences (excused or unexcused) may result in your being administratively withdrawn from the course.

**Academic Demeanor:** Please honor the no-eating-and-drinking policy. Also, please realize the importance of proper academic demeanor and turn off all cellular phones, pagers, headphones, and radios **before** entering the classroom. The instructor reserves the right to remove anyone who creates a distraction in class.

**Plagiarism:** Students are cautioned about plagiarism, which literally means *to kidnap* and is the passing of another person’s words, ideas, or particularly apt phrases as your own. Credit will not be given for any plagiarized work.

**Schedule:** The following schedule is subject to change. Please check with your instructor to verify assignments and due dates.

|          |                                                                                                                      |
|----------|----------------------------------------------------------------------------------------------------------------------|
| Week 1:  | Course Introduction; Academic Demeanor; Becoming an Active Learner<br>Chapter 1: A Reading System for Master Readers |
| Week 2:  | Chapter 2: Vocabulary Skills<br>Reading Selection 1: “Do Not Iron Clothes on Body”                                   |
| Week 3:  | Chapter 3: Stated Main Ideas<br>Reading Selection 2: “You Just Don’t Understand”                                     |
| Week 4:  | Chapter 4: Supporting Details<br>Reading Selection 3: “The Four Reasons Why Good Communication Is So Important”      |
| Week 5:  | Chapter 5: Outlines and Concept Maps<br>Reading Selection 4: “Binge Drinking: A Campus Killer”                       |
| Week 6:  | Chapter 6: Transitions and Thought Patterns<br>Reading Selection 5: “I Have a Dream”                                 |
| Week 7:  | Chapter 7: More Thought Patterns<br>Reading Selection 6: “The Education of an American”                              |
| Week 8:  | Mid-Term Review and Exam                                                                                             |
| Week 9:  | Chapter 8: Implied Main Ideas and Implied Central Ideas<br>Reading Selection 7: “How to Write with Style”            |
| Week 10: | Chapter 9: Fact and Opinion<br>Reading Selection 8: “It Takes a Village”                                             |
| Week 11: | Chapter 10: Tone and Purpose<br>Reading Selection 9: Excerpt from <i>To Kill a Mockingbird</i>                       |

|                                                                                          |
|------------------------------------------------------------------------------------------|
| <p>Week 12: Chapter 11: Inferences<br/> Reading Selection 10: Chief Seattle’s speech</p> |
| <p>Week 13: Chapter 12: The Basics of Argument</p>                                       |
| <p>Week 14: Chapter 13: Advanced Argument: Persuasive Techniques</p>                     |
| <p>Week 15: Trade Book Discussion Groups<br/> Final Exam Review</p>                      |

**Important Dates:**

Last Day to Withdraw with a Grade of “W” \_\_\_\_\_

Last Day of Class \_\_\_\_\_

Mid-Term Exam \_\_\_\_\_

Final Exam \_\_\_\_\_

“What lies behind us and what lies before us are small matter compared to what lies within us.” – Ralph Waldo Emerson



## Book Group Introduction

In her book, *How Reading Changed My Life*, Anna Quindlen wrote, “Naming the world: It is what we do with words.... All of reading is really only finding ways to name ourselves, and, perhaps, to name the others around us so that they will no longer seem like strangers. Crusoe and Friday. Ishmael and Ahab. Daisy and Gatsby. Pip and Estella. Me. Me. Me. I am not alone. I am surrounded by words that tell me who I am, why I feel what I feel.” Creating a book club with your students provides enriching opportunities by incorporating reading into their daily activities. It also gives the students a chance to connect with the words and ideas they are learning each day. In addition, it provides an avenue for connecting with other students. Prior to presenting the concept of a book club, research information in *Literature Circles: Voice and Choice in the Student-Centered Classroom* (Stenhouse Publishers, York, Maine, 1994) by Harvey Daniels and *Better Than Life* (Stenhouse Publishers, York, Maine, 1999) by Daniel Pennac.

To “sell” students on the books, make time in class to show the book, summarize each briefly, and read aloud a selection that will pique their interest. The titles suggested in this section have accompanying reading-group Web sites to provide additional resources for the students. Decide ahead of time if you are going to have the students make presentations to the class in small groups, or just discuss with other students reading the same book in a discussion thread at your Web site. A follow-up quiz and book-review form are provided.

Finally, incorporate a book-presentation day in your course in which the students share information about the book they read. Make it a pleasant experience with some light refreshments and keep the level of stress as low as possible by arranging the class in a circle and informally discussing the books. Students can give a brief synopsis and read aloud an interesting passage in three to five minutes.

# Book Review Form

Title:

Author:

Publisher and Copyright Date:

Number of Pages:

Rating:

Page to Be Read Aloud:

Themes:

\_\_\_\_\_.

Quotation from the first chapter of the novel

So begins \_\_\_\_\_ by \_\_\_\_\_.

Book title

author's name

The author recounts the story of \_\_\_\_\_

Who? (Be sure to "flesh out" the character by using specific

\_\_\_\_\_

details to help your reader picture the character as you have.)

\_\_\_\_\_

Transition word + Tell what the subject is doing or what is being done to the subject. Include details

\_\_\_\_\_

to describe the conflict which the character(s) faces.

As the plot unfolds, \_\_\_\_\_ must \_\_\_\_\_

Character's name

tell why and how he/she must

\_\_\_\_\_

do what is required of him/her.

\_\_\_\_\_ is a(n) \_\_\_\_\_ book that explores the

Book title (underlined)

your rating

themes of \_\_\_\_\_ . The strength

\_\_\_\_\_

List three major themes you discovered.

of \_\_\_\_\_ is revealed in \_\_\_\_\_.

Author's name

characterization, plot development, setting, and moods (choose one.)

For example, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Give a specific example/quotation to support your evaluation of the author's strength.

On the other hand, one flaw in the book is \_\_\_\_\_.

Explain a flaw you observed.

Finally, \_\_\_\_\_

Include final comments to support your rating.

## Sample Book Review

*Many Waters*

By Madeleine L'Engle

Farrar, Straus, Giroux, 1986

310 Pages

Very Good

Page 227

Good versus Evil; Hubris; Synchronicity; Love; Family Relationships

When 15-year-old twins Sandy and Denny Murray playfully punch a message into their father's computer, they imagine only an escape from the New England snowstorm. They type, "Take me someplace warm. Someplace sparsely populated. Low humidity." Whoosh! Unwittingly, the boys *tesser* (travel through time and space) to Noah's pre-flood desert. There they find a land unbearably hot with little water; a land populated with mammoths and manticores; a land guarded by seraphim and tainted by nephilim; a land free of disease and pollution, where stars hang low and seem to sing. Still, terrorism exists, volcanoes erupt, and earthquakes rumble.

All of the characters from the Genesis story are there and L'Engle has added a few: four daughters to Noah. Sandy and Denny realize they are in Noah's desert for a purpose. Knowing they cannot tamper with historical events is difficult since they both love Yalith, the youngest daughter—a character, they recall, who was not on the Ark.

This is a very good book which elicits questions on good and evil as well as God's purpose for man and his role in man's life. The book, however, is not without flaws. First, because of their innocence, the twins are able to speak the "Old Language." This seems a bit contrived. Also, the book contains a painfully graphic description of a birth. Finally, some readers may find that the manner in which one of Noah's daughters escapes the flood is less than credible.

L'Engle once said that a good writer should make the reader think. She does this. By unveiling a truth and asking, "What if?" she gives the reader imaginings that are never disappointing.

## Book Club Titles with Websites

### **Angelou, Maya, *Wouldn't Take Nothing for My Journey Now***

Maya Angelou reflects on a variety of topics in this collection of essays and shares her thoughts on God, hard work, happiness that transcends material riches, good manners, the value of travel, and the joy of coming home. (139 pages)

<http://aalbc.com/authors/maya.htm> and

[http://www.readinggroupguides.com/guides/wouldnt\\_take\\_nothing.asp](http://www.readinggroupguides.com/guides/wouldnt_take_nothing.asp)

### **Beamer, Lisa and Ken Abraham. *Let's Roll: Ordinary People, Extraordinary Courage***

On September 11, 2001, Todd Beamer said good-bye to his sleepy wife, promising to join her and his two young sons after his quick trip to California. He never kept that promise. Beamer was one of the passengers on the ill-fated Flight 93. Speculation is that terrorists took over the plane and intended to divert it into the White House. They were unsuccessful. Beamer and other passengers bravely foiled the terrorists' plans, and the plane went down in a Pennsylvania field. This is the Beamers' story—Lisa and Todd's—as well as the story of any family that grieves for the loss of a loved one. (280 pages)

<http://www.amazon.com/exec/obidos/tg/detail/-/0842373195/>

[002-9289399-1208808?v=glance#product-details](http://www.amazon.com/exec/obidos/tg/detail/-/0842373195/002-9289399-1208808?v=glance#product-details)

### **Butler, Octavia. *Kindred***

In 1976, Dana, a young African-American woman living in California, experiences an unbelievable occurrence when she travels in time to pre-Civil-War Maryland and immediately rescues a drowning boy. She travels back to her time, but the stay is short-lived when she again finds herself saving the same young man, who has now grown a bit older. Each return visit in time is longer until it seems impossible to return to her own life and husband, and she is instead taken in as a slave. However, since she is an articulate black woman who can read and write, Dana is looked on with great suspicion. Finding her way home becomes her goal, but only until she knows the obstreperous Rufus will live long enough to sire a child because he is one of Dana's ancestors—someone responsible for her own existence. Based on first-hand slave accounts, this time-travel book, though fiction, rings of the chilling reality endured by slaves in the 19th century. (264 pages)

<http://www.readinggroupguides.com/guides/kindred.asp>

### **Carson, Benjamin, M.D., with Gregg Lewis. *The Big Picture***

The third book by world-renowned pediatric neurosurgeon and head of pediatric neurosurgery at Johns Hopkins Hospital presents Carson's perspective on what is really important. He takes the reader through difficult surgeries and chapters addressing the themes of hardship as an advantage and moving beyond a victim mentality. He recounts his own experience of performing poorly in school until his mother made him read two books a week and limit his TV viewing. In addition, Carson expounds on the responsibility of parenthood as well as the importance of being a good person. Finally, in the third section of the book, he presents personal views on issues such as health care, education, and racism and offers suggestions for improvement. (271 pages)

<http://www.carsonscholars.org>

**Fisher, Antwone. *Finding Fish***

Antwone Fisher was born in prison and then turned over to the state by his mother, who felt unable to care for him. While his first foster-home experience may have been a good one, his final and most permanent home became a testing ground for survival—survival physically, mentally, emotionally, and spiritually. On his journey, however, there were some encounters with some good people who would make a positive impact and help Antwone find himself and his niche in the world. (384 pages)

<http://www.bookbrowse.com/index.cfm?page=title&titleID=731>

**Grisham, John. *The Brethren***

A typical John Grisham novel that deals with corruption in the courts and a hero with integrity, *The Brethren* focuses on what seem to be two separate stories that the author eventually weaves together. One concerns three imprisoned ex-judges who work a blackmail scheme behind bars. The other focuses on a presidential candidate who is controlled by a CIA director. (368 pages)

<http://www.bookbrowse.com/index.cfm?page=title&titleID=337>

**Gruen, Sara. *Water for Elephants***

Jacob Jankowski is a college student when he learns of the death of his parents. Discovering that his parents have mortgaged the family home and business to pay for his college education, Jacob leaves school with no money or place to go. He finds employment with a traveling circus and discovers the hardships of living on his own and being totally dependent on the goodwill of his boss and fellow workers. Jacob struggles with the hierarchy of circus life and the brutality that he witnesses. He falls in love and is challenged to stay true to his own code of moral ethics. (350 pages)

<http://www.saragruen.com/home.html>

**Hosseini, Khaled. *The Kite Runner***

Amir, the privileged son of a wealthy Pashtun father, betrays his childhood friend, Hassan, who is the son of the family's Hazara servant. The story takes place during the Russian invasion of Afghanistan, and Amir and his father must flee for their lives. Leaving behind a comfortable home and the memories of summers spent racing kites, Amir is forced to live in America and to learn new customs along with a new language. After his marriage, Amir receives a phone call saying that he must return to Afghanistan to rescue Hassan's son. The caller knows of Amir's betrayal and offers Amir the chance to redeem himself. Amir puts himself into grave danger by returning to his homeland and facing an old enemy in his search for Hassan's son. (384 pages)

<http://www.khaledhosseini.com/>

**Lee, Harper. *To Kill a Mockingbird***

The Finch children grow up in a small southern town during the depression, and they learn that life is not always as it seems. Scout and Jem have been left motherless, and they are brought up by their father, Atticus, with the help of Calpurnia, who cooks and cleans for the family. The children plot throughout the course of the book to get a glimpse of the town boogeyman and their neighbor, Boo Radley. Meanwhile Atticus is charged with defending a black man who has been accused of raping a white woman. Jem and Scout struggle to understand the feelings and attitudes of the townspeople as they watch the events of the trial and its aftermath unfold. (336 pages)

<http://www.neabigread.org/books/mockingbird/index.php>

***Wouldn't Take Nothing for My Journey Now***  
**by Maya Angelou**

Multiple Choice.

- \_\_\_\_\_ 1. Angelou believes that travel can
- a. discourage a person who discovers things he or she does not have.
  - b. prevent bigotry and open doors to new friendships.
  - c. cause people to feel diminished.
  - d. make a person despair over all of the sadness in the world.
- \_\_\_\_\_ 2. On the subject of charity, Angelou says that if we could give with cheerful hearts and accept with gratitude then everyone would feel
- a. ashamed.
  - b. afraid.
  - c. blessed.
  - d. suppressed.
- \_\_\_\_\_ 3. Annie Johnson was a resourceful woman who used her talent to earn a living
- a. making homemade quilts.
  - b. creating make-up from homegrown herbs and flowers.
  - c. baking homemade breads.
  - d. creating homemade pies.
- \_\_\_\_\_ 4. Angelou believes we are all commissioned to ponder where we have been and where we are going, and if our past and future do not seem promising, it is our right and responsibility to
- a. go back home to rethink our lives.
  - b. seek out friends who can help us get on the right track.
  - c. step off in another direction.
  - d. recreate our past.
- \_\_\_\_\_ 5. In many African religions there is the belief that
- a. all things are inhabited by spirits which must be appeased and to which one can appeal.
  - b. life on this earth is to be endured and ended as soon as possible.
  - c. life on this earth does not matter because the afterlife is eternal.
  - d. few things are inhabited by spirits, but it is not for man to know which is sacred and which is profane.

- \_\_\_\_\_ 6. At the age of 21, Angelou
- had started a career as a bartender.
  - received a college degree to teach kindergarten.
  - worked as a volunteer in an art museum in Winston-Salem, NC.
  - was a single parent with a son in kindergarten.
- \_\_\_\_\_ 7. “Get-ups” are
- mannerisms and attitudes that can lift your spirits.
  - songs sung in bars and restaurants to cheer the soul.
  - an odd assortment of clothes from second-hand stores.
  - Western attire, especially those worn by cowboys.
- \_\_\_\_\_ 8. When Aunt Tee’s employers heard the laughter and revelry coming from her room in their commodious home, they
- asked if they could join the card game.
  - asked if they could keep the door ajar and watch.
  - called the police.
  - relieved her of her duties.
- \_\_\_\_\_ 9. The poem, “Mrs. V.B.” is about
- the wife of the vice president of the United States during the Eisenhower administration.
  - the wife of Cornelius Vanderbilt.
  - Angelou’s mother.
  - Angelou’s first writing teacher, who encouraged her to pursue poetry-writing.
- \_\_\_\_\_ 10. Once a year, at least, Angelou
- takes a day off from everything and indulges in her own pleasures.
  - returns to her birthplace and expresses gratitude to her elementary school teachers.
  - travels to Washington, D.C., to speak with the country’s lawmakers on behalf of the homeless.
  - spends a week talking with groups of men in order to enlighten them about the treatment of women.



***Let's Roll***  
**by Lisa Beamer with Ken Abrahms**

Multiple Choice.

- \_\_\_\_\_ 1. The week prior to September 11, 2001, Lisa and Todd Beamer had
- a. purchased a new home that was built to their dream specifications.
  - b. gone to Hawaii on a promotional trip sponsored by Nike.
  - c. attended a college reunion in Wheaton, Illinois.
  - d. gone on a trip to Italy sponsored by Oracle.
- \_\_\_\_\_ 2. On September 11, 2001, Todd Beamer was on his way to
- a. California to attend a high school reunion.
  - b. California on business.
  - c. Chicago to participate in an advertising campaign with Michael Jordan.
  - d. close a deal in New York City before heading to California for an advertising campaign for the Los Angeles Lakers.
- \_\_\_\_\_ 3. Lisa and Todd first started dating while they were
- a. in college after meeting at a baseball game.
  - b. in high school just before Todd's senior prom.
  - c. in elementary school, where Todd protected Lisa from the class bully.
  - d. living in Chicago after their graduation.
- \_\_\_\_\_ 4. When Lisa talks about her own life, she refers to a particularly difficult experience, which was
- a. the long illness of her grandfather, who lived with them.
  - b. the unexpected death of her father when she was fifteen years old.
  - c. her year-long stay as a foreign-exchange student in Germany during political unrest, when people expressed their disdain for Americans.
  - d. the unexpected loss of her best friend who died in a diving accident.
- \_\_\_\_\_ 5. Todd proposed to Lisa
- a. at the top of the Empire State Building.
  - b. in a restaurant called Top of the World in the World Trade Center.
  - c. on Turkey Mountain.
  - d. at the entrance of Lisa's dormitory at Wheaton College.
- \_\_\_\_\_ 6. On New Year's Eve of 1999, the family buried
- a. Lisa's beloved dog Henry, who had kept Lisa company throughout college.
  - b. Todd's father.
  - c. a time capsule that included their personal goals and items representing their lives.
  - d. a Michael Jordan jersey and Cal Ripken baseball glove.

- \_\_\_\_\_ 7. “For such a time as this,” a quote that frequently ran through Lisa Beamer’s mind, originally appeared in
- Todd’s favorite movie, *A River Runs Through It*.
  - a letter from Todd’s favorite aunt.
  - one of her father’s favorite Jimmy Stewart movies.
  - Mordecai’s words in the Bible story of Esther.
- \_\_\_\_\_ 8. Which is *not* something Lisa did to help her sons deal with the grief of losing their father?
- She had neighbors pick up Todd’s car and park it in their driveway, so the boys would not be confused and think their father was coming home.
  - She avoided any conversations with them about their father.
  - She placed a lot of photographs at eye level, so they could remember their father.
  - She allowed them time to talk about their dad.
- \_\_\_\_\_ 9. The phone call from heaven that Lisa refers to is the
- call from host Larry King to appear three times on his talk show.
  - call from an editor who wanted to help her write her story so she could make enough money to replace the lost salary that resulted from Todd’s death.
  - “vision” she experienced the night before Todd’s memorial service in which he reminds her that they would meet again in heaven.
  - call from a woman who was the last person to talk with Todd and can verify some of his final thoughts.
- \_\_\_\_\_ 10. The title of the book is based on
- a phrase Todd used with his children as well as on Flight 93 to indicate it was time to get moving.
  - the name of a song the children used to sing on road trips.
  - the motto of the Wheaton baseball team that Todd used on Flight 93 as a good-luck saying.
  - a line from Todd’s favorite movie in which the main character emboldens members of a traveling expedition in the Yukon.

***Kindred***  
**by Octavia Butler**

Multiple Choice.

- \_\_\_\_\_ 1. Dana travels back in time in order to
- a. rescue a family of slaves.
  - b. gather material for a novel that she is writing.
  - c. witness the marriage of her ancestors.
  - d. save the life of a boy who is her ancestor.
- \_\_\_\_\_ 2. All of the following are clues that Dana is somewhere other than her home *except*
- a. the southern accent of Rufus and his parents.
  - b. the disrespectful way that Rufus speaks to her.
  - c. train tracks up the side of the mountain.
  - d. the clothing worn by Rufus's mother.
- \_\_\_\_\_ 3. Dana met Kevin when she was working for an agency that she, ironically, describes as a
- a. southern plantation.
  - b. slave market.
  - c. sweat shop.
  - d. salt mine.
- \_\_\_\_\_ 4. The people living on the plantation think that Dana is strange because she
- a. is dressed like a man.
  - b. wears high-heeled shoes.
  - c. is married to Kevin.
  - d. is from California.
- \_\_\_\_\_ 5. Dana was whipped by Tom Weylin because
- a. she stayed in Kevin's room at night.
  - b. she was caught reading a story to his son.
  - c. she took a spelling book from his library.
  - d. his wife was jealous of her ability to read.
- \_\_\_\_\_ 6. In order to keep Dana safe from his father's wrath, Rufus insists that she
- a. leave their plantation before she is discovered by his father.
  - b. hide from his father in the woods with Alice and her mother.
  - c. leave the plantation and find Kevin.
  - d. burn her book of maps and the slave history of Maryland.

- \_\_\_\_\_ 7. Dana decides to run away from the Weylin plantation after
- Rufus beats her for helping keep Alice alive.
  - Tom Weylin decides to sell her to a man from Mississippi.
  - she receives a letter saying that Kevin was engaged to a New York girl.
  - she learns that Rufus never mailed her letters to Kevin.
- \_\_\_\_\_ 8. Ironically, Dana realizes that although she was severely beaten several times,
- she has fallen in love with Rufus and wants to marry him.
  - her feelings for Rufus range between sisterly love and total disgust.
  - she usually deserved the punishment for being so impudent.
  - she will never have the courage to run away.
- \_\_\_\_\_ 9. Except for the final time, each time Dana is sent back to the past,
- Rufus is several years older, but she has aged very little.
  - Rufus has freed more and more slaves.
  - Rufus treats the slaves more kindly.
  - Rufus saves her from harsh punishment.
- \_\_\_\_\_ 10. Rufus did all of the following *except*
- send Dana to work in the cornfield.
  - grant Dana her freedom to leave the plantation.
  - have Dana beaten with a whip.
  - sell his own children.

***The Big Picture***  
**by Benjamin Carson, M.D., with Gregg Lewis**

Multiple Choice.

- \_\_\_\_\_ 1. The outcome of the operation to separate the Binder twins was a
- a. disappointment because both twins died during the surgery.
  - b. disappointment because one twin died during the surgery.
  - c. turning point and defining moment in Carson's career.
  - d. costly battle with the insurance company and a case that created worldwide attention on Carson's life because of the subsequent lawsuit.
- \_\_\_\_\_ 2. If a student with talent but little money were to contact Carson for financial assistance to complete an education, Carson would probably
- a. loan the student the money because he has a tender heart and appreciates how difficult it is to study when financial worries are looming.
  - b. discourage the student from attending college and explain the importance of getting less expensive training instead.
  - c. write the student an encouraging letter with the advice that hardship is an advantage and to use the obstacle to follow his or her dream and find a means of making it happen.
  - d. give the student a loan with the stipulation that he or she pay it back by providing the same loan for another deserving student in the future.
- \_\_\_\_\_ 3. Carson attributes most of his success to
- a. an elementary school teacher who encouraged him to study geology.
  - b. his father.
  - c. the competition he felt with his brother.
  - d. his mother.
- \_\_\_\_\_ 4. In Carson's THINK BIG philosophy, the "B" stands for
- a. Bible.
  - b. benevolence.
  - c. books.
  - d. bigotry.
- \_\_\_\_\_ 5. Walter Anderson and Ben Carson share all of the following similarities *except*
- a. both served in the military together.
  - b. both were inducted into the Horatio Alger Society of Distinguished Americans.
  - c. both grew up in poverty.
  - d. reading and education became vehicles for their success.

- \_\_\_\_\_ 6. Carson considers his poverty as a hardship that taught him all of the following *except*
- a. delayed gratification.
  - b. how to turn down the requests of the poor.
  - c. a strong work ethic.
  - d. financial responsibility.
- \_\_\_\_\_ 7. Chang and Eng were thoracopagus twins from Thailand, which means they were joined at the
- a. top of the head.
  - b. chest.
  - c. shoulders.
  - d. back of the head.
- \_\_\_\_\_ 8. Although Carson works long hours, one ritual the family shares on most days is
- a. a board game such as Scrabble after dinner.
  - b. reading aloud before going to bed.
  - c. dinner together.
  - d. an evening walk to a nearby park.
- \_\_\_\_\_ 9. What is Carson's view of affirmative action?
- a. He thinks our country should focus on anyone who has not had the same advantages of competition regardless of race, gender, or ethnicity.
  - b. He thinks our country should completely abandon the practice because the law itself is discriminatory.
  - c. He thinks it should focus on women, since they have been an unrecognized marginalized group for so long.
  - d. He thinks it should focus on poorly educated men and women from Appalachia who want to go back to their communities to make them better.
- \_\_\_\_\_ 10. To help aspiring students who have excelled academically, Carson and his wife have
- a. started Carson Scholars to benefit the best students in any participating school.
  - b. started Carson Scholars to benefit the poorest students in any school.
  - c. begun to take in foster children from Medunsa, Africa, and helped establish a hospital there.
  - d. established a school in Zambia and Medunsa, Africa, and created an exchange program to provide opportunities for young people to learn about the world outside their village.

## ***Finding Fish*** **by Antwone Fisher**

### Multiple Choice.

- \_\_\_\_\_ 1. For Antwone Fisher, one clue that it is going to be a good day is if he
- a. can smell pancakes cooking.
  - b. has the chance to work in a garden.
  - c. is able to visit with his mother.
  - d. hears Mizz Pickett's voice.
- \_\_\_\_\_ 2. When he was six years old, Fisher had a strong memory of when he was
- a. dressed as the musician Otis Redding.
  - b. carefully guided and protected in the neighborhood by Lizzie.
  - c. never allowed to eat any candy because his foster mother locked it up.
  - d. allowed to make a testimony in Reverend Pickett's pulpit.
- \_\_\_\_\_ 3. Antwone begins to steal money from the Picketts' bedroom because he
- a. needs to buy school supplies.
  - b. knows he should be receiving an allowance.
  - c. needs bus fare to go to the library.
  - d. wants to buy candy after school.
- \_\_\_\_\_ 4. Which is *not* a true statement about Antwone Fisher's mother?
- a. Antwone's father, Eddie, was not in love with Antwone's mother, but instead was making future plans to be with Frances.
  - b. She was seventeen when her son was born.
  - c. She was uncomfortable and more like a child when visiting with little Antwone.
  - d. She killed Antwone's father.
- \_\_\_\_\_ 5. Mizz Pickett remains Antwone's guardian for most of his life because she
- a. has a way of charming the social workers, who really have no other place for Antwone to go.
  - b. agrees to take less money for her work as a foster mother.
  - c. is known in the community and her church as a woman of great compassion and spiritual strength.
  - d. has a degree in home economics and provides great guidance for all children who encounter her.

- \_\_\_\_\_ 6. Mrs. Profit, Fisher's teacher, made a positive impression on him by
- allowing him to come to her home for dinner on Sundays.
  - treating all children in the class with respect and encouraging Antwone to achieve in his studies.
  - challenging Mizz Pickett's authority and reporting her to Child Protective Services.
  - entering his artwork in a city-wide contest, which won some first-prize money.
- \_\_\_\_\_ 7. While at the reform school, Antwone is challenged to
- study hard and earn his GED to graduate by age 18.
  - track down his roots as a part of a family history project to encourage pride in his heritage.
  - learn to read and write more effectively by writing letters to national celebrities.
  - take music lessons because of his fascination with national recording artists.
- \_\_\_\_\_ 8. Which of the following results from his stay in the YMCA?
- He is offered an internship with a local disc jockey to play at the high school dances.
  - He is given a chance to meet Fats Domino, the famous singer.
  - After being harassed by some men staying at the YMCA, he is rescued by Butch, who lures Antwone into some criminal activity.
  - After being attacked by a man who hangs around the Y lobby, Antwone is helped by a local lawyer, a public defender who finds a safe home for him.
- \_\_\_\_\_ 9. What was the turning point for Fisher to discover a new power within his reach?
- While in the Navy, he composed a letter of complaint to Seven Seas, a local business, and used the word "conceived," which he had heard in a song by Earth, Wind, & Fire.
  - His uncle in California contacted him and expressed a desire to bring him into the family.
  - He met and married an enchanting Japanese model.
  - He was offered the chance to become a Navy pilot.
- \_\_\_\_\_ 10. Which is *not* a similarity Antwone shared with his father?
- Both were artists.
  - Both were poets.
  - Both were honorably discharged from the military.
  - Both had unpredictable tempers.



***The Brethren***  
**by John Grisham**

Multiple Choice.

- \_\_\_\_\_ 1. Much of the setting of the story occurs in a
- a. New York law office.
  - b. San Francisco law school.
  - c. minimum-security Federal prison.
  - d. small Georgia town.
- \_\_\_\_\_ 2. The three judges are serving time in prison for all of the following *except*
- a. a DUI resulting in vehicular manslaughter.
  - b. stealing valuable gold coins.
  - c. skimming bingo profits.
  - d. tax evasion.
- \_\_\_\_\_ 3. The three judges contrive a lucrative blackmailing scheme of extorting money from
- a. unscrupulous realtors who prey on retired persons.
  - b. oil magnates who have circumvented the law in order to do offshore drilling.
  - c. lonely widows hoping to meet potential husbands.
  - d. unwitting closet homosexuals who want to protect their anonymity.
- \_\_\_\_\_ 4. Al Konyers, who answered an enticing magazine ad, was the
- a. lawyer who made outside contacts and money drops for the Brethren.
  - b. CIA investigator.
  - c. pseudonym of a presidential candidate.
  - d. head of the FBI.
- \_\_\_\_\_ 5. Justice Spicer always gave Trevor
- a. anonymous letters to his childhood sweetheart.
  - b. private information about some of the inmates.
  - c. gambling tips he conjured from scrutinizing the newspaper.
  - d. study questions in preparation of taking the bar exam.
- \_\_\_\_\_ 6. In order to draw attention to Aaron Lake, the head of the CIA
- a. creates international diversions such as the bombing of the American embassy in Cairo.
  - b. feeds false information about opponents to a journalist at CNN.
  - c. plans a gala event with international heads of state as guests.
  - d. agrees to serve as the presidential candidate's running mate.

- \_\_\_\_\_ 7. Boomer Realty Limited is the
- name of a firm owned by one of the Brethren's victims.
  - trust-fund holding illegal campaign donations.
  - trust company holding the judges' money.
  - site of a memorial service.
- \_\_\_\_\_ 8. Because of his greed, Trevor is
- intercepted by the CIA and arrested in the Bahamas.
  - arrested and sentenced in Georgia and later sent to serve with the Brethren.
  - murdered by members of the CIA.
  - forced to flee and spend the rest of his life in Switzerland.
- \_\_\_\_\_ 9. "Pete's" is all of the following *except*
- a bar.
  - the site of a memorial service.
  - a site for placing bets.
  - a sports-memorabilia shop that is used as a CIA safe house.
- \_\_\_\_\_ 10. Identify the speaker:
- "He'll never write another letter, Mr. Lake. And you'll be so busy playing with all your little children that you won't have time to think about people like Ricky."
- Teddy Maynard
  - Justice Beech
  - Finn Yarber
  - Justice Spicer

## ***Water for Elephants*** **by Sara Gruen**

- \_\_\_\_\_ 1. At the beginning of the novel, Jacob Jankowski is
  - a. an owner of a traveling circus.
  - b. a nursing home resident.
  - c. a well-known author and public speaker.
  - d. a circus performer.
  
- \_\_\_\_\_ 2. When Jacob received news of his parents' accident, he was
  - a. just beginning law school.
  - b. working at his father's drugstore.
  - c. contemplating marriage to Catherine.
  - d. preparing for final exams to become a veterinarian.
  
- \_\_\_\_\_ 3. Kinko does not want Jacob to bunk with him because
  - a. Kinko is a performer while Jacob is just a menagerie man.
  - b. Kinko dislikes "college" boys.
  - c. Kinko thinks Jacob is most likely a thief and can't be trusted.
  - d. Kinko doesn't want Jacob to find out about his drug addiction.
  
- \_\_\_\_\_ 4. Uncle Al built up his own circus
  - a. after studying under the Ringling Brothers.
  - b. by recruiting performers from all over the world.
  - c. by plundering from circuses that fell into financial difficulty.
  - d. attracting a loyal group of workers because of his great generosity.
  
- \_\_\_\_\_ 5. Camel can no longer continue working because he
  - a. has been blinded by a raging lion.
  - b. has reached the mandatory retirement age.
  - c. has become paralyzed from drinking a bad batch of Jake.
  - d. was injured in a fire.
  
- \_\_\_\_\_ 6. The circus workers understand that if there isn't enough money to meet payroll,
  - a. they will get their pay eventually.
  - b. they need to stay in constant sight to remind the boss of their value.
  - c. they may get tossed from the train at night.
  - d. Uncle Al will find them a job with another circus.

- \_\_\_\_\_ 7. The circus acquires Rosie, who is a(n)
- a. dazzling bareback rider.
  - b. Hungarian trapeze artist.
  - c. trained Bengal lion.
  - d. large elephant.
- \_\_\_\_\_ 8. Rosie is mostly uncooperative until
- a. August decides he will have to beat her.
  - b. Jacob learns that she understands Polish.
  - c. Greg arranges to have her favorite food delivered.
  - d. she is provided with a companion dog, Gracie.
- \_\_\_\_\_ 9. Jacob learns that August is sometimes ill-tempered because he suffers from
- a. schizophrenia.
  - b. polio.
  - c. alcoholism.
  - d. nightmares that stem from an abusive childhood.
- \_\_\_\_\_ 10. When the circus collapses, Jacob realizes that
- a. Marlena will never marry him.
  - b. Uncle Al will most likely save them.
  - c. he has acquired a sizable menagerie.
  - d. he will probably go to prison for killing August.

***The Kite Runner***  
**by Khaled Hosseini**

Multiple Choice.

- \_\_\_\_\_ 1. Hassan's mother fled after he was born, partly because
- a. Hassan was born with a disfiguring harelip.
  - b. she wanted to travel to Pakistan to see her family.
  - c. Hassan's father used to beat her.
  - d. she wanted to enroll in school to learn to read and write.
- \_\_\_\_\_ 2. After Amir won against the blue kite, what happened that changed Amir's and Hassan's life?
- a. The owner of the blue kite denounced Amir as a cheater.
  - b. Baba criticized the tactics Amir had used to win.
  - c. Hassan was attacked and brutalized while retrieving the blue kite.
  - d. Amir defended Hassan against Assef and his friends.
- \_\_\_\_\_ 3. How did Amir cause Hassan and his father to leave?
- a. He told Baba and Ali what had happened to Hassan.
  - b. He planted cash and his watch under Hassan's mattress.
  - c. He accused Hassan and Ali of lying to Baba.
  - d. He refused to be friends with Hassan and taunted him in front of the others.
- \_\_\_\_\_ 4. After fleeing to America, Amir was determined to
- a. help out with the finances by working instead of going to school.
  - b. study creative writing in a local junior college.
  - c. disown his Afghani heritage.
  - d. return to Afghanistan to regain the family's home and wealth.
- \_\_\_\_\_ 5. What occurred not long after Amir's wedding?
- a. The Sunday flea market was shut down.
  - b. Amir's first book was published.
  - c. Soraya confessed that she hated Amir's mistreatments of Hassan.
  - d. Baba died of cancer.
- \_\_\_\_\_ 6. What was Amir's reason for not adopting a baby?
- a. Baba would have been horrified.
  - b. He felt that he wasn't meant to be a father because of what he had done.
  - c. It would be an insult to his manhood.
  - d. Soraya's health was too fragile to try to raise a child.

- \_\_\_\_\_ 7. Amir felt that Baba had betrayed him by
- taking him from Afghanistan to the United States.
  - not doing enough to prevent his mother's death.
  - failing to reveal that Hassan was his half-brother.
  - not telling him about Rahim Khan's illness.
- \_\_\_\_\_ 8. Farid was furious with Zaman, the orphanage director, because Zaman
- admitted to selling the orphans' food for profit.
  - refused to care for orphans who were sick or injured.
  - sold children to a Talib official.
  - would not call the doctor or locate medicine for the sick children.
- \_\_\_\_\_ 9. Amir and Sohrab were able to escape from Assef because
- a rival Shorawi group shelled Assef's hideout.
  - Sohrab, just like Hassan, was able to use his sling shot with amazing skill.
  - Farid created a diversion outside Assef's compound.
  - Amir struck Assef with a hidden knife.
- \_\_\_\_\_ 10. Why were Amir and Soraya so happy to see Sohrab's smile while kite-flying?
- It signaled that Sohrab was just like all the other boys.
  - Sohrab looked like Baba when he smiled.
  - Sohrab had been mute and unreachable after his suicide attempt.
  - Amir realized that Sohrab loved sports just as Hassan had.

***To Kill a Mockingbird***  
**by Harper Lee**

Multiple Choice.

- \_\_\_\_\_ 1. Maudie Atkinson is important to the Finches because
- a. she saves Scout from Boo Radley.
  - b. she serves as a kind of mother to Scout, who lost her own mother when she was two.
  - c. she is the neighbor's niece who comes to stay over the summer.
  - d. she is a neighborhood gossip who also cooks and cleans for Atticus Finch and his children.
- \_\_\_\_\_ 2. Miss Fisher, Scout's first-grade teacher, is bothered by Scout because
- a. Scout can't sit still in class.
  - b. Scout can't stop talking in class.
  - c. Scout already knows how to read.
  - d. Scout refuses to wear shoes in school.
- \_\_\_\_\_ 3. Jem and Scout are intrigued by the mystery of
- a. who is leaving things for them to find in the tree near their home.
  - b. the manner in which their mother died.
  - c. why Dill came to spend the summer with them.
  - d. why Calpurnia is so secretive.
- \_\_\_\_\_ 4. When Maudie's house burns down, Jem and Scout learn that
- a. Boo Radley set fire to her house.
  - b. Dill knows who set the fire but is afraid to tell.
  - c. Atticus has been asked to defend the arsonist.
  - d. Maudie sees this as a chance to start over and move on.
- \_\_\_\_\_ 5. The town is upset about Atticus's defense of Tom Robinson because
- a. Tom has raped a white woman.
  - b. Atticus defends Tom to the best of his ability.
  - c. Atticus is biased and does not provide a fair defense for Tom.
  - d. Atticus knows that Tom is guilty.
- \_\_\_\_\_ 6. Atticus tells Jem to never shoot a mockingbird with his air rifle because
- a. mockingbirds are rare and protected by state law.
  - b. Atticus doesn't want him killing birds.
  - c. he might miss and harm his sister, Scout by accident.
  - d. the mockingbird is the most innocent of all birds.

- \_\_\_\_\_ 7. Dolphous Raymond doesn't live among the other whites of the town because
- he is the town drunk, and they won't permit it.
  - he is wealthier than most and keeps his distance.
  - he is the town's sheriff and is provided a home where he can't always see what is going on in town.
  - has no respect for the townspeople and refuses to live among them.
- \_\_\_\_\_ 8. The jury decides that Tom Robinson
- is guilty.
  - is innocent.
  - should be hanged.
  - is probably not guilty but won't be safe unless he is sent to prison.
- \_\_\_\_\_ 9. When Bob Ewell sees Atticus after the trial, he
- thanks Atticus for sending his daughter's rapist to jail.
  - avoids Atticus and crosses to the other side of the street.
  - forgives Atticus for casting suspicion on him during the trial.
  - spits on Atticus and vows revenge.
- \_\_\_\_\_ 10. When Jem is hurt, Atticus
- decides to move away from Maycomb.
  - accuses Boo Radley of attacking his son.
  - believes that Jem killed Bob Ewell.
  - blames Scout.



# PART III

## Practice Tests

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PRACTICE FOR THE FLORIDA COLLEGE BASIC SKILLS EXIT

Reading Post-Test

Name \_\_\_\_\_

Section \_\_\_\_\_ Date \_\_\_\_\_

Number Correct \_\_\_\_\_ Score \_\_\_\_\_

Passage A

Read the passage below and answer the questions that follow.

5 The genetic alteration of plants and animals by humans is nothing new; we have been influencing the genetic makeup of our livestock and crop plants for thousands of years, ever since we invented agriculture. Our ancestors altered the gene pools of our domesticated plants and animals through selective breeding by preferentially mating individuals with favored traits so that those traits would be inherited by offspring. Large ears of corn were preferred over small ears, so large-eared individuals were mated and small-eared ones were discarded, leading to a gene pool full of genes for large-eared corn. Early farmers selected plants and animals that grew faster, were more resistant to disease and drought, and produced large amounts of fruit, grain, or meat. In the broad sense, therefore, the genetic modification of organisms by humans is an ancient exercise and one with which we have much experience.

10 Proponents of GM crops often stress this continuity with our agricultural past and argue that there is little reason to expect that today's GM food will be any less safe than the selectively bred food of past years and centuries. Dan Glickman, head of the USDA from 1995 to 2001, remarked:

15 Biotechnology's been around almost since the beginning of time. It's cavemen saving seeds of a high-yielding plant. It's Gregor Mendel, the father of genetics, cross-pollinating his garden peas. It's a diabetic's insulin, and the enzymes in your yogurt.... Without exception, the biotech products on our shelves have proven safe.

20 However, as biotech critics are quick to point out, the techniques geneticists use to create genetically modified (GM) organisms do differ from traditional selective breeding in several ways. For one, traditional selective breeding generally mixes genes of individuals of the same species, whereas with recombinant DNA technology, scientists mix genes of different species, even species as different as viruses and crops, or spiders and goats. Even if they had tried, our agricultural ancestors could not have crossed trees with peas, or bats with cats. For another, selective breeding deals in vivo with whole organisms living in the field, whereas genetic engineering takes place in the lab, involving in vitro experiments dealing with genetic material apart from the organism. And whereas traditional breeding selects from among combinations of genes that come together on their own, genetic engineering creates the novel combinations directly. Traditional breeding thus changes organisms through the process of selection, whereas genetic engineers intervene at the stage of mutation. (Scott Brennan, Jay Withgott, *Environment: The Science Behind the Stories*, San Francisco: Pearson, 2005, pp. 274–275)

- \_\_\_\_\_ 1. Which sentence best states the main idea of this passage?
- A. Our ancestors changed the genetic makeup of plants and animals by selective breeding.
  - B. Advocates of genetically altered crops argue that we have been changing the genetic makeup of livestock and crop plants for thousands of years.
  - C. Humans have been altering the genetic makeup of plants and animals for centuries, but critics are unsure of the safety of the techniques being used today.
  - D. Scientists are able to mix genes of different species, in the lab, selecting from combinations of genes and creating new ones.
- \_\_\_\_\_ 2. The main idea of the last paragraph is that
- A. current genetic techniques alter organisms by mixing genes of different species.
  - B. our ancestors modified animals by selective breeding.
  - C. genetic engineering is different today because it takes place within a lab.
  - D. the techniques used to create genetically modified organisms are different from selecting breeding in several ways.
- \_\_\_\_\_ 3. What is the relationship between the parts of the following sentence?  
“Large ears of corn were preferred over small ears, so large-eared individuals were mated and small-eared ones were discarded, leading to a gene pool full of genes for large-eared corn.” (lines 6–8)
- A. cause and effect
  - B. contrast
  - C. addition
  - D. comparison
- \_\_\_\_\_ 4. What is the relationship between the parts of the following sentence?  
“For one, traditional selective breeding generally mixes genes of individuals of the same species, whereas with recombinant DNA technology, scientists mix genes of different species, even species as different as viruses and crops, or spiders and goats.” (lines 23–26)
- A. concession
  - B. listing
  - C. contrast
  - D. clarification

- \_\_\_\_\_ 5. Based on the passage, Dan Glickman believes that
- A. techniques to genetically alter plants and animals used by our ancestors were safer than the methods used today.
  - B. today's genetically modified crops are safe.
  - C. Gregor Mendel should not have experimented with genetic alterations of plants.
  - D. enzymes in yogurt have been genetically altered and may be harmful to one's health.
- \_\_\_\_\_ 6. A conclusion that can be drawn from this passage is that
- A. genetic modification may pose risks that are not yet well understood.
  - B. the genetic modification of organisms by humans is a relatively new science.
  - C. techniques used by geneticists today are no different from those used by our ancestors.
  - D. traditional breeding methods changed organisms by transferring genes from other organisms to the cells of new organisms.
- \_\_\_\_\_ 7. As it is used in line 13 the word *continuity* most nearly means
- A. interruption.
  - B. difference.
  - C. connection.
  - D. change.
- \_\_\_\_\_ 8. As it is used in line 29, the word *in vivo* most nearly means
- A. outside the living body of a plant or animal.
  - B. in the living body of a plant or animal.
  - C. in an artificial environment.
  - D. in a scientific laboratory.
- \_\_\_\_\_ 9. The overall pattern of organization for this article is
- A. definition/example.
  - B. comparison/contrast.
  - C. listing.
  - D. time order.
- \_\_\_\_\_ 10. Throughout the passage, overall, which type of support is offered to describe genetic alteration of plants and animals?
- A. biased against genetic alteration
  - B. objective, showing no bias either way

## Passage B

Read the passage below and answer the questions that follow.

Who controls the Internet? It seems France wants some control, at least over what its citizens can access on the World Wide Web. In November 2000, French judge Jean-Jacques Gomez ruled that U.S.-based Yahoo must block French users from access to Nazi-related memorabilia available on the site. In France, Nazi paraphernalia is illegal.

But should France have the authority to determine what all other Internet users can and can't see and buy? Yahoo thinks not and, although it has contested the ruling both on the grounds that it's impossible to block access and that the French court does not have jurisdiction, the company did remove all Nazi items in January 2001. The company claimed that it removed the material not because of the French judgment, but because it did not want to profit from such material. Web portal sites often claim they are "common carriers" and cannot technically control the content their users post, and in any event, are not responsible for what their users say or post to the site.

But since the original suit in 2000, Yahoo sought a judgment in 2001 from the Federal District Court of Northern California that the French order was unenforceable on First Amendment grounds of freedom of expression. The court agreed, finding that the First Amendment precludes enforcement within the United States of a French order intended to regulate the content of its speech over the Internet. In February 2003, a Paris court threw out the accusations against Yahoo and stated that Yahoo never sought to "justify war crimes and crimes against humanity," which is prohibited under French law.

The possibility of growing restrictions on the Internet is making many people nervous. Just the fact that Web sites are taking action to appease various governments and groups within selected societies has raised some eyebrows. A recent study of Google searches found that Google was self-censoring its database in France and Germany. A 2002 High Court decision in Australia ruled that Australian libel law applied to Dow Jones even though the story that was involved was published only on its U.S. servers, but was viewable by users in the State of Victoria (Australia).

However, if other countries gain authority to police Web sites according to the laws of their own countries, we're going to see some major inequities with respect to who sees what. South Korea, for example, has outlawed access to gambling Web sites, some Muslim countries forbid religious discussions and China holds Web sites responsible for any illegal content found on the site. But illegal according to whose laws? That's the question. And can and should companies be forced to police content on their Web sites at all? The irony here is that the Internet was developed as a means of fostering global communication. Yet it is now very clear that many countries will put stricter limits on freedom of expression than the United States. The practicalities of a global perspective are proving more difficult socially and politically than the Internet's founders had hoped. (adapted from Kenneth Laudon and Carol Traver, *E-commerce*, 2nd ed., Boston: Addison Wesley Longman, 2003, pp. 146–147)

- \_\_\_\_\_ 11. Which sentence states the main idea of this passage?
- A. Yahoo has chosen to remove questionable material from its Web site after complaints by the French government.
  - B. Several countries are trying to regulate the content of the Internet, causing concerns for many who want the Internet to maintain its freedom of expression.
  - C. Much of the content of the Internet is objectionable to other countries.
  - D. Americans do not want other countries to have the authority to police Web sites according to the laws of their countries.
- \_\_\_\_\_ 12. According to the passage, Yahoo removed Nazi items from its Web site because
- A. it was ordered to by the French courts.
  - B. the Federal District court of Northern California stated that these times violated the first Amendment.
  - C. Nazi paraphernalia is illegal in France.
  - D. it didn't want to make money from items that were associated with crimes against humanity.
- \_\_\_\_\_ 13. The primary purpose of this passage is to
- A. provide details about Internet content that is illegal in some countries.
  - B. analyze the ethical considerations of censorship of the Internet.
  - C. explain the growing issue of control and censorship of the Internet.
  - D. show how amoral some of the Internet content is.
- \_\_\_\_\_ 14. What is the relationship of the parts of the following sentence?  
“The company claimed that it removed the material not because of the French judgment, but because it did not want to profit from such material.” (lines 10–11)
- A. comparison
  - B. contrast
  - C. cause and effect
  - D. concession
- \_\_\_\_\_ 15. As used in line 18, the word *precludes* most nearly means
- A. permits.
  - B. justifies.
  - C. supports.
  - D. disqualifies.

- \_\_\_\_\_ 16. As used in line 24, the word *appease* most nearly means
- A. mollify.
  - B. annoy.
  - C. sue.
  - D. repay.
- \_\_\_\_\_ 17. The tone of this passage is
- A. somewhat sympathetic.
  - B. somewhat disapproving.
  - C. very hostile.
  - D. most admiring.
- \_\_\_\_\_ 18. “The practicalities of a global perspective are proving more difficult socially and politically than the Internet’s founders had hoped.” (lines 40–42)  
The above statement is a statement of
- A. fact.
  - B. opinion.
- \_\_\_\_\_ 19. “The possibility of growing restrictions on the Internet is making many people nervous. Just the fact that Web sites are taking action to appease various governments and groups within selected societies has raised some eyebrows.” (lines 23–25)  
One conclusion that can be drawn from paragraph 4, based on the above statement, is that
- A. The United States is more liberal about what is allowed on the Internet than many other countries.
  - B. An international policing agency should be formed to perform censorship duties of the Internet.
  - C. Google is refusing to give in to demands for control of its Internet content.
  - D. Users of the Internet understand and abide by the ruling that certain content should not be viewed according to the laws of their country.
- \_\_\_\_\_ 20. One inference that can be drawn from this article is
- A. users of the Internet will ultimately have blocks and controls placed upon their computers.
  - B. most Internet content will be censored.
  - C. ultimately, we may end up with a division of the global Internet into separate content regions.
  - D. the Internet will ultimately cease to exist because of the impossibility of meeting the demands of so many different countries.



## Passage C

Read the passage below and answer the questions that follow.

If you think that alternative medicine is just a fad, you are in for a surprise. Today, Americans and people from most other cultures of the world are much more likely to try therapies once considered exotic and strange. This is particularly true as America becomes a composite of people from different regions and cultures of the world. Many of these cultures are contributing their unique beliefs about remedies that restore health and treat afflictions.

Referred to as **complementary and alternative medicine (CAM)**, these therapies are generically defined as “neither being taught widely in U.S. medical schools nor generally available in U.S. hospitals during the pervious year.” Although these words are often used interchangeably, the terms *complementary* and *alternative* have actually been defined as being slightly different as the field has evolved. **Complementary medicine** is used with conventional medicine, as part of the modern integrative medicine approach. An aromatherapist might work with an oncologist to reduce a patient’s nausea during chemotherapy, for example. On the other hand, **alternative medicine** is used in place of conventional medicine. An example of this would be using a special diet or an herbal remedy to treat cancer instead of using radiation, surgery, or other traditional treatments.

Complementary and alternative therapies vary widely in terms of nature of treatment, extent of therapy, and types of problems for which they offer help. Typically, CAM therapies are compared with the more traditional, allopathic treatments offered by individuals who graduate from U.S.-sanctioned schools of medicine or are licensed medical practitioners recognized by the American Medical Association and its governing board.

The list of practices that are considered CAM changes continually as CAM therapies are proven safe and effective and become accepted as “mainstream.” CAM therapies, in general, serve as alternatives to an allopathic system that some people regard as too invasive, too high tech, and too toxic in terms of laboratory-produced medications. CAM users are often people who are seeking what they perceive to be a more natural, gentle approach to healing. If these CAM remedies prove effective, a merger of traditional medicine and CAM will change the face of modern medicine in ways that few would have imagined only a decade ago. (adapted from R. Donatelle, *Access to Health*, 8th ed., San Francisco: Pearson Education, 2004, p. 630)

- \_\_\_\_\_ 21. Which sentence states the main idea of this passage?
- A. Complementary and alternative medicines are not widely available in the United States.
  - B. The healthcare system in the United States is undergoing radical change.
  - C. Complementary and alternative medicines are becoming more and more popular and may drastically change health care.
  - D. People from different cultures are bringing their own forms of health care to the United States.

- \_\_\_\_\_ 22. The author’s primary purpose is to
- A. explain why doctors do not readily ascribe treatments that are considered as complementary or alternative medicine.
  - B. analyze the effectiveness of complementary and alternative medicines.
  - C. inform the reader about complementary and alternative medicines.
  - D. convince the reader that complementary and alternative medicines are a safe route to go if they are not satisfied with their health care.
- \_\_\_\_\_ 23. Identify the relationship of parts within the following sentence:  
“Although these words are often used interchangeably, the terms *complementary* and *alternative* have actually been defined as being slightly different as the field has evolved.” (lines 10–12)
- A. time order
  - B. cause and effect
  - C. comparison/contrast
  - D. definition
- \_\_\_\_\_ 24. Identify the relationship between these sentences from paragraph 2.  
“An aromatherapist might work with an oncologist to reduce a patient’s nausea during chemotherapy, for example.” (lines 13–15)
- A. comparison
  - B. concession
  - C. contrast
  - D. listing
- \_\_\_\_\_ 25. What is the overall tone of this passage?
- A. subjective and biased
  - B. neutral and informative
  - C. reverent and emotional
  - D. angry and pessimistic
- \_\_\_\_\_ 26. “If these CAM remedies prove effective, a merger of traditional medicine and CAM will change the face of modern medicine in ways that few would have imagined only a decade ago.” (line 29–31)  
The above statement is a statement of
- A. fact.
  - B. opinion.
- \_\_\_\_\_ 27. As it is used in line 12, the word *conventional* means
- A. experimental.
  - B. antiquated.
  - C. standard.
  - D. exceptional.

- \_\_\_\_\_ 28. As it appears in line 26, the word *allopathic* refers to medicine that is
- A. risky.
  - B. normal.
  - C. popular.
  - D. unfamiliar.
- \_\_\_\_\_ 29. What do the following sentences from the last paragraph suggest about complementary and alternative medicine?
- “CAM therapies, in general, serve as alternatives to an allopathic system that some people regard as too invasive, too high-tech, and too toxic in terms of laboratory-produced medications. CAM users are often people who are seeing what they perceive to be a more natural, gentle approach to healing.”
- A. CAM therapies are probably very expensive and only a few can afford them.
  - B. CAM therapies are probably not the most effective way to treat an illness.
  - C. CAM therapies would probably not include surgery, chemotherapy, or radiation.
  - D. CAM therapies are probably viewed with skepticism by U.S. doctors.
- \_\_\_\_\_ 30. One overall conclusion that can be drawn from this passage is
- A. few CAM therapies will be approved for use in the United States.
  - B. people should not risk their health care on CAM therapies.
  - C. licensed medical practitioners will support few CAM therapies.
  - D. the science of CAM is still in its infancy in the United States.

## Passage D

Read the passage below and answer the questions that follow.

Throughout your communication experiences, you're expected to criticize, to evaluate, and otherwise to render judgment on some person or on something someone did or created. Especially in helping professions, such as teaching, nursing, or counseling, criticism is an important and frequently used skill. The problem arises when criticism is used outside of its helping function, when it's inappropriate or excessive. An important interpersonal skill is to develop a facility for detecting when a person is asking for criticism and when that person is simply asking for a compliment. For example, when a friend asks how you like the new apartment, he or she may be searching for a compliment rather than wanting you to itemize all the things wrong with it. Similarly, the person who says, "Do I look okay?" may be asking for a compliment.

Sometimes the desire to be liked (or perhaps the need to be appreciated) is so strong that we go to the other extreme and paint everything with praise. The most ordinary jacket, the most common thought, the most average meal are given extraordinary praise, way beyond their merits. The overly critical and the overly complimentary soon find that their comments are no longer met with concern or interest.

As an alternative to excessive criticism or praise, consider the principle of honest appraisal. Tell the truth, but note that there is an art to truth telling, just as there is an art to all other forms of effective communication. First, distinguish between instances in which an honest appraisal is sought and those in which the individual needs a compliment. Respond to the appropriate level of meaning. Second, if an honest appraisal is desired and if yours is a negative one, give some consideration to how you should phrase your criticism.

Try to state criticism positively, if at all possible. Rather than saying "You look terrible in black," it might be more helpful to say "You look much better in bright colors." In this way, you're also being constructive; you're explaining what could be done to make the situation better. If you do express criticism that seems to prove destructive, it may be helpful to offer a direct apology or to disclaim any harmful intentions. In your positive criticism, try to state your concern for the other person along with your criticism, if appropriate. Instead of saying "The introduction to your report is boring," say "I really want your report to be great; I'd open with some humor to get the group's attention." (adapted from Joseph DeVito, *The Interpersonal Communication Book*, 12th ed., Boston: Pearson, 2004, pp. 162–163)

- \_\_\_\_\_ 31. Which sentence states the main idea of this passage?
- A. People sometimes offer excessive criticism or extraordinary praise in appropriate situations.
  - B. The ability to offer criticism effectively is an important interpersonal skill.
  - C. To be effective, criticism should always be stated positively.
  - D. Interpersonal communication involves responding correctly to appropriate levels of meaning.

- \_\_\_\_\_ 32. The author's primary purpose is to
- A. describe the features of personality.
  - B. classify and describe the types of criticism.
  - C. compare and contrast the distinctions that are unique to personality tests.
  - D. explain how to offer effective praise and criticism.
- \_\_\_\_\_ 33. Identify the relationship between these sentences from paragraph 1.
- "For example, when a friend asks how you like the new apartment, he or she may be searching for a compliment rather than wanting you to itemize all the things wrong with it. Similarly, the person who says, 'Do I look okay?' may be asking for a compliment." (lines 7–10)
- A. comparison
  - B. addition
  - C. cause and effect
  - D. examples
- \_\_\_\_\_ 34. Identify the relationship between these sentences from paragraph 4.
- "Rather than saying 'You look terrible in black,' it might be more helpful to say 'You look much better in bright colors.'" (lines 23–35)
- A. clarification
  - B. time order
  - C. contrast
  - D. cause and effect
- \_\_\_\_\_ 35. What is the overall tone of this passage?
- A. humorous
  - B. bitter
  - C. ambivalent
  - D. neutral
- \_\_\_\_\_ 36. The overall pattern of organization for this passage is
- A. cause and effect.
  - B. contrast.
  - C. time order.
  - D. listing.
- \_\_\_\_\_ 37. As it appears in line 2, the word *render* means
- A. communicate.
  - B. defend.
  - C. deliver.
  - D. leave.

- \_\_\_\_\_ 38. As it appears in lines 27, the word *disclaim* most nearly means
- A. admit.
  - B. reveal.
  - C. state.
  - D. deny.
- \_\_\_\_\_ 39. “The overly critical and the overly complimentary soon find that their comments are no longer met with concern or interest.”
- One conclusion that could be drawn from paragraph 2, based on the above statement is that
- A. people who paint everything with praise are optimists who should be appreciated.
  - B. people who are overly critical have some intrinsic need to be destructive.
  - C. having a strong desire to be liked is not emotionally healthy.
  - D. people who are overly complimentary will probably be judged by others to be insincere.
- \_\_\_\_\_ 40. Throughout the passage, overall, which type of support is offered to describe the art of truth telling?
- A. objective
  - B. emotional

**Answer Key for Post-Test  
(Practice for Florida College Basic Skills Exit Test)**

1. C
2. D
3. A
4. C
5. B
6. A
7. C
8. B
9. D
10. B
11. B
12. D
13. C
14. B
15. D
16. A
17. A
18. B
19. A
20. C
21. C
22. C
23. C
24. C
25. B
26. B
27. C
28. B
29. C
30. D
31. B
32. D
33. A
34. C
35. D
36. D
37. C
38. D
39. D
40. A

# PRACTICE FOR THE TEXAS HIGHER EDUCATION ASSESSMENT (THEA) EXIT TEST

## Reading Post-Test

Name \_\_\_\_\_

Section \_\_\_\_\_ Date \_\_\_\_\_

Number Correct \_\_\_\_\_ Score \_\_\_\_\_

### Passage A

Read the passage below and answer the questions that follow.

- 1           When the United States declared war on Germany in 1917, a Kansas farmer named Harry Truman, a former corporal in the National Guard, enlisted at once. He did so because he had been deeply impressed by President Wilson’s talk about the need to make the world safe for democracy and because, as he explained later to his fiancée, Bess Wallace, “I wouldn’t be left out of the greatest history-making epoch the world has ever seen.” A former member of the National Guard, he was commissioned a first Lieutenant of artillery.
- 2           In September Truman was sent for training to Camp Doniphan, Oklahoma. For six months he trained, and in March 1918 he finally shipped out on the George Washington for France, accompanied by his unit and (he was extremely nearsighted) six pairs of glasses.
- 3           Truman was sent to an artillery school in Lorraine, where he learned to fire the famous French 75 cannons, the most important Allied artillery weapon. In late August 1918, Truman, now a captain commanding a battery of the 2nd Battalion of the 129th Field Artillery, saw his first action, firing poison gas shells at German positions in the Vosges Mountains on the extreme eastern end of the front. When the Germans returned the fire, his inexperienced men broke in panic. Truman was knocked from his horse by the concussion of a shell and pinned to the ground when the horse fell on top of him, but he was uninjured and managed to stop the runaways and restore order. “The men think I am not much afraid of shells,” he wrote later, “but they don’t know I was too scared to run.”
- 4           A month later the battalion was part of the great Allied attack in the Argonne forest. The Argonne fighting was long and exceptionally bloody, even for the western front. Luckily Truman’s battery suffered only 3 casualties, and the entire 129th Field Artillery only 129. Nevertheless, his service in France was “the most terrific experience” of Truman’s life. Although already a slight man, during the Argonne offensive he lost 20 pounds.
- 5           After the armistice Truman waited with his men at a camp in a muddy field near Verdun, an experience made worse by news from America, where a virulent influenza epidemic was killing thousands. Finally, in March, orders came to break camp and head for home. After parading in triumph through Kansas City on horseback, Captain Harry Truman was honorably discharged on May 6 at Camp Funston, Kansas. On June 28, at Trinity Episcopal Church in Independence, Missouri, he and Bess Wallace were married. (John A. Garraty and Mark C. Carnes, *A Short History of the American Nation. Volume 2: Since 1865*, 8th ed., New York: Longman, 2000, p. 586)



- \_\_\_\_\_ 1. Which of the following expresses the main point of this passage?
- A. Harry Truman was part of the great Allied attack in the Argonne forest during World War I.
  - B. Harry Truman, a former corporal in the National Guard, enlisted in the artillery after an impressive speech by President Wilson.
  - C. Harry Truman served as captain of a battery of the 2nd Battalion of the 129th Field Artillery in World War I.
  - D. The American Dream was a goal for many Americans who hoped to achieve fame and fortune in this country.
- \_\_\_\_\_ 2. Which of these details best supports the main idea of the fourth paragraph?
- A. Harry Truman lost 20 pounds during the Allied Attack in the Argonne forest.
  - B. The 129th Field Artillery suffered only 129 casualties.
  - C. Truman's battery suffered only three casualties.
  - D. A month later the battalion was part of the great Allied attack in the Argonne forest.
- \_\_\_\_\_ 3. The word *slight* in the last paragraph suggests that Harry Truman was
- A. minor.
  - B. slender.
  - C. unimportant.
  - D. insignificant.
- \_\_\_\_\_ 4. The word *virulent* in paragraph 5 most nearly means
- A. weak.
  - B. vital.
  - C. mild.
  - D. dangerous.
- \_\_\_\_\_ 5. The author's purpose in paragraph 3 is to
- A. show how frightening war really is.
  - B. illustrate Truman's leadership abilities and humble attitude.
  - C. explain why soldiers in Truman's battalion fled.
  - D. prove that Harry Truman was a real hero.
- \_\_\_\_\_ 6. The reader can draw the conclusion from paragraph 5 that
- A. Harry Truman was discharged as a result of illness and extreme loss of weight.
  - B. Harry Truman was sent home after the disgraceful effort of his men.
  - C. the soldiers were kept at Verdun to escape the influenza attack in America.
  - D. Harry Truman needed a lengthy time to recover after his experiences during the war.

## Passage B

Read the passage below and answer the questions that follow.

### Fire and Ice

Some say the world will end in fire,  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favor fire.  
But if it had to perish twice,  
I think I know enough of hate  
To know that for destruction ice  
Is also great  
And would suffice.

By Robert Frost  
(From *Harper's Magazine*, December 1920)

- \_\_\_\_\_ 7. What is the subject matter of this poem?
- A. facing one's death
  - B. the nature of hate
  - C. the nature of desire
  - D. two options for the end of the world
- \_\_\_\_\_ 8. In this passage, the writer uses the phrase *From what I've tasted of desire I hold with those who favor fire* to suggest that
- A. desire has a way of consuming those it affects.
  - B. desire kills one's passion for love.
  - C. desiring what one cannot have is a great sin.
  - D. desire for material things is a shallow way to live.
- \_\_\_\_\_ 9. The word *suffice* most likely means
- A. be necessary.
  - B. be painful.
  - C. be enough.
  - D. be magnificent.
- \_\_\_\_\_ 10. What is the most likely meaning for the line *I know enough of hate to know that for destruction ice is also great?*
- A. Hate has been a primary factor in the author's life and has caused him to wish to end his own life many times.
  - B. Hate is something that causes people to become rigid, unmoving, and cold, and thus, is a destructive force.
  - C. Hate is like ice in that it freezes, but then quickly thaws.
  - D. Ice, in the form of snow or freezing cold, can bring about death to all living things.

- \_\_\_\_\_ 11. The tone of this poem is
- A. humorous.
  - B. angry.
  - C. objective.
  - D. reflective.
- \_\_\_\_\_ 12. What conclusion can the reader draw about Frost's view of the end of the world?
- A. Frost believes that it will either end in a violent war for coveted things, or the world will end because people will become too cold and unmoving and fail to seek compromises for peace.
  - B. Frost believes that because of the thinning ozone layer, the heat from the sun will eventually cause the entire earth to burn.
  - C. Fire and ice are two opposing forces that can equally destroy the world.
  - D. Frost believes that temperatures will drop until glaciers freeze over the world, ending all life on earth.

## Passage C

Read the passage below and answer the questions that follow.

1 Life insurance provides a payment to a specified beneficiary when the policyholder dies. Therefore, it allows you to provide financial support to specified beneficiaries in the event of your death. A \$100,000 policy means that in the event that you die, the beneficiary named in the policy will receive \$100,000. The amount received by the beneficiary is not taxed.

2 Life insurance is provided by life insurance companies, which may be independent firms or subsidiaries of financial conglomerates. Many financial institutions that provide banking and brokerage services also have a subsidiary that provides life insurance. You pay a premium on a periodic (such as quarterly) basis for life insurance.

3 Before deciding whether to buy life insurance or how much life insurance to buy, you need to consider your financial goals. The most common financial goal related to life insurance is to maintain financial support for your dependents. Life insurance is critical to protect a family's financial situation in the event that a breadwinner dies. Life insurance provides the family with financial support to cover burial expenses or medical expenses not covered by health insurance. Life insurance can also maintain the family's future lifestyle even without the breadwinner's income. In addition, life insurance may help the dependents pay off any accumulated debt. If you are the breadwinner and have others who rely on your income, you should have life insurance.

4 If no one else relies on your income, life insurance may not be necessary. For example, if you and your spouse both work full-time and your spouse could be self-sufficient without your income, life insurance is not as important. If you are single and are not providing financial support to anyone, life insurance may not be needed.

5 However, many individuals without dependents still want to leave money to their heirs. For example, you may decide that you want to finance your nephew's college education. If you die before your nephew attends college, a life insurance policy can achieve your goal. Alternatively, you may want to provide financial support for your parents. In this case, you can designate your parents as the beneficiaries in a life insurance policy. You can even set up a life insurance policy that designates your favorite charity as the beneficiary.

6 As time passes, rethink your life insurance decisions. Even if you decide not to purchase life insurance now, you may require life insurance in the future. If you already have a life insurance policy, you may need to increase the coverage or add a beneficiary at a future point.

7 Many insurance companies can provide you with life insurance coverage in exchange for insurance premiums. It is important that the insurance company be financially sound so that it will be capable of providing the benefits in accordance with your policy. Review the ratings assigned to companies by rating services such as A. M. Best, Standard and Poor's, or Moody's, and only purchase life insurance from companies that are rated highly. (adapted from Madura, Jeff, *Personal Finance*, 2nd ed., Boston: Pearson Addison, Wesley, 2003, pp. 344–346)

**Example of Quoted Term Life-Insurance Premiums Offered over the Internet**

| Age                     | Amount of Insurance Desired |           |             |
|-------------------------|-----------------------------|-----------|-------------|
|                         | \$250,000                   | \$500,000 | \$1,000,000 |
| 25                      | \$97                        | \$160     | \$300       |
| 30                      | 110                         | 185       | 315         |
| 35                      | 128                         | 201       | 328         |
| 40                      | 155                         | 242       | 414         |
| 45                      | 231                         | 404       | 745         |
| 50                      | 339                         | 645       | 1,245       |
| 55                      | 506                         | 970       | 1,884       |
| 60                      | 789                         | 1,536     | 3,031       |
| 65                      | 1,340                       | 2,629     | 5,222       |
| <b>Cost of Premiums</b> |                             |           |             |

- \_\_\_\_\_ 13. Which of the following expresses the main point of this passage?
- A. Life insurance companies are independent firms or a part of a large corporation.
  - B. Life insurance can provide financial protection for members of a household.
  - C. Not everyone needs to have life insurance.
  - D. Life insurance needs may change over time as a family's financial circumstances change.
- \_\_\_\_\_ 14. In this selection, the author's main purpose is to
- A. describe the types of life insurance that are available.
  - B. persuade the reader that everyone needs some form of life insurance.
  - C. compare the different kinds of insurance companies.
  - D. explain the role of life insurance and identify factors that influence insurance needs.
- \_\_\_\_\_ 15. *Subsidiaries* as it is used in paragraph 2 most nearly means
- A. main offices.
  - B. controlling managers.
  - C. subordinate companies.
  - D. reliable.

- \_\_\_\_\_ 16. As it is used in paragraph 7, the word *sound* most nearly means
- stable.
  - accurate.
  - resonance.
  - noise.
- \_\_\_\_\_ 17. The organization of paragraph 3 is
- spatial order.
  - contrast.
  - chronological order.
  - listing.
- \_\_\_\_\_ 18. What is the relationship between the parts of this sentence from paragraph 3?  
 “Before deciding whether to buy life insurance or how much life insurance to buy, you need to consider your financial goals.”
- comparison
  - contrast
  - time order
  - cause and effect
- \_\_\_\_\_ 19. Which of the following sets of notes best organizes the information from this selection?
- Background on Life Insurance
    - provides a payment to a beneficiary in the event of death
    - provides financial support in the event of death
    - expected future performance
 Life Insurance Companies
    - can be independent firms
    - can be subsidiaries of financial conglomerates.
    - can be institutions that provide banking or brokerage services
    - provide payment in the form of a premium
 Consider Financial Goals
    - protect family’s financial situation
    - cover burial expenses
    - cover unpaid medical expenses
    - may pay off accumulated debt
 Consider Need
    - self-sufficient spouse
    - single, with no dependents
 Consider Heirs
    - finance a relative’s education
    - provide for parents
    - provide for a charity
 Consider Future
    - financial needs may change
    - may wish to increase coverage

- may wish to add a beneficiary
- Consider Company
- must be financially sound
- check ratings

B. Payments to Beneficiaries

- spouse
- relatives
- parents
- charities
- Companies
- independent or part of a group
- must be sound
- check rating
- Future Needs
- college
- parents
- charity
- Financial Support
- burial expenses
- medical expenses
- accumulated debt

C. Consider Company

- must be financially sound
- check ratings
- can be independent firms
- can be subsidiaries of financial conglomerates
- can be institutions that provide banking or brokerage services
- payment in the form of a premium
- Background on Life Insurance
- provides a payment to a beneficiary in the event of death
- provides financial support in the event of death
- Financial Goals
- protect family's financial situation
- cover burial expenses
- cover unpaid medical expenses
- may pay off accumulate debt
- Heirs and Future
- finance a relative's education
- provide for parents
- provide for a charity
- Need
- self-sufficient spouse
- single, with no dependents

D. Analysis of Insurance

- soundness of company
- summary of needs
- expected future needs

Common Reasons

- burial costs
- support for family
- medical costs
- pay off debts

Considerations

- relatives
- college
- charities
- parents

- \_\_\_\_\_ 20. According to the information presented in the chart, which of the following statements about life-insurance premiums is correct?
- A. The cost of life insurance decreases significantly for the larger amounts of insurance as a person ages.
  - B. A person who is fifty years old will pay more than four times as much for \$250,000 or \$1,000,000 of life insurance as a person who is 25 will pay.
  - C. A person over 65 years of age is not considered a candidate for life insurance.
  - D. Chances of death must decrease as a person ages.



## Passage D

Read the passage below and answer the questions that follow.

1. Time spent in the presence of beauty is, for the literalist, time that is economically unproductive. The paintings of van Gogh, which brought him no money in his lifetime, now sell for many millions of dollars, but does that fact represent what the artist is worth? To the literalist, people are worth the equity they have accumulated. Woe to the wretch who attains the age of 65 and has “nothing”—meaning no bank accounts, no investments, no property, no collection of durable goods—to show for having lived. When the question of a person’s worth arises, one would like to hear comments like “He is a caring person and has so much to offer” or “She not only paints but keeps an amazing journal in which she tries to capture every subtle moment of experience.”
2. Witness the case of one Woodrow Tatlock, an upstanding man of the community, who served Conley and Sons Hardware, Inc., faithfully for 35 years, then retired and found himself with “nothing to do.” (Everybody warned him that, once you stop working, life is over.) His late wife had suggested that, after he retired, they could travel, visit art galleries, go to the opera and the symphony, and perhaps start a collection of glass figurines to place on a mirrored shelf with tiny lights on top to make them sparkle. Instead, he went fishing every morning, never once looking up to see the sun rising over the bay, the ripples on the water made by the soft breeze, a family of ducks serenely gliding near the shoreline, or the shimmering colors of the graceful fish in which he had little interest except as food for his table or stories about “the big one,” intended to impress acquaintances (as opposed to friends).
3. On his deathbed he is reported to have murmured that he was sorry for all the missed opportunities. A few mourners assumed he was talking about what the late Mrs. Tatlock had hoped for. Others thought—no doubt correctly—that he meant his meager salary at Conley and Sons Hardware, Inc.
4. The few who attended his funeral—his sons, their wives and children, a couple of neighbors—all agreed that Mr. Tatlock had been a good man. What else was there to say? That Mr. Tatlock had not made the most of his time while he was alive? That he might have opened himself to the wonders of being human but never had time to?
5. A story that nobody knows (but us) is that one night, while Mrs. Tatlock was still living, her husband was lying in bed, eyes wide open, perspiration glistening on his forehead. When she asked him what was wrong, he whispered a litany of the tasks he had to complete the next day at the store. “Forget it, dear,” she whispered back. “Think of something else.” He stared at her for a few moments, then answered faintly: “I have no other thoughts.” (Richard Paul Janaro and Thelma C. Altshler, *The Art of Being Human*, 6th ed., New York: Longman, 2000, pp. 12–13)

- \_\_\_\_\_ 21. What is the subject matter of this passage?
- A. the danger of a meaningless life
  - B. Woodrow Tatlock's life and death
  - C. the definition of a literalist
  - D. the danger of a financially insecure life
- \_\_\_\_\_ 22. In this selection, the author's main purpose is to
- A. contrast the difference between a literalist and a humanist.
  - B. explain the happy life of Woodrow Tatlock.
  - C. convince the reader of the enriching value of art and friends.
  - D. argue for a universal acceptance of the security provided by financial stability.
- \_\_\_\_\_ 23. The organization of paragraph 2 is
- A. spatial order.
  - B. cause and effect.
  - C. problem solution.
  - D. chronological order.
- \_\_\_\_\_ 24. Which of the following best defines the word *literalist* as it is used in paragraph 1 of the selection?
- A. a person who values the study of great works of art
  - B. a person who values concrete things, such as things acquired by money
  - C. a person who loves beauty and art
  - D. a person who is deeply concerned for the well being of others
- \_\_\_\_\_ 25. According to the way it is used in paragraph 2, *figurines* most nearly means
- A. souvenir plates.
  - B. expensive china.
  - C. collectible figures.
  - D. fragile glassware.
- \_\_\_\_\_ 26. According to the information in this passage, when Mrs. Tatlock suggests to "think of something else," she is probably referring to
- A. something related to the pursuit of the arts.
  - B. chores around the house that need to be finished.
  - C. correspondence that needs to be written or phone calls that need to be made.
  - D. items that need to be purchased for the home.

- \_\_\_\_\_ 27. According to the information in this passage, which statement would the authors most likely support?
- A. People who engage in the pursuit of financial success are more stable and secure in their future.
  - B. People who don't have "any other thoughts" than thoughts about work are incapable of enjoying the arts.
  - C. People who engage in the pursuit of the arts are much happier and full of ideas.
  - D. Being considered "a good man" is credit enough at the end of one's life.
- \_\_\_\_\_ 28. From paragraph 2, the reader may draw the conclusion that
- A. Woodrow Tatlock was a skilled fisherman.
  - B. Woodrow Tatlock had few, if any, close friends.
  - C. Woodrow Tatlock learned to enjoy art galleries, the opera, and symphonies.
  - D. Woodrow Tatlock was surrounded by a group of close fishing "buddies" who regaled each other with stories of their adventures.
- \_\_\_\_\_ 29. The reader can draw the conclusion from paragraph 3 that
- A. Woodrow Tatlock was sorry for not being more successful financially.
  - B. Woodrow Tatlock was sorry for not listening to his wife.
  - C. Woodrow Tatlock was sorry for not starting a collection of glass figurines.
  - D. Woodrow Tatlock was sorry for having only shallow acquaintances.
- \_\_\_\_\_ 30. Which of the following best summarizes this passage?
- A. Literalists are people who dedicate their lives to the pursuit of financial gain. They value only those things that can be obtained with money. Literalists are content with what is given and seldom go out of their way to find anything other than what can be acquired with cash. Bank accounts, savings accounts, investments, and equity are all evidence of a productive and secure life.
  - B. Mrs. Tatlock is married to a man who has offered financial security, but little of anything else that she values. Upon his retirement, she urges him to pursue the activities that she enjoys, but is disappointed to find that he is interested only in fishing. He fails to accompany her to the opera or the symphony, and certainly does not wish to travel or visit art galleries. He even refuses to join her in acquiring glass figurines that they could display in a showcase.
  - C. Many of Woodrow Tatlock's neighbors and friends see him as an upstanding man of their community who devoted himself to taking care of his family. Upon his retirement, he was worried that life would be over for him, but found enjoyment in fishing and impressing his acquaintances with the success of his catches. Upon his death, everyone agreed that Woodrow Tatlock was a good man.
  - D. The story of Woodrow Tatlock is presented in order to convince the reader that life has more to offer than the pursuit of economic security. Woodrow Tatlock exemplifies the life of a person who was an upstanding man of his community, yet lived a very empty and unfulfilled life. He developed few or

no close, personal friendships, defined himself only in terms of work, and failed to grasp opportunities that would open his mind and heart to anything other than financial success. The author's hope is that the reader will not be another Woodrow Tatlock, but will develop an interest and appreciation for things of art and beauty.

## Passage E

Read the passage below and answer the questions that follow.

1           Given the discouraging news about conservation problems worldwide, it wouldn't be hard to become pessimistic about what has happened in Monteverde, Costa Rica. After all, in spite of the country's international reputation as a "green republic," deforestation rates are higher in Costa Rica than almost anywhere in the world, isolating Monteverde as an ecological island perched on the continental divide.

2           The last 15 years have also seen widespread changes within Monteverde: a proliferation of new houses, hotels, restaurants, and an explosion of ecotourism, with tens of thousands of people per year visiting what was once a rural community. Along with the golden toad, other amphibian and reptile species have disappeared, introduced species have invaded, and lowland species have moved upslope as Monteverde becomes warmer and drier.

3           Yet there have also been impressive achievements in conservation at Monteverde. In 1979, poaching of large mammals and birds was commonplace, and species such as tapirs and guans were rare. Now the very people who hunted with rifles use binoculars instead as they lead natural history tours. Tapirs and guans are more common today than they have been for more than half a century. As the Monteverde Cloud Forest Preserve has grown ten-fold in area, clearings on the Atlantic slope have reverted to lush forest. The Guacimal River, formerly rancid due to waste dumped by the community dairy plant, is much cleaner now.

4           On both global and local scales, the most enduring impact of Monteverde has been the education of the public about environmental values. I like to think that whatever negative local impact the steady onslaught of ecotourists may have on resplendent quetzals and howler monkeys, it is more than compensated by inspiring people to appreciate tropical forests and their own natural heritage. If so, the conservation gains at Monteverde may help save other tropical and temperate zone habitats worldwide. (Scott Brennan and Jay Withgott, *Environment: The Science Behind the Stories*, San Francisco: Pearson, 2005, p. 150)

- \_\_\_\_\_ 31. Which of the following expresses the main point of this passage?
- A. The island Monteverde is being ruined by the social and ecological problems that are affecting the environment.
  - B. Many of the birds and animals that were once growing scarce on Monteverde are now returning once more to the island.
  - C. Monteverde has had a global impact on the education of environmental values.
  - D. While Monteverde is enduring changes brought about by environmental issues and social progress, it is also making gains in ecological conservation.

- \_\_\_\_\_ 32. The material in paragraph 3 relates to the main idea of the overall selection by providing a(n)
- A. study that measures the environmental changes occurring on Monteverde.
  - B. contrast conceding that positive achievements are occurring in Monteverde.
  - C. additional argument to add to the list of environmental problems on Monteverde.
  - D. solution to the problems causing ecological concern on Monteverde.
- \_\_\_\_\_ 33. In this passage, the author's main purpose is to
- A. describe the effects of ecological and social problems on Monteverde.
  - B. define and illustrate the meaning of ecotourism.
  - C. present the problems occurring on Monteverde, but present gains made as well.
  - D. detail the results of a study of the problems caused by ecotourists on Monteverde.
- \_\_\_\_\_ 34. Which of the following best defines the word *deforestation* as it is used in paragraph 1?
- A. the timber industry
  - B. loss of forest rangers
  - C. destruction of the forests
  - D. having many ecological needs
- \_\_\_\_\_ 35. As it is used in paragraph 3, the word *rancid* most nearly means
- A. having a bad taste or smell.
  - B. having a fresh quality.
  - C. tasting sour.
  - D. stale.
- \_\_\_\_\_ 36. According to the information in this passage, people who once hunted on Monteverde
- A. have been imprisoned, thus allowing the natural wildlife to return to the region.
  - B. are now working as guides for tourists who wish to see the wildlife.
  - C. have been clearing the forests from the Atlantic slope.
  - D. have left the island since the wildlife has all but disappeared and there is little opportunity for employment.
- \_\_\_\_\_ 37. The organization of paragraph 3 is
- A. cause and effect.
  - B. comparison.
  - C. chronological order.
  - D. comparison and contrast.

- \_\_\_\_\_ 38. Which of the following list of topics most accurately represents the information presented in this selection?
- A. The deforestation rate of Cost Rica  
The environmental problems of Monteverde  
The achievements on Monteverde  
The impact of environmental education
  - B. Costa Rica, “the green republic”  
Effects of tourism on Monteverde  
Poaching of large mammals and birds  
Onslaught of ecotourists
  - C. The disappearance of the golden toad  
The gains at Monteverde  
The return of tapirs and guans  
Conservation problems
  - D. Monteverde is a small, ecological island in Costa Rica.  
Tens of thousands of people are visiting Monteverde each year.  
Monteverde has seen impressive achievements over the past few years.  
The Monteverde Cloud Forest Preserve has grown ten times larger.
- \_\_\_\_\_ 39. What is the writer’s tone in this passage?
- A. grim and pessimistic
  - B. admiring and envious
  - C. factual and optimistic
  - D. amusing and humorous
- \_\_\_\_\_ 40. Based on this passage, which of these is a reasonable conclusion?
- A. The wildlife on Monteverde will continue to increase as Monteverde becomes warmer and drier.
  - B. The speaker of this passage is probably an owner of a tourist industry.
  - C. Monteverde will continue to see improvements in ecological and environmental concerns.
  - D. The conservation gains at Monteverde are at best only temporary.

## Answer Key to THEA Reading Exit Post-Test

1. C
2. A
3. B
4. D
5. B
6. C
7. D
8. A
9. C
10. B
11. D
12. A
13. B
14. D
15. C
16. A
17. D
18. C
19. A
20. B
21. A
22. C
23. D
24. B
25. C
26. A
27. C
28. B
29. A
30. D
31. D
32. B
33. C
34. C
35. A
36. B
37. D
38. A
39. C
40. C



## POST-TEST FOR *THE MASTER READER*

### Post-Test

Name \_\_\_\_\_

Section \_\_\_\_\_ Date \_\_\_\_\_

Number Correct \_\_\_\_\_ Score \_\_\_\_\_

### Passage A

Read the passage below and answer the questions that follow.

5 Senator John F. Kennedy of Massachusetts was elected president in 1960. Having lampooned the previous Eisenhower administration as stodgy and unimaginative, President Kennedy made a show of his style and wit. He flouted convention by naming his younger brother Robert attorney general. “I can’t see that it’s wrong to give him a little legal experience before he goes out to practice law,” the president quipped.

10 Kennedy also prided himself on being a man of letters. He was a winner of a Pulitzer Prize for *Profiles in Courage*. He quoted Robert Frost and Dante. He played and replayed recordings of Winston Churchill, hoping to imprint the great orator’s sonorous cadences upon his own flat Bostonian vowels. At the instigation of his elegant wife, Jacqueline, Kennedy surrounded himself with the finest intellects in the country at glittering White House galas to honor Nobel Prize winners and celebrated artists.

15 Kennedy’s campaign slogan—“Let’s get this country moving again”—was embodied in his own active life. He played rugged games of touch football with the press corps and romped with his young children in the Oval Office. In an article for *Sports Illustrated* entitled “The Soft American” published just after the election, Kennedy complained that television, movies, and a comfortable lifestyle had made too many young people flabby. His earliest presidential initiative was a

20 physical fitness campaign in the schools.

25 Kennedy’s image of youthful vigor was enhanced by the beauty and presence of Jacqueline, whose wide-eyed diffidence was commonly misunderstood and universally admired as regal bearing. The image was enhanced by Lerner and Loewe’s musical *Camelot*, which opened a few weeks before the inauguration. Its evocation of King Arthur, who sought to lead his virile young knights in challenges great and good, suggested the Kennedy White House. All Washington seemed aglow with excitement and energy. In the words of the administration’s chief chronicler, Arthur M. Schlesinger, Jr. (another former Harvard professor):

30 “Never had girls seemed so pretty, tunes so melodious, and evenings so blithe and unconstrained.”

35 Never had the substance of an administration been so closely identified with the style of its president, but the dazzle was misleading. Though quick-witted and intelligent, Kennedy was no intellectual. His favorite readings were the James Bond spy novels of Ian Fleming. Though he never admitted it publicly, most of *Profiles in Courage* had been ghostwritten by paid writers. Nor did the president embody physical fitness. Congenital back problems, aggravated by war injuries, forced Kennedy to use crutches or a cane in private and to take heavy doses of painkillers and amphetamines. The president’s permanent “tan” did not result from outdoor exercise, as the public assumed, but from Addison’s disease, an

40 often fatal failure of the adrenal glands for which Kennedy gave himself daily injections of cortisone. Though he publicly denied it, Kennedy was chronically ill throughout his presidency. (adapted from Garraty et al., *A Short History of the American Nation*, 8th ed., 2000, pp. 715–716)

- \_\_\_\_\_ 1. Which sentence states the central point of this passage?
- A. President Kennedy was noted for flouting convention.
  - B. President Kennedy surrounded himself with people who would improve his image.
  - C. President Kennedy had many faults that were hidden from the public eye.
  - D. President Kennedy worked to present an idealistic and dazzling image to the country that he could not quite live up to personally.
- \_\_\_\_\_ 2. The author's primary purpose is to
- A. convince the reader that President Kennedy was a successful leader of the country.
  - B. persuade the reader that President Kennedy was a corrupt and hypocritical leader of the country.
  - C. describe President Kennedy's perceived image and reveal some of the flaws behind the real man who was president.
  - D. entertain the reader with clever stories and tidbits of gossip about Kennedy's term as president.
- \_\_\_\_\_ 3. According to the context, the word *stodgy* as it is used in line 2 most nearly means
- A. dull.
  - B. exciting.
  - C. creative.
  - D. artistic.
- \_\_\_\_\_ 4. According to the passage, the author believes that the image Kennedy portrayed to the nation was not an honest view of himself because
- A. he copied his speech pattern from Winston Churchill.
  - B. he flouted custom by appointing his brother to a high office.
  - C. he actually wasn't the intellect or the picture of health that he portrayed.
  - D. he allowed his wife to influence his political decisions.
- \_\_\_\_\_ 5. Identify the paragraph pattern that the author uses to develop the main points in the first four paragraphs.
- A. time order
  - B. listing
  - C. cause and effect
  - D. classification

- \_\_\_\_\_ 6. Which sentence states the main idea of paragraph 2?
- A. Kennedy also prided himself on being a man of letters.
  - B. He was a winner of a Pulitzer Prize for *Profiles in Courage*.
  - C. He played and replayed recordings of Winston Churchill, hoping to imprint the great orator's sonorous cadences upon his own flat Bostonian vowels.
  - D. At the instigation of his elegant wife, Jacqueline, Kennedy surrounded himself with the finest intellectuals in the country at glittering White House galas to honor Nobel Prize winners and celebrated artists.
- \_\_\_\_\_ 7. What is the implied main idea of paragraph 4?
- A. Jacqueline Kennedy was greatly misunderstood by the public.
  - B. Washington was filled with white knights during the Kennedy administration.
  - C. President Kennedy tried to pattern his administration after Camelot.
  - D. Kennedy and his wife seemed to embody the idealism found in the story Camelot.
- \_\_\_\_\_ 8. "Never had the substance of an administration been so closely identified with the style of its president, but the dazzle was misleading." (lines 31–32)  
What is the relationship expressed between the parts of the above sentence?
- A. comparison
  - B. contrast
  - C. cause and effect
  - D. addition
- \_\_\_\_\_ 9. The overall purpose of the first four paragraphs is to
- A. list the causes of Kennedy's failures as president.
  - B. present the argument that Kennedy was judged unfairly.
  - C. provide reasons explaining why Kennedy was viewed so favorably by the nation.
  - D. tell an entertaining story about President Kennedy that will amuse the reader.
- \_\_\_\_\_ 10. The overall purpose of the last paragraph is to
- A. reveal some of Kennedy's personal flaws.
  - B. provide examples of Kennedy's presidency that suggest that he was a bad choice as president.
  - C. instruct the reader about the qualities needed for presidency.
  - D. tell interesting stories of Kennedy's career as president.

## Passage B

Read the passage below and answer the questions that follow.

5 An antigen is defined as a molecule that elicits an immune response. (The word antigen is a contraction of “antibody-generating,” a reference to the fact that the foreign agent provokes the immune response.) Antigens include certain molecules on the surfaces of viruses, bacteria, mold spores, cancer cells, pollen, and house dust, as well as molecules on the cell surfaces of transplanted organs. An antibody is a protein found in blood plasma that attaches to one particular kind of antigen and helps counter its effects.

10 The immune system is extremely specific, and it has a remarkable “memory.” It can “remember” antigens it has encountered before and react against them more promptly and vigorously on second and subsequent exposures. For example, if a person gets rubella (German measles), the immune system remembers certain molecules on the virus that causes this disease. The person is then immune to reinfection because the body will recognize and destroy the rubella virus before it can produce symptoms of illness. Thus, the immune response is adaptive; exposure to a particular foreign agent enhances future response to that same agent.

15 The term immunity, in the context of our immune system, means resistance to specific invaders. Immunity is usually acquired by natural infection, but it can also be achieved by the procedure known as vaccination. In this procedure, the immune system is confronted with a vaccine composed of a harmless variant of a disease-causing microbe. The vaccine stimulates the immune system to mount defenses against this variant, defenses that will also be effective against the actual pathogen because it has similar antigens. Once we have been successfully vaccinated, our immune system will respond quickly if it is exposed to the microbe. Vaccination has been particularly effective in combating viral diseases, including smallpox, polio, mumps, and measles. (adapted from Campbell, Reece, Mitchell, and Taylor, *Biology: Concepts & Connections*, 4th ed., 2003, Pearson Education, Inc., p. 487)

- \_\_\_\_\_ 11. While surveying this article, what information will the reader view as being particularly important?
- A. the information that reveals the name of the biology text used as the source
  - B. the information between the parentheses
  - C. the information that is set off by quotation marks
  - D. the information that is in boldfaced print
- \_\_\_\_\_ 12. Which sentence best expresses the central point of this passage?
- A. Most people are vaccinated against viral diseases.
  - B. The human body is remarkable.
  - C. Vaccinations help our immune system ward off harmful illnesses caused by antigens.
  - D. People can build up their immune system through exposure to foreign agents.

- \_\_\_\_\_ 13. According to the way it is used in the sentence, the word *generating* in line 2 most nearly means
- A. destroying.
  - B. reducing.
  - C. inhibiting.
  - D. producing.
- \_\_\_\_\_ 14. Which sentence states the main idea of paragraph 2?
- A. It can “remember” antigens it has encountered before and react against them more promptly and vigorously on second and subsequent exposures.
  - B. For example, if a person gets rubella (German measles), the immune system remembers certain molecules on the virus that causes this disease.
  - C. The person is then immune to reinfection because the body will recognize and destroy the rubella virus before it can produce symptoms of illness.
  - D. Thus, the immune response is adaptive; exposure to a particular foreign agent enhances future response to that same agent.
- \_\_\_\_\_ 15. “For example, if a person gets rubella (German measles), the immune system remembers certain molecules on the virus that causes this disease.” (lines 11–12)
- The purpose of the sentence above is to
- A. provide the main idea of the paragraph.
  - B. provide a major supporting detail that supports the main idea.
  - C. provide a minor supporting detail that illustrates by example the preceding major supporting detail.
  - D. provide a concluding statement that restates the main idea of the paragraph.
- \_\_\_\_\_ 16. “Immunity is usually acquired by natural infection, but it can also be achieved by the procedure known as vaccination.” (line 18–19)
- The relationship expressed between the parts of the above sentence is one of
- A. addition.
  - B. time.
  - C. contrast.
  - D. cause and effect.

- \_\_\_\_\_ 17. Which inference can logically be drawn from paragraph 3?
- A. Once people contract measles, they must be very careful not to be exposed again, because they will more readily catch the disease and develop more severe symptoms.
  - B. If a vaccination is developed for the AIDS virus, it will actually contain a variation of the microbes that cause the disease.
  - C. The immune system will become more and more defenseless each time it is exposed to the same disease.
  - D. Unlike the common cold, such diseases as smallpox, polio, and mumps can be successfully controlled by vaccines because they are not viral.
- \_\_\_\_\_ 18. “The immune system is extremely specific, and it has a remarkable ‘memory.’” (line 8)
- The above sentence is a statement of
- A. fact.
  - B. opinion.
  - C. informed opinion.
  - D. bias.
- \_\_\_\_\_ 19. The primary purpose of this passage is to
- A. define the terms that explain the function and process of the immune system.
  - B. list the reasons why the government should devote more money toward medical research for vaccinations.
  - C. convince the readers that they should become vaccinated against disease.
  - D. provide enlightening examples of incredible cures for diseases.
- \_\_\_\_\_ 20. The overall tone of the passage is
- A. sarcastic and biting.
  - B. objective and instructional.
  - C. biased and emotional.
  - D. light and humorous.

## Passage C

Read the passage below and answer the questions that follow.

Caffeine is the most popular and widely consumed drug in the United States. Almost half of all Americans drink coffee every day, and many others use caffeine in some other form, mainly for its well-known “wake-up” effect. Drinking coffee is legal, even socially encouraged. Many people believe caffeine is not a drug and not really addictive. Coffee, soft drinks, and other caffeine-containing products seem harmless; with no cream or sugar added, they are calorie-free and therefore a good way to fill up if you are dieting. If you share these attitudes, you should think again. Research in the past decade has linked caffeine to certain health problems.

Caffeine is a drug derived from the chemical family called xanthines. Two related chemicals are found in tea and chocolate. The xanthines are mild central nervous system stimulants that enhance mental alertness and reduce feelings of fatigue. Other stimulant effects include increases in heart muscle contractions, oxygen consumption, metabolism, and urinary output. These effects are felt within 15 to 45 minutes of ingesting a product that contains caffeine. Scientists have now determined that caffeine is addictive and can pose health threats.

Long-term caffeine use has been suspected of being linked to a number of serious health problems, ranging from heart disease and cancer to mental dysfunction and birth defects. However, no strong evidence exists to suggest that moderate caffeine use (less than 500 milligrams daily, approximately five cups of coffee) produces harmful effects in healthy, nonpregnant people.

It appears that caffeine does not cause long-term high blood pressure and it has not been linked to strokes. Nor is there any evidence of a relationship between coffee and heart disease. However, people who suffer from irregular heartbeat are cautioned against using caffeine because the resultant increase in heart rate might be life-threatening. Both decaffeinated and caffeinated coffee contains ingredients that can irritate the stomach lining and be harmful to people with stomach ulcers.

For years, caffeine consumption was linked with fibrocystic breast disease, a condition characterized by painful, noncancerous lumps in the breast. In addition, some reports indicate that very high doses of caffeine given to pregnant laboratory animals can cause stillbirths or offspring with low birth weights or limb deformations. Studies have found that moderate consumption of caffeine (less than 300 milligrams per day) did not significantly affect human fetal development. Mothers are usually advised to avoid or at least reduce caffeine use during pregnancy. (adapted from R. Donatelle, *Access to Health*, 8th ed., Pearson Education, 2004, p. 383)

**Table 1.1**  
**Caffeine Contents of Various Products**

| <b>PRODUCT</b>                       | <b>CAFFEINE CONTENT</b><br>(Average MG Per Serving) |
|--------------------------------------|-----------------------------------------------------|
| <b>COFFEE (5-OZ. CUP)</b>            |                                                     |
| Regular Brewed                       | 65–115                                              |
| Decaffeinated Brewed                 | 3                                                   |
| Decaffeinated Instant                | 2                                                   |
| <b>TEA (6-OZ. CUP)</b>               |                                                     |
| Hot Steeped                          | 36                                                  |
| Iced                                 | 31                                                  |
| Bottled (12 oz.)                     | 15                                                  |
| <b>SOFT DRINKS (12-OZ. SERVINGS)</b> |                                                     |
| Jolt Cola                            | 100                                                 |
| Dr. Pepper                           | 61                                                  |
| Mountain Dew                         | 54                                                  |
| Coca-Cola                            | 46                                                  |
| Pepsi-Cola                           | 36–38                                               |
| <b>CHOCOLATE</b>                     |                                                     |
| 1 oz. baking chocolate               | 25                                                  |
| 1 oz. chocolate candy bar            | 15                                                  |
| 1/2 cup chocolate pudding            | 4–12                                                |
| <b>OVER-THE-COUNTER DRUGS</b>        |                                                     |
| No Doz (2 tablets)                   | 200                                                 |
| Excedrin (2 tablets)                 | 130                                                 |
| Midol (2 tablets)                    | 65                                                  |
| Anacin (2 tablets)                   | 64                                                  |

- \_\_\_\_\_ 21. Which sentence best expresses the central point of this passage?
- A. Caffeine, the most abused drug in the United States, can cause serious health problems.
  - B. Because of the misunderstandings about caffeine, many Americans mistakenly assume that it is a safe ingredient in drinks and medication.
  - C. The use of caffeine has grown steadily over the years because it is one of the few drugs that are harmless.
  - D. While caffeine is the most widely-used drug in the United States, many Americans are not aware of health problems associated with its overuse.



- \_\_\_\_\_ 22. According to the way it is used in line 11, the word *enhance* most nearly means
- A. improve.
  - B. recover.
  - C. decrease.
  - D. affect.
- \_\_\_\_\_ 23. Using knowledge of the meaning of word parts and the context, which definition is probably correct for the word *derived* in line 10?
- The prefix *de* means “away from.”
- A. promoted
  - B. understood
  - C. developed from
  - D. varied
- \_\_\_\_\_ 24. Which sentence states the main idea of paragraph 1?
- A. Caffeine is the most popular and widely consumed drug in the United States.
  - B. Almost half of all Americans drink coffee every day, and many others use caffeine in some other form, mainly for its well-known “wake-up” effect.
  - C. Many people believe caffeine is not a drug and not really addictive.
  - D. Research in the past decade has linked caffeine to certain health problems.
- \_\_\_\_\_ 25. Which inference can be logically drawn from paragraph 5?
- A. Doctors are positive about the link between caffeine and fibrocystic breast disease.
  - B. Women should avoid drinking caffeine altogether because it presents such a health risk.
  - C. Fibrocystic breast disease is probably a precursor of breast cancer.
  - D. Pregnant mothers can probably drink up to two cups of coffee a day with no significant effects on the development of the fetus.
- \_\_\_\_\_ 26. “It appears that caffeine does not cause long-term high blood pressure and it has not been linked to strokes.” (lines 22–23)
- The above sentence is one of
- A. fact.
  - B. opinion.
  - C. both fact and opinion.
  - D. author’s bias.

- \_\_\_\_\_ 27. “For years, caffeine consumption was linked with fibrocystic breast disease, a condition characterized by painful, noncancerous lumps in the breast. In addition, some reports indicate that very high doses of caffeine given to pregnant laboratory animals can cause stillbirths or offspring with low birth weights or limb deformations.” (lines 29–33)
- What is the relationship between these two sentences?
- A. comparison
  - B. contrast
  - C. addition
  - D. cause and effect
- \_\_\_\_\_ 28. What is the overall pattern of organization used by the author to develop the main points?
- A. classification
  - B. cause and effect
  - C. comparison and/or contrast
  - D. time order
- \_\_\_\_\_ 29. “Coffee, soft drinks, and other caffeine-containing products seem harmless; with no cream or sugar added, they are calorie-free and therefore a good way to fill up if you are dieting.” (lines 5–7)
- The above sentence is a statement of
- A. fact.
  - B. opinion.
  - C. both fact and opinion.
  - D. informed opinion.
- \_\_\_\_\_ 30. According to the information presented in Table 1.1, which of the following contains the most caffeine?
- A. 5 ounces of regular brewed coffee
  - B. a 12-ounce serving of Jolt cola
  - C. an 8-ounce chocolate candy bar
  - D. two tablets of Excedrin

## Passage D

Read the passage below and answer the questions that follow.

Geologists and paleontologists have found evidence that each of the six periods of mass extinctions over the past 600 million years was followed by a virtual explosion of organisms that had previously been much less prevalent. What enabled some species to survive and proliferate when great numbers of others died out? There is no simple answer. Chance undoubtedly played a major role in determining whether organisms survived or became extinct, and survival does not imply that one species is somehow better than another. It is likely that certain features—key adaptations—enabled surviving species to multiply and evolve after many other species died out. For example, hair and the ability to nurse young on milk are unique mammalian features that evolved long before the Cretaceous extinctions. So are feathers in birds. These key adaptations probably helped mammals and birds survive and then diversify within an environment vacated by the dinosaurs.

How do key adaptations arise? One way is by the gradual refinement of existing structures for new functions. The term **exaptation** refers to a structure that evolved in one context and later was adapted for another function. This term suggests that a structure can become adapted to alternative functions; it does not mean that a structure somehow evolves in anticipation of future use. Indeed, natural selection can only result in the improvement of a structure in the context of its current function.

Consider the evolution of birds from their probable dinosaur ancestor. Feathers could not have evolved as an adaptation for upcoming flights. Their first utility may have been for insulation. Likewise, the lightweight, honeycombed bones of birds are homologous to the bones of their earthbound ancestors. If light bones predated flight, as is clearly indicated by the fossil record, then they must have had some function on the ground. The ancestors of birds were probably relatively small, agile, bipedal dinosaurs that also would have benefited from a light frame. It is possible that longer, wing-like forelimbs were co-opted for flight after functioning in some other capacity, perhaps in prey capture or mating displays. The first flights may have been only extended hops in pursuit of prey or escape from a predator. Once flight itself became an advantage, natural selection would have remodeled feathers and wings to better fit their additional function.

Bromeliads illustrate the concept of exaptation. Most bromeliads are epiphytes, growing on other plant surfaces, often on tree limbs high off the ground. Being arid-adapted, the ancestors of bromeliads had a number of exaptations that helped them spread into habitats lacking soil. We see evidence of these exaptations in modern bromeliads. Consider, for example, the pineapple that grows in arid soil. The bases of its leaves form a catch-basin that holds rainwater, and the pineapple's roots absorb water from the catch-basin. Furthermore, pineapple leaves have hair-like projections, called trichomes, which reduce water loss from the plant. Among the epiphytic bromeliads, the vase plant also has a catch-basin. The spread of bromeliads into aerial environments seems to have hinged largely on the presence of catch-basins and trichomes in the ancestral plants and on the adaptations of these features for living on other plants without being grounded in soil. (Campbell, Reece, Mitchell, and Taylor, *Biology, Concepts and Connections*, San Francisco: Benjamin Cummings, 2002, p. 302)

- \_\_\_\_\_ 31. This passage is primarily about the
- A. mass extinctions of organisms over the past 600 million years.
  - B. adaptations made by organisms to survive and diversify.
  - C. evolution of birds.
  - D. survival of organisms by natural selection.
- \_\_\_\_\_ 32. Which of the following statements does not support the information in this passage?
- A. Many species survive simply by chance.
  - B. The ability to adapt enables species to survive extinction.
  - C. Adaptations often change functions later.
  - D. Only superior species are able to survive extinction.
- \_\_\_\_\_ 33. One result of each of the periods of mass extinction has been
- A. fewer and fewer kinds of plant and animal life.
  - B. a lessening of intelligence of surviving species.
  - C. a large increase in different kinds of surviving organisms.
  - D. the ability to adapt in anticipation of future uses.
- \_\_\_\_\_ 34. The plants, bromeliads, are examples of
- A. the way a plant structure evolves for one purpose, then adapts later to another.
  - B. the extinction of a species before the Cretaceous period.
  - C. the way chance played an important part in survival.
  - D. the way a key adaptation helped mammals to survive mass extinction.
- \_\_\_\_\_ 35. The term *exaptation* is used to suggest that
- A. an adaptation that was not successful was phased out during evolution.
  - B. dinosaurs were not able to adapt to environmental changes.
  - C. the evolution of a structure changes according to needs.
  - D. certain features die out during the evolutionary process.
- \_\_\_\_\_ 36. The details in this passage support the theory that
- A. feathers originated as a means to enable flight.
  - B. feathers once had a different function before they were used for flight.
  - C. birds did not originally have the light bones they have today.
  - D. the ancestors of birds were able to fly before the Cretaceous extinctions.

- \_\_\_\_\_ 37. Mammals and birds became greatly diversified
- A. long before the Cretaceous extinctions of dinosaurs.
  - B. as a result of a planned evolutionary process.
  - C. because of the adaptation of hair and the ability to nurse young.
  - D. after the Cretaceous extinction of dinosaurs.
- \_\_\_\_\_ 38. According to this selection, epiphytes are
- A. bromeliads that live in arid soil.
  - B. equivalent to trichomes.
  - C. plants that live and grow on other plants.
  - D. in danger of decreasing because of exaptation.
- \_\_\_\_\_ 39. Of the following statements, which one is *not* correct?
- A. Bromeliads live primarily in soil in tropical and subtropical areas.
  - B. Bromeliads growing on tree limbs are sustained by leaves that catch rainwater.
  - C. Trichomes are an example of exaptation in modern bromeliads.
  - D. Bromeliads are able to survive out of soil as a result of many key adaptations that have changed functions over the years.
- \_\_\_\_\_ 40. Which of the following statements is accurate?
- A. Dinosaurs would have survived extinction if they had been more intelligent.
  - B. Bromeliads and birds are examples of two species that have survived extinction as a result of exaptation.
  - C. Survival of a species depends largely on the ability to anticipate future needs.
  - D. Heavy periods of extinction are followed by decreased diversity of plant and animal life.

**Answers to the Post-Test for  
*The Master Reader***

1. D
2. C
3. A
4. C
5. B
6. A
7. D
8. B
9. C
10. A
11. D
12. C
13. D
14. D
15. C
16. C
17. B
18. C
19. A
20. B
21. D
22. A
23. C
24. D
25. D
26. C
27. C
28. B
29. C
30. D
31. B
32. D
33. C
34. A
35. C
36. B
37. D
38. C
39. A
40. B

# PART IV

## Instructor's Manual Answer Key

---





## Part I: Chapter Strategies

### Chapter 1: A Reading System for Master Readers

1. true
2. true
3. true
4. true
5. false
6. skim
7. prior knowledge
8. review
9. monitor
10. cite

### Chapter 2: Context Clues Conundrums

1. c
2. a
3. c
4. d
5. b
6. a
7. a
8. b
9. a
10. b
11. d
12. d
13. d
14. a
15. b
16. c
17. b
18. a
19. b
20. a
21. b
22. a
23. c
24. a
25. a

### Chapter 2: Vocabulary Skills Quiz

1. SAGE
2. Antonym
3. Synonym
4. shyness
5. c
6. d
7. b
8. c
9. a
10. a

### Chapter 3: Stated Main Ideas Quiz

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

### Chapter 4: Implied Main Ideas and Implied Central Ideas Quiz

1. false
2. true
3. true
4. true
5. false
6. false
7. true
8. false
9. true
10. b

### Chapter 5: Supporting Details Quiz

1. main ideas
2. major details ( answers will vary )
3. transitions
4. summary
- 5–6. ways, kinds ( answers will vary )

- 7–9. First, also, finally
10. study

### Chapter 6: Outlines and Concept Maps Quiz

1. question
2. signal (transition)
3. concept map
4. transition
5. A knowledge of word analysis can unlock the meanings of many words.
6. prefixes
7. anteroom
8. anterior
9. antebellum
10. suffixes

**Chapter 7: Transition and Thought Patterns Quiz**

- |          |                |
|----------|----------------|
| 1. true  | 6. list        |
| 2. true  | 7. space order |
| 3. false | 8. directions  |
| 4. true  | 9. meanwhile   |
| 5. true  | 10. time       |

**Chapter 8: More Thought Patterns Quiz**

- |          |                      |
|----------|----------------------|
| 1. true  | 6. comparison        |
| 2. false | 7. contrast          |
| 3. true  | 8. accordingly       |
| 4. false | 9. nevertheless      |
| 5. false | 10. cause-and-effect |

**Chapter 9: Fact and Opinion Quiz**

- |          |                       |
|----------|-----------------------|
| 1. true  | 6. traits             |
| 2. true  | 7. exciting           |
| 3. true  | 8. false              |
| 4. true  | 9. opinions           |
| 5. false | 10. informed opinions |

**Chapter 10: Author's Purpose Handout**

- |              |              |
|--------------|--------------|
| 1. inform    | 6. inform    |
| 2. inform    | 7. persuade  |
| 3. inform    | 8. entertain |
| 4. inform    | 9. inform    |
| 5. entertain | 10. inform   |

**Chapter 10: Author's Tone Handout**

- |                     |               |
|---------------------|---------------|
| 1. sarcastic        | 6. frustrated |
| 2. details of facts | 7. critical   |
| 3. cautious         | 8. amazed     |
| 4. sympathetic      | 9. whining    |
| 5. relieved         | 10. coaxing   |

**Chapter 10: Purpose and Tone Quiz**

- |          |                |
|----------|----------------|
| 1. false | 6. informative |
| 2. false | 7. encouraging |
| 3. true  | 8. humorous    |
| 4. false | 9. sad         |
| 5. false | 10. wistful    |

**Chapter 11: Inferences Quiz**

- |          |                                                             |
|----------|-------------------------------------------------------------|
| 1. true  | 7. The word "hubris" means "arrogance."                     |
| 2. true  | 8. Zeus was considered a powerful god                       |
| 3. false | 9. Mount Olympus was the home of many gods.                 |
| 4. true  | 10. Some English words have their origins in Greek stories. |
| 5. true  |                                                             |

### Chapter 12: Basics of Argument Quiz

1. false
2. true
3. true
4. false
5. false
6. true
- 7–8. a. P  
b. S
- 9–10. a. S  
b. P

### Chapter 13: Summary Exercise

1. fallacies
2. propaganda
3. error
4. inadequate details
5. irrelevant details
6. propaganda
7. emotional appeal
8. personal attack
9. straw man
10. circular reasoning
11. name-calling
12. testimonials
13. bandwagon
14. plain folks
15. either-or
16. false comparison
17. false cause
18. card-stacking
19. transfer
20. glittering generalities

### Chapter 13: Advanced Argument Quiz

1. true
2. false
3. true
4. true
5. false
6. The reasoning is circular and fails to present evidence of his lack of leadership.
7. It presents a weak argument of operating a motorcycle rather than evidence of teaching ability.
8. It attacks her personal behavior in the past rather than addressing her platform.
9. It calls the senator a name rather than discussing his voting record or honesty in office.
10. It presents positive words to describe him but it does not offer specific examples.

## Part II: Additional Readings

### Selection 1: Vocabulary Review

- |               |               |                 |
|---------------|---------------|-----------------|
| 1. abraded    | 6. prevalent  | 11. progressive |
| 2. lucrative  | 7. litigation | 12. immunize    |
| 3. entity     | 8. abrasive   | 13. tort        |
| 4. apocryphal | 9. negligence | 14. plaintiff   |
| 5. implement  | 10. et al.    | 15. irreparable |

### Selection 2: Quiz

- |                |          |
|----------------|----------|
| 1. verbalize   | 6. true  |
| 2. entwine     | 7. true  |
| 3. remonstrate | 8. false |
| 4. decipher    | 9. false |
| 5. ascribe     | 10. true |

### Selection 3: Vocabulary Review

- |               |                         |
|---------------|-------------------------|
| 1. chronic    | 8. esthetics            |
| 2. hone       | 9. ethics               |
| 3. epidemic   | 10. formative           |
| 4. defuse     | 11. provoke             |
| 5. theologian | 12. legacy              |
| 6. foibles    | 13. drawn and quartered |
| 7. escalate   | 14. hostility           |

### Selection 4: Vocabulary Review

- |               |                    |
|---------------|--------------------|
| 1. connection | 8. gratification   |
| 2. acute      | 9. illicit         |
| 3. rouse      | 10. equivalent     |
| 4. allege     | 11. surmise        |
| 5. toxin      | 12. defibrillation |
| 6. adamantly  | 13. raucous        |
| 7. revelry    | 14. indulgence     |

### Selection 5: Quiz

- |          |                       |
|----------|-----------------------|
| 1. true  | 6. shameful           |
| 2. true  | 7. promissory note    |
| 3. false | 8. insufficient funds |
| 4. true  | 9. wrongful deeds     |
| 5. false | 10. redemptive        |

### Selection 6: Quiz

- |          |                |
|----------|----------------|
| 1. true  | 6. true        |
| 2. true  | 7. immigrant   |
| 3. true  | 8. barrio      |
| 4. false | 9. incarnation |
| 5. true  | 10. nurture    |

### Selection 1: Quiz

- |          |                        |
|----------|------------------------|
| 1. false | 6–8. Answers may vary. |
| 2. true  | 9. floor wax           |
| 3. false | 10. Answers may vary.  |
| 4. false |                        |
| 5. true  |                        |

### Selection 3: Quiz

- |          |                |
|----------|----------------|
| 1. false | 6. language    |
| 2. false | 7. verbal      |
| 3. false | 8. success     |
| 4. true  | 9. inheritance |
| 5. true  | 10. strategies |

### Selection 4: Quiz

- |          |                          |
|----------|--------------------------|
| 1. true  | 6. true                  |
| 2. true  | 7. acceptability         |
| 3. false | 8. instant gratification |
| 4. true  | 9. bingeing              |
| 5. true  | 10. poison               |

**Selection 7: Quiz**

- |          |                |
|----------|----------------|
| 1. false | 6. true        |
| 2. true  | 7. cultivated  |
| 3. false | 8. locutions   |
| 4. false | 9. revelations |
| 5. false | 10. illuminate |

**Selection 8: Quiz**

- |          |                 |
|----------|-----------------|
| 1. false | 6. false        |
| 2. true  | 7. priority     |
| 3. true  | 8. consequences |
| 4. false | 9. parents      |
| 5. true  | 10. title       |

**Selection 9: Quiz**

- |          |                 |
|----------|-----------------|
| 1. true  | 6. true         |
| 2. true  | 7. malevolent   |
| 3. true  | 8. nocturnal    |
| 4. false | 9. meditatively |
| 5. false | 10. concession  |

**Selection 10: Vocabulary Review**

- |                   |                  |
|-------------------|------------------|
| 1. presume        | 6. repose        |
| 2. molestation    | 7. remnant       |
| 3. recapitulation | 8. sequestered   |
| 4. hallowed       | 9. demonstrative |
| 5. forsaken       | 10. teeming      |

**Selection 10: Quiz**

- |          |                  |
|----------|------------------|
| 1. false | 6. true          |
| 2. true  | 7. forsaken      |
| 3. true  | 8. hallowed      |
| 4. false | 9. demonstrative |
| 5. false | 10. presumes     |

**Part V: Book Club Selections**

*Wouldn't Take Nothing for My Journey Now*    *Let's Roll*

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

*Kindred*

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

*The Big Picture*

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

***Finding Fish***

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

***Water for Elephants***

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

***To Kill a Mockingbird***

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

***The Brethren***

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

***The Kite Runner***

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

# TEST BANK

|                                                               |     |
|---------------------------------------------------------------|-----|
| Chapter 1. A Reading System for Master Readers .....          | 219 |
| Chapter 2. Vocabulary Skills .....                            | 228 |
| Chapter 3. Stated Main Ideas .....                            | 235 |
| Chapter 4. Implied Main Ideas and Implied Central Ideas ..... | 245 |
| Chapter 5. Supporting Details.....                            | 257 |
| Chapter 6. Outlines and Concept Maps .....                    | 265 |
| Chapter 7. Transitions and Thought Patterns.....              | 274 |
| Chapter 8. More Thought Patterns.....                         | 282 |
| Chapter 9. Fact and Opinion .....                             | 292 |
| Chapter 10. Tone and Purpose .....                            | 298 |
| Chapter 11. Inferences .....                                  | 308 |
| Chapter 12. The Basics of Argument.....                       | 322 |
| Chapter 13. Advanced Argument: Persuasive Techniques.....     | 333 |
| Comprehensive Exams                                           |     |
| Midterm Exam .....                                            | 342 |
| Final Exam.....                                               | 349 |
| Answer Key for Test Bank .....                                | 357 |





# CHAPTER 1

## A Reading System for Master Readers

### 1.1 A READING SYSTEM FOR MASTER READERS—CONTENT

- 1) Which of the following statements is NOT true?
  - A) The most important aspect of being a master reader is being an active reader.
  - B) There are many different strategies that a master reader must draw upon while reading.
  - C) Reading is a process that involves specific steps.
  - D) Reading is primarily the act of looking at words on a page.
  
- 2) Asking questions, finding answers, and reacting to author's ideas are all part of \_\_\_\_\_.
  - A) silent reading
  - B) active reading
  - C) good listening skills
  - D) the ability to read and comprehend quickly
  
- 3) Which of the following is the best definition of comprehension?
  - A) the knowledge of the definitions of the words in a sentence
  - B) the ability to sound out very difficult vocabulary
  - C) an understanding of information
  - D) knowing how to pronounce the words on a page
  
- 4) Which of the following is the best example of active reading?
  - A) reading an article silently
  - B) reading an article out loud
  - C) listening to someone read an article
  - D) summarizing an article by restating major points
  
- 5) Information that is learned throughout a lifetime of experience is called \_\_\_\_\_.
  - A) prior knowledge
  - B) short-term memory
  - C) long-term memory
  - D) inductive reasoning
  
- 6) All of the following statements are true EXCEPT:
  - A) Master readers build their knowledge base by extensive reading.
  - B) If you have little prior knowledge about a topic, you will find the passage more interesting and easier to understand.
  - C) The more prior knowledge you have about a subject, the easier it will be to understand.
  - D) Connecting new knowledge to what you already know is an important skill.
  
- 7) Which of the following is NOT a step in the reading process?
  - A) Before reading, look over or preview the material.
  - B) During reading, test your understanding of the material.
  - C) After reading, review, recall, and react to what you have learned.
  - D) Before reading, highlight all of the key terms and important information.
  
- 8) Reciting information includes all of the following EXCEPT:
  - A) creating a picture in your mind or on paper.
  - B) passively reading an assignment over and over again.
  - C) restating ideas in your own words.
  - D) writing out answers to questions based on headings, subheadings, and highlighted words.

- 9) A master reader knows that surveying means \_\_\_\_\_.
- A) reading the introduction in order to decide if the article will be interesting
  - B) finding the definition of important terms that are buried within the context
  - C) locating clues to help determine implied main ideas
  - D) skimming an article and taking note of titles, the introduction, headings, pictures, graphs, and summaries
- 10) Which of the following is NOT part of the SQ3R process?
- A) summarizing the important points
  - B) asking questions while reading
  - C) relating the reading to what you already know
  - D) copying passages directly from the text

### 1.2 A READING SYSTEM FOR MASTER READERS—APPLICATION

- 1) What prior knowledge would best help the reader understand a passage entitled, “Exploring Polar Regions: Using a Bioastronics Roadmap?”
- A) knowledge of the roads in the polar regions
  - B) knowledge of world geography
  - C) knowledge of the term *bioastronics*
  - D) knowledge about how to read maps
- 2) Choose the best question a master reader would ask based upon the heading, “The Effects of Isolation on Performance?”
- A) What causes isolation?
  - B) How do people react when they become isolated?
  - C) What are the effects of isolation upon performance?
  - D) What are the dangers of extreme isolation?
- 3) What kind of organizational pattern would a master reader expect for an article entitled, “A 2001 Exploration of Antarctica?”
- A) cause and effect
  - B) time order
  - C) classification
  - D) comparison and contrast
- 4) After surveying an article entitled, “The Creation of Synthetic Antibodies – a New Weapon Against Toxins,” what would a master reader choose as the primary purpose?
- A) to reveal a new military weapon of mass destruction
  - B) to provide information about a discovery that might help cure disease
  - C) to discuss the differences among various weapons
  - D) to persuade the public that the scientific production of artificial substances is unethical and should be stopped

- 5) What logical assumption should a master reader make about a textbook section entitled, “Linear Equation Predicts Human Behavior”?
- A) This section will probably explain and give examples of the ways a linear equation can predict behavior in psychology.
  - B) This section will probably teach the steps to solving linear equations in algebra.
  - C) This section will probably identify or explain the terms used in discussing linear equations in algebra.
  - D) This section will probably compare and contrast linear equations with quadratic equations in algebra.

**For the following question(s), use this passage.**

### **Resisting Power and Influence**

1 Let’s say that someone you know asks you to do something you don’t want to do, such as lend this person your term paper so he or she can copy it and turn it in to another teacher. Research with college students shows that there are four principal ways of responding. In **negotiation**, you attempt to accommodate each other or to compromise in some way. In using this strategy to resist complying you might, for example, offer to meet the request halfway in a kind of compromise (“I’ll let you read my paper but not copy it”) or you might offer to help the person in some other way (“If you write a first draft, I’ll go over it and try to make some comments). If the request is a romantic one—for example, a request to go away for a ski weekend—you might resist by discussing your feelings and proposing an alternative; for example, “Let’s double-date first.”

2 In **nonnegotiation**, you resist compliance without any attempt to compromise; you simply state your refusal to do as asked without any qualification. You might simply say, “No, I don’t lend my papers out.”

3 In **justification**, you resist compliance by giving reasons as to why you should not comply. You offer some kind of justification for not doing as requested. For example, you might justify your refusal by citing a negative consequence if you complied (“I’m afraid that I’d get caught, and then I’d fail the course”) or a positive consequence of not complying (“You’ll really enjoy writing this paper; it’s a lot of fun”).

4 In **identity management**, you resist by trying to manipulate the image of the person making the request. You might do this negatively or positively. In *negative identity management*, you might portray the person as unreasonable or unfair and say, for example, “That’s really unfair of you to ask me to compromise my ethics.” Or you might tell the person that it hurts that he or she would even think you would do such a thing.

5 You might also use *positive identity management*. Here you resist complying by making the other person feel good about himself or herself. For example, you might say, “you know this material much better than I do; you can easily do a much better paper yourself.”

6 Both the use of and resistance to the imposition of power—like all forms of interpersonal communication—are transactional processes in which *all* elements are *interdependent*; each element influences each other. Your attempts to gain influence, for example, will depend on the responses of the person you wish to influence. These responses in turn will influence your responses, and so on. Also, just as your relationship (its type, length, and degree of intimacy, for example) will influence the strategies you use, so the strategies you use will influence your

relationship. Inappropriate strategies will have negative effects, just as positive strategies will have positive effects.

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 311.

- 6) While surveying this paragraph, a master reader would immediately notice \_\_\_\_\_.
  - A) the sentences within quotation marks at the end of paragraph 1
  - B) the example in paragraph 5
  - C) the definition of interdependent in paragraph 6
  - D) the title, the words in bold-faced type, and the words in italics
  
- 7) This paragraph is primarily about \_\_\_\_\_.
  - A) negotiating deals
  - B) justifying behavior
  - C) resisting the influence of power
  - D) identity management
  
- 8) Which statement is the best summary for this paragraph?
  - A) Negotiating good deals involves many steps.
  - B) Learning to compromise is important to success.
  - C) There are four ways to avoid doing something you don't want to do.
  - D) Identity management can be both positive and negative.
  
- 9) What prior knowledge would be useful for the reader to have in order to better understand this paragraph?
  - A) knowledge of business ethics
  - B) an understanding of the way in which power can manipulate behavior
  - C) familiarity with management skills
  - D) an awareness of formal debate rules
  
- 10) Which of the following headings will most likely identify information that follows this section of the textbook?
  - A) Relationship Deterioration
  - B) Culture and Ethics
  - C) Misuses of Power and Influence
  - D) Communicating Emotions

### 1.3 A READING SYSTEM FOR MASTER READERS—APPLICATION

- 1) What logical assumption should a master reader make about a textbook section entitled, “Studying Effects of Toxicants”?
  - A) This section will probably explain the similarities among different types of toxicants used today.
  - B) This section will probably outline the research that is being conducted on toxicants in the environment.
  - C) This section will probably list reasons why people continue to use toxicants.
  - D) This section will probably identify various toxicants used in the environment and state their effects.

- 2) What prior knowledge would be most helpful in understanding a passage entitled, “The Spread of *Homo sapiens* in East Asia”?
  - A) the climate of East Asia
  - B) the ecological concerns of East Asia
  - C) the definition of the term *Homo sapiens*
  - D) the credentials of the author writing this information
  
- 3) Which question would be the most appropriate for a textbook selection entitled, “Consequences of the Third-World Communications Controversy”?
  - A) What is the definition of *third world*?
  - B) Who are the people involved in this controversy?
  - C) What are the consequences of the controversy surrounding communications in the third world?
  - D) How was the third world-controversy over communications identified?
  
- 4) What kind of writing pattern would a master reader expect to see for a textbook article entitled, “Consequences of the Third World Communications Controversy”?
 

|                            |                           |
|----------------------------|---------------------------|
| A) listing                 | B) definition and example |
| C) comparison and contrast | D) cause and effect       |
  
- 5) What information about the following paragraph would a master reader need to discover in order to fully understand this article?

In addition to heating the thermosphere, X-rays ionize a small but important fraction of its gas. The portion of the thermosphere that contains most of the ionized gas is called the ionosphere. Thus, the ionosphere is part of the thermosphere, not a separate layer. The ionosphere is very important to radio communications on Earth. Most radio broadcasts are completely reflected back to Earth’s surface by the ionosphere-almost as though Earth were wrapped in aluminum foil. Without reflection by the ionosphere, radio communication would work only between locations in sight of each other. (Bennett, Donahue, Schneider, and Voit, *The Cosmic Perspective*, 3rd ed., Addison Wesley, 2004, p. 306)

- A) an explanation of Earth’s components
  - B) an explanation of the earth’s *thermosphere*
  - C) an explanation of the media
  - D) an explanation of gas
  
- 6) What prior knowledge would be necessary in order to understand this paragraph from a finance textbook?

With a revocable living trust, you can dissolve or revoke the trust at any time because you are still the legal owner of the assets. For example, you may revoke a living trust if you decide that you want to manage the assets yourself. Alternatively, you may revoke a living trust so that you can replace the trustee. In this case, you would create a new living trust with a newly identified trustee. By using a revocable living trust, you can avoid the probate process. You are still the legal owner of the assets, however, so you do not avoid estate taxes. The assets are still considered part of your estate. (Madura, *Personal Finance*, 2nd ed., Pearson Addison Wesley, 2004, p. 574)

- A) definitions of the words revocable living trust, revoke, trustee, and probate
- B) strategies for dissolving a living trust
- C) knowledge of the amounts of estate taxes
- D) reasons for creating a revocable living trust

**For the following question(s), read this passage using the SQ3R reading system.**

### **Taming Technostress**

Telephones that ring constantly; VCRs that you can't program; e-mail lists that grow on your desktop like an out-of-control fungus; laptop computers that somehow end up in your luggage when you go on vacation; electronic organizers that beep during dinner or at the movies; voice-message systems that don't allow you to talk to a live person; busy signals as you try to get on the Internet; and slow, slow, slow downloading of information. Can you feel your heart rate speeding up just thinking about these situations?

If you are like millions of other people today, you find that technology is often a daily terrorizer that raises your blood pressure, frustrates you, and prevents you from ever really "getting away from it all." In short, you may unknowingly be a victim of stressors that previous generations only dreamed (or had nightmares) about. Known as *technostress*, this problem is defined as "personal stress generated by reliance on technological devices. . . a panicky feeling when they fail, and a state of near-constant stimulation, or being perpetually 'plugged in.'" When technostress grabs you, it may interact with other forms of stress to create a synergistic, never-ending form of stimulation that keeps your stress response reverberating all day.

Part of the problem, ironically, is that technology enables us to be so productive. Because it encourages polyphasic activity, or "multitasking," people are forced to juggle multiple thoughts and actions at the same time, such as driving while talking on cell phones or checking handheld devices for appointments. There is clear evidence that such multitasking contributes to auto accidents and other harmful consequences. What is less clear is what happens to someone who never takes downtime and is always plugged in.

What are the symptoms of technology overload? . . .

(Donatelle, *Access to Health*, 8th ed., Pearson Education, Inc., 2004, pp. 78)

- 7) Based upon the content of the first paragraph, which of the following statements is most likely correct?
- A) It was probably written to catch the reader's attention and to introduce a humorous article written mainly for entertainment.
  - B) It is probably the concluding paragraph of a section in this chapter.
  - C) It is probably an introductory paragraph leading into an explanation of the term *technostress* and suggestions about how to deal with it.
  - D) It is probably paving the way for information about the computer industry.

- 8) Based upon the passage, people who suffer from technostress could most likely be \_\_\_\_\_.
- A) anyone
  - B) doctors or surgeons
  - C) businessmen
  - D) concert goers
- 9) What logical conclusion could a master reader make about the effects of technostress?
- A) It is a type of stress that may affect you throughout your entire day.
  - B) It is a type of stress that probably affects very few people.
  - C) It is not a valid type of stress.
  - D) It is a type of stress suffered by every generation.
- 10) According to the context, choose the best definition of *technostress* as it is used in this passage.
- A) Technostress is a pseudostress that is often joked about in the funny papers.
  - B) Technostress is a type of tension created by placing discordant colors side by side.
  - C) Technostress is an uncomfortable feeling often associated with a dull headache that is created by constant exposure to loud noise.
  - D) Technostress is a type of personal stress created by dependency on technological devices that can overstimulate your stress responses.

#### 1.4 A READING SYSTEM FOR MASTER READERS—APPLICATION

**For the following questions, read this passage using the SQ3R reading system.**

##### **Important Minerals—Nature’s Building Blocks**

Almost everyone knows the importance of minerals such as iron and chromium for the body, but many don’t realize these same minerals are the building blocks of precious gems. Precious stones have been prized since antiquity. But misinformation abounds regarding gems and their mineral makeup. This stems partly from the ancient practice of grouping precious stones by color rather than mineral makeup. For example, *rubies* and red *spinel*s are very similar in color, but they are completely different minerals. Classifying by color led to the more common spinels being passed off to royalty as rubies. Even today, with modern identification techniques, common *yellow quartz* is sometimes sold as the more valuable gemstone topaz.

##### **Naming Gemstones**

Most precious stones are given names that differ from the parent mineral. For example, *sapphire* is one of two gems that are varieties of the same mineral, *corundum*. Trace elements can produce vivid sapphires of nearly every color. Tiny amounts of titanium and iron in corundum produce the most prized blue sapphires. When the mineral corundum contains a sufficient quantity of chromium, it exhibits a brilliant red color, and the gem is called ruby. Furthermore, if a specimen is not suitable as a gem, it simply goes by the mineral name corundum. Because of its hardness, corundum that is not of gem quality is often crushed and sold as an abrasive.

##### **What Constitutes a Gemstone?**

When found in their natural state, most gemstones are dull and would be passed over by most people as “just another rock.” Gems must be cut and polished by experienced professionals before their true beauty is displayed. (One of the methods used to shape a gemstone is cleaving, the act of splitting the mineral along one of its planes of weakness, or cleavage) Only those

mineral specimens that are of such quality that they can command a price in excess of the cost of processing are considered gemstones.

Gemstones can be divided into two categories: precious and semiprecious. A *precious* gem has beauty, durability, and rarity, whereas a *semiprecious* gem generally has only one or two of those qualities. The gems traditionally held in highest esteem are diamonds, rubies, sapphires, emeralds, and some varieties of opal. All other gemstones are classified as semiprecious. However, large high-quality specimens of semiprecious stones often command a very high price. (adapted from Tarbuck, Lutgens, and Tasa, *Earth Science*, 12th ed., Pearson Education, Inc., 2009, pp. 45-46)

- 1) While surveying this article, what items should a master reader notice first?
  - A) the example in the second paragraph
  - B) the headings and the words in italics
  - C) the cause-effect relationship transitional at the end of the second paragraph
  - D) the words *titanium* and *iron* in the second paragraph
  
- 2) After reading the introduction, a master reader should realize that \_\_\_\_\_.
  - A) spinels are extremely rare
  - B) judging the value of gemstones can sometimes be difficult
  - C) spinels and rubies are of equal value
  - D) this subject is too technical to understand
  
- 3) A reader might first assume that this article is about minerals necessary for good health. What adjustment, if any, will a master reader make after completing the survey?
  - A) A master reader will realize that the original assumption is correct—this article is about the minerals needed for good health.
  - B) A master reader will realize that this article is about the minerals that are being depleted from the soil by erosion.
  - C) A master reader will realize that this article is about the minerals that constitute precious and semiprecious gems.
  - D) A master reader will realize that this article discusses minerals and ores that are mined for their value.
  
- 4) Which of the following questions best helps a master reader focus on the main ideas of this particular article?
  - A) Why don't scientists produce synthetic gems?
  - B) What are some examples of minerals that are not valuable?
  - C) What makes a gemstone precious?
  - D) How does the name of a gem affect its popularity?
  
- 5) According to this article, red spinels are minerals that \_\_\_\_\_.
  - A) are found in the deep earth
  - B) are similar to rubies but not as valuable
  - C) are highly valued by royalty
  - D) are mined in great quantity for their value



- 6) According to the article, what can a master reader infer about the nature of corundum?
- A) Corundum is a mineral that is likely found in most common rocks.
  - B) Corundum is probably a very soft mineral.
  - C) Corundum is found only in one color.
  - D) Rubies and sapphires are both a variety of corundum.
- 7) Based on the content of the passage, what is the main difference between precious and semiprecious stones?
- A) Precious stones are much larger than semiprecious stones.
  - B) Precious stones have beauty, durability, and rarity, while semiprecious stones have only one or two of those qualities.
  - C) Precious stones must be cut and polished by an experienced professional, while a semiprecious stone can be made beautiful by anyone.
  - D) Precious stones are beautiful in their natural state, while semiprecious stones are not.
- 8) Which of the following is not classified as a precious gemstone?
- A) diamonds
  - B) rubies
  - C) opals
  - D) corundum
- 9) What logical conclusion can a master reader make about precious gemstones from this article?
- A) Members of royalty are easily fooled by unscrupulous jewelers.
  - B) Most people would not recognize a precious gem in its natural state.
  - C) Jewelers are ill-equipped to handle gemstones.
  - D) Most precious gemstones are over-priced.
- 10) Which sentence best summarizes this article?
- A) Minerals are the building blocks of precious gems.
  - B) Most gemstones are dull in their natural state.
  - C) Gemstones come from minerals and can be classified as precious or semiprecious stones according to their beauty, durability, and rarity.
  - D) Much misinformation abounds concerning gemstones and their mineral makeup.

## CHAPTER 2

### Vocabulary Skills

#### 2.1 VOCABULARY—CONTENT

- 1) Words that have the same or nearly the same meaning are \_\_\_\_\_.  
A) homonyms  
B) pseudonyms  
C) antonyms  
D) synonyms
- 2) The best definition of context clues is \_\_\_\_\_.  
A) the emotions associated with figurative language  
B) the denotative or dictionary definition of a term  
C) the information that surrounds a new word that provides help to unlock meaning  
D) synonyms that have the same meaning as the term
- 3) One type of context clue using punctuation such as commas, parentheses, or dashes to set off a word with a similar meaning is referred to as a(n) \_\_\_\_\_ clue.  
A) antonym  
B) example  
C) general sense  
D) synonym
- 4) An antonym clue sometimes helps a master reader discern a word's meaning by providing \_\_\_\_\_.  
A) examples  
B) its opposite  
C) a definition  
D) a logical rationale of the term
- 5) A master reader would use the acronym \_\_\_\_\_ to help remember the names of the context clues.  
A) MISSISSIPPI  
B) SLANG  
C) SALT  
D) SAGE
- 6) The context clue in the sentence, "The explanation for the disappearance of the ring sounded plausible, not suspicious," is \_\_\_\_\_.  
A) a synonym clue  
B) an antonym clue  
C) an example clue  
D) a general sense clue
- 7) The words *for instance*, *such as*, *including* and *consist of* usually signal that \_\_\_\_\_.  
A) the reader must use the general sense of the sentence to determine the meaning of an unfamiliar word  
B) a synonym will follow, helping the reader understand the meaning of a similar word  
C) examples will follow, helping the reader identify the meaning of a difficult term  
D) an antonym will follow, helping the reader understand the meaning of an opposite word

- 8) Knowing the meanings of basic root words can help students master the definitions of many other words because \_\_\_\_\_.
- A) the same root words often have different meanings
  - B) prefixes and suffixes can be added to change the meaning of the root word
  - C) root words often combine with other word parts to create a whole family of closely related words
  - D) knowledge of root words can be used to identify the part of speech
- 9) Knowing the meaning of the word part *con* can help students determine the meanings of the words *conversely*, *contrary*, and *contraband* because they all have the same \_\_\_\_\_.
- A) root word
  - B) prefix
  - C) suffix
  - D) definition
- 10) A difficult term in a textbook might be printed in italic print or in bold type. This is often a signal that the author will provide \_\_\_\_\_.
- A) word parts to help the reader understand the word
  - B) the definition and examples to help the reader understand the term and its use in context
  - C) a visual image such as a picture or a chart to help the reader understand the term
  - D) a footnote that explains the etymology of the word

## 2.2 VOCABULARY—APPLICATION

**For the following question(s), choose the best definition of the underlined word in each sentence based upon the context clues.**

- 1) ATM machines are now ubiquitous; it is possible to obtain money at grocery stores, corner markets, and airports.
- A) legal
  - B) free
  - C) uniform
  - D) everywhere
- 2) My mother's reasons for choosing a hybrid were nebulous; she wanted one because her friends said it was a good idea.
- A) vague
  - B) erroneous
  - C) logical
  - D) amusing
- 3) The Amish have an austere lifestyle and take great pride in living in a very traditional way.
- A) serious
  - B) plain
  - C) grave
  - D) frivolous
- 4) The sheriff's office was inundated with telephone calls after a mysterious object flew over head.
- A) flooded
  - B) copied
  - C) littered
  - D) ignore
- 5) Good writers should omit details that are not germane to the central point.
- A) major
  - B) general in nature
  - C) relevant
  - D) gregarious

- 6) We need a contingency plan in case the weather doesn't cooperate with our beach plans
- A) comfortable
  - B) back-up
  - C) contest
  - D) guaranteed

**For the following questions, examine the definition of the word part. Then choose the definition of the underlined word based upon the context and the meaning of the word part.**

- 7) Word Part                      Definition  
      de                              away from

Rental homes offer a tax break because the property depreciates over time, allowing the owner to recover some of the cost of expenses through tax deductions.

- A) decreases in value
- B) increases in value
- C) erodes
- D) disintegrates

- 8) Word Part                      Definition  
      sym                              together

Symmetrical patterns are found everywhere in nature: butterflies have two equal sides, veins form symmetrical patterns in leaves, and beetles have wings that are mirror images of each other.

- A) irregular
- B) contrasting
- C) opposite
- D) balanced

**For the following question(s), choose the best definition of the underlined words using the context of this passage adapted from a psychology textbook.**

Middle school students exhibit higher rates of depression in the United States, a greater degree of disengagement with school, and a greater desire to drop out of school than do students of the same age in other countries. Even when middle school students report feeling connected to their peers and their school, it does not lead to greater academic achievement. In fact, the link between social-emotional climate and academic success is weak at best, according to carefully conducted research. Middle schools often do not do a good job of preparing students for the rigors of high school. For example, although once rated first in the percentage of the population graduating from high school, the United States has dropped to 24<sup>th</sup> among industrialized countries.

—Adapted from Feldman, *Child Development*, 5<sup>th</sup> ed., p. 366.

- 9) The word disengagement means \_\_\_\_\_.
- A) connection
  - B) detachment
  - C) entanglement
  - D) discernment

- 10) The word rigor means \_\_\_\_\_.
- A) rigidity
  - B) assessments
  - C) demanding work
  - D) athletic challenges

### 2.3 VOCABULARY—APPLICATION

**For the following question(s), choose the best definition of the underlined word in each sentence based upon the context clues.**

- 1) The hospital staff was grateful for the efficacy of the new administration, which greatly improved morale with its overhaul of outdated rules and policies.
- A) failure at maintaining positive work attitude
  - B) formulas for economic growth and development
  - C) ability to produce a desired effect
  - D) areas needing improvement
- 2) Part-time students sometimes prefer long-distance classes that are taught asynchronously, enabling them to access their course work at 3:00 a.m. if they wish.
- A) occurring at the same time
  - B) occurring at different times
  - C) occurring at varying levels of ability
  - D) occurring at regular intervals
- 3) The thoroughly disgraceful behavior of a few dissolute members can effectively sully the reputation of the entire group.
- A) lacking education
  - B) having impeccable manners
  - C) having loose morals or conduct
  - D) unable to agree with one another

**For the following question(s), examine the definition of the word part. Then choose the definition of the underlined word based upon the context and the meaning of the word part.**

- 4) Word Part Definition

*pon, pos* to put, to place

The college library was juxtaposed between the student center and the administration building, making it easily accessible to faculty, students, staff, and administrators.

- A) photographed
- B) demolished
- C) placed side by side
- D) remodeled

- 5) Word Part Definition

*ten* to hold, to keep

Lance Armstrong had such a tenacious grasp on life that he fought to stay alive, beating the odds predicted by his doctors in his battle against cancer.

- A) doubtful
- B) militant
- C) brazen
- D) persistent

- 6) Word Part Definition  
*inter* between

The coach had to intercede for his star player to obtain another chance for him to improve his grades.

- A) send                      B) train                      C) judge                      D) plead

- 7) Word Part Definition  
*bene* good

He was chosen for the “Good Samaritan” award because of his beneficence toward the area’s poor and needy.

- A) maltreatment              B) kindness              C) temperance              D) subversion

**For the following question(s), choose the best definition of the underlined words using the context of this passage from a biology textbook.**

In terms of both number of individuals and number of species, no other animal phylum comes close to the arthropods, which include insects, arachnids, and crustaceans. All arthropods have an exoskeleton, an external skeleton that encloses the arthropod body like a suit of armor. By providing stiff but flexible appendages and rigid attachment sites for muscles, the exoskeleton makes possible the flight of the bumblebee and the intricate, delicate manipulations of the spider as it weaves its web. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 305)

- 8) The best definition of phylum is \_\_\_\_\_.
- A) body parts                                              B) behavioral traits of an animal  
C) a grouping in biology                              D) environment of a species
- 9) The best definition of appendages is \_\_\_\_\_.
- A) body parts                                              B) skeletons  
C) muscles                                                  D) lobsters
- 10) The best definition of exoskeleton is \_\_\_\_\_.
- A) a protective limb                                      B) a hard secretion  
C) a movable joint                                        D) an outer shell

#### 2.4 VOCABULARY—APPLICATION

**For the following question(s), choose the best definition of the underlined word in each sentence based upon the context clues.**

- 1) While I understand that you are upset with me, temper tantrums at your age are totally unwarranted.
- A) necessary                                              B) uncalled-for  
C) understandable                                      D) unprovoked



- 8) The best definition of ostracize is \_\_\_\_\_.
- |            |            |
|------------|------------|
| A) include | B) hurt    |
| C) leave   | D) exclude |

**For the following question(s), choose the best definition of the underlined words using the context of this passage adapted from a business textbook.**

The movement toward market segmentation has been ongoing since the development of systematic market research and mass media in the 1930s. However, e-commerce and the Internet are different in that they enable personalized one-to-one marketing to occur on a mass scale. The continuum of marketing ranges from mass marketing of undifferentiated products, where one size and one price fits all, to personalized one-to-one marketing. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, p. 411)

- 9) The best definition of continuum is \_\_\_\_\_.
- |             |             |
|-------------|-------------|
| A) practice | B) scope    |
| C) price    | D) research |
- 10) The best definition of undifferentiated is \_\_\_\_\_.
- |                         |                            |
|-------------------------|----------------------------|
| A) popular and pleasing | B) indistinguishable, same |
| C) unsafe and risky     | D) limited and selective   |



## CHAPTER 3

### Stated Main Ideas

#### 3.1 STATED MAIN IDEAS—CONTENT

- 1) The topic and the author's attitude or opinion about the topic can usually be found \_\_\_\_\_.
  - A) in a sentence supporting a major detail
  - B) in a narrow statement that lists support
  - C) in a supporting detail of the paragraph
  - D) in a stated main idea of the paragraph
  
- 2) Which question will help a master reader identify the stated main idea of a paragraph?
  - A) What is the author's point of view about the ideas presented in the paragraph?
  - B) How is figurative language used to influence the reader's opinion about the subject?
  - C) What is the author's controlling point about the topic?
  - D) What means does the author use to provide support for the major points?
  
- 3) Which statement best describes the scope of the topic sentence?
  - A) The topic sentence is a narrow statement that supports the other details in the paragraph.
  - B) The topic sentence is very specific and can usually be found in examples within the paragraph.
  - C) The topic sentence is a general statement that is supported by the other sentences in the paragraph.
  - D) The topic sentence never reveals an author's opinion about the topic.
  
- 4) What is the difference between a topic and a main idea?
  - A) There is no difference.
  - B) A topic is a single word or phrase, while a main idea is a complete sentence.
  - C) A topic is more narrow in scope, while a main idea is more broad.
  - D) A topic includes specific details, while the main idea does not.
  
- 5) The three basic parts of a paragraph include all of the following EXCEPT:
  - A) a general idea or subject
  - B) a main idea
  - C) a thesis statement
  - D) supporting details
  
- 6) The best explanation of supporting details is that they \_\_\_\_\_.
  - A) develop, explain, and support the main idea
  - B) provide an opposite view of the main idea
  - C) are very general in nature
  - D) are supported by the main idea
  
- 7) A topic sentence that begins a paragraph signals \_\_\_\_\_.
  - A) ideas that will flow from general to specific
  - B) ideas that will flow from specific to general
  - C) the continuation of an earlier idea
  - D) an introductory sentence that provides background

- 8) The topic sentence is the one sentence that is \_\_\_\_\_ enough to include all the ideas in the paragraph.
- A) specific  
B) general  
C) narrow  
D) focused
- 9) The main idea of a passage made up of two or more paragraphs is called the \_\_\_\_\_.
- A) subject  
B) topic sentence  
C) topic  
D) central idea
- 10) All of the following are true of a thesis statement EXCEPT:
- A) It is general enough to include all the ideas in the passage.  
B) It is usually more narrow than the ideas in the passage.  
C) It is a sentence that states a central idea.  
D) It is the central idea of a longer passage.

### 3.2 STATED MAIN IDEAS—APPLICATION

**For the following question(s), use this passage to determine the topic.**

Most children in North America receive sufficient nutrients to grow to their full potential. In other parts of the world, however, inadequate nutrition and disease take their toll, producing children who are shorter and who weigh less than they would if they had sufficient nutrients. For example, children in poorer areas of cities such as Calcutta and Rio de Janeiro are smaller than their counterparts in affluent areas of the same cities. Poorer children and those from wealthier families in Hong Kong also show similar disparity in growth.

—Adapted from Feldman, *Child Development*, 5<sup>th</sup> ed., p. 260

- 1) Which idea is too general to be the topic of this paragraph?
- A) development of children  
B) size of children in Calcutta  
C) size of children in Hong Kong  
D) size of children in Rio de Janeiro
- 2) Which idea is the topic of this paragraph?
- A) effects of inadequate nutrition and disease upon growth of children  
B) health and growth of children in North America  
C) importance of sufficient nutrients on growth and development  
D) contrasts between poorer children and wealthier children
- 3) Which sentence states the main idea of the paragraph?
- A) Most children in North America receive sufficient nutrients to grow to their full potential.  
B) In other parts of the world, however, inadequate nutrition and disease take their toll, producing children who are shorter and who weigh less than they would if they had sufficient nutrients.  
C) For example, children in poorer areas of cities such as Calcutta and Rio de Janeiro are smaller than their counterparts in affluent areas of the same cities.  
D) Poorer children and those from wealthier families in Hong Kong also show similar disparity in growth.

**For the following question(s), use this passage to determine the topic and main idea.**

Indeterminate sentencing is still the rule in many state jurisdictions. Some critics, however, believe that indeterminate sentencing (such as a term of imprisonment from one to ten years) produces “dishonesty” in sentencing. Because of sentence cutbacks for good behavior and involvement in work and study programs, time served in prison is generally far less than sentences would seem to indicate. An inmate sentenced to five to ten years, for example, might actually be released in a couple of years, once all special allowances have been calculated. A recent survey by the Bureau of Justice statistics found that even violent offenders released from state prisons during the study period served, on average, only 51% of the sentences they originally received. Nonviolent offenders served even smaller portions for their sentences.

—Adapted from Schmalleger, *Criminal Justice: A Brief Introduction*, 8<sup>th</sup> ed., pp. 317-318.

- 4) Which idea is too narrow to be the topic of the paragraph?
- A) the judicial system
  - B) surveys conducted by the Bureau of Justice
  - C) prison sentences
  - D) sentences served by nonviolent offenders
- 5) Which idea is the topic of this paragraph?
- A) the popularity of indeterminate sentencing
  - B) prison terms
  - C) dishonesty
  - D) sentences served by nonviolent sentencing
- 6) Which sentence states the main idea of the paragraph?
- A) Indeterminate sentencing is still the rule in many state jurisdictions.
  - B) Some critics, however, believe that indeterminate sentencing (such as a term of imprisonment from one to ten years) produces “dishonesty” in sentencing.
  - C) An inmate sentenced to five to ten years, for example, might actually be released in a couple of years, once all special allowances have been calculated.
  - D) A recent survey by the Bureau of Justice statistics found that even violent offenders released from state prisons during the study period served, on average, only 51% of the sentences they originally received.

**For the following question(s), use this passage to determine the topic and the main idea.**

The United States differs from most European nations and Japan in never having had a titled nobility. With the significant exception of our racial history, we have never known a caste system that rigidly ranks categories of people. Even so, U.S. society is highly separated into status groups. Not only do the rich have most of the money, they also receive the most schooling, enjoy the best health, and consume the most goods and services. Such privilege contrasts sharply with the poverty of millions of women and men who worry about paying next month’s rent or a doctor’s bill when a child becomes ill.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 274.

- 7) Which idea is the topic of this paragraph?
- A) titled nobility in Europe
  - B) caste system
  - C) status groups in the United States
  - D) problems of poverty

- 8) Which sentence states the main idea of the paragraph?
- A) The United States differs from most European nations and Japan in never having had a titled nobility.
  - B) With the significant exception of our racial history, we have never known a caste system that rigidly ranks categories of people.
  - C) Even so, U.S. society is highly separated into status groups.
  - D) Not only do the rich have most of the money, they also receive the most schooling, enjoy the best health, and consume the most goods and services.

**For the following question(s), use this passage to determine the topic and the main idea.**

Not surprisingly, eye messages vary with both culture and gender. Americans, for example, consider direct eye contact an expression of honesty and forthrightness. The Japanese, however, often view this as showing a lack of respect. A Japanese person will glance at the other person's face rarely, and then only for very short periods. Interpreting another's eye contact messages according to your own cultural rules is a risky undertaking. Eye movements that you may interpret as insulting may have been intended to show respect.

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 154.

- 9) Which idea is the topic of this paragraph?
- A) cultural differences of eye messages
  - B) insulting expression by eye contact
  - C) American eye contact
  - D) respectful expressions offered by eye contact
- 10) Which sentence states the main idea of the paragraph?
- A) Not surprisingly, eye messages vary with both culture and gender.
  - B) Americans, for example, consider direct eye contact an expression of honesty and forthrightness.
  - C) The Japanese, however, often view this as showing a lack of respect.
  - D) A Japanese person will glance at the other person's face rarely, and then only for very short periods.

### 3.3 STATED MAIN IDEAS—APPLICATION

**For the following question(s), determine the topic from the paragraph.**

- 1) There is a debate among consultants and academics about the meaning and limitations of both e-commerce and e-business. Some argue that e-commerce encompasses the entire world of electronically based organizational activities that support a firm's market exchanges—including a firm's entire information system's infrastructure. Others argue, on the other hand, that e-business encompasses the entire world of internal and external electronically based activities, including e-commerce. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, p. 10)
- A) the limitations of e-business
  - B) electronically based activities
  - C) the difference between e-commerce and e-business
  - D) the definition of e-commerce

- 2) In its final death throes, a star blows much of its content back out into space. In particular, massive (but short-lived) stars die in titanic explosions called *supernovae*. The returned matter mixes with other matter floating between the stars in the galaxy, eventually becoming part of new clouds of gas and dust from which new generations of stars can be born. (Bennett, Donahue, Schneider, and Voit, *The Cosmic Perspective*, 3rd ed., Addison Wesley, 2004, p. 6)
- A) supernovae  
B) new generations of stars  
C) the death and birth of stars  
D) the stars in the galaxy
- 3) Atoms of the same element may have different numbers of neutrons; when they do, the differing atoms are called isotopes of the element. Some, but not all, isotopes are radioactive; that is, they spontaneously break apart, forming different types of atoms and releasing energy in the process. For example, radioactive isotopes of uranium decay to form lead. Some scientists use radioactive isotopes to determine the age of fossils. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 18)
- A) atoms  
B) neutrons  
C) radioactive isotopes  
D) uranium

**For the following question(s), determine the main idea from the paragraph.**

- 4) Walter Anderson, editor-in-chief of *Parade Magazine*, started out in life as the son of an alcoholic father. His only place of safety was the library where he could escape his father's violence and find safety in the world of books. He eventually overcame his tragic youth and began seeking opportunities to help others in need. Walter Anderson's life is inspirational, and he is clearly a hero to emulate.
- A) Walter Anderson, editor-in-chief of *Parade Magazine*, started out in life as the son of an alcoholic father.  
B) Walter Anderson's life is inspirational, and he is clearly a hero to emulate.  
C) His only place of safety was the library where he could escape his father's violence and find safety in the world of books.  
D) He eventually overcame his tragic youth and began seeking opportunities to help others in need.
- 5) Everyone faces adversity over one's lifetime. Few enjoy it, and many run from it, yet solving difficulties is an integral process of living. The truth is that solving problems and overcoming challenges make people more intelligent, resourceful, and resilient individuals.
- A) The truth is that solving problems and overcoming challenges make people more intelligent, resourceful, and resilient individuals.  
B) Benefits of adversity  
C) Everyone faces adversity over one's lifetime.  
D) Few enjoy it, and many run from it, yet solving problems is an integral process of living.

- 6) How do children develop a sense of morality? Social scientists and numerous agencies have been looking for answers to this behavioral issue. Numerous studies have found that children who were frequently subjected to harsh physical punishment were more involved with crime. One study determined that parents who used reasoning in their discipline had less delinquent children. The scientists concluded that parents who teach moral consequences and who avoid harsh physical punishment will have children less likely to engage in delinquent or criminal behavior. (adapted from Ellis, Lee, and Walsh. *Criminology: A Global Perspective*, 2000, pp. 319-320)
- A) Developing a sense of morality.
  - B) Social scientists and numerous agencies have been looking for answers to this behavioral issue.
  - C) One study determined that parents who used reasoning in their discipline had less delinquent children.
  - D) The scientists concluded that parents who teach moral consequences and who avoid harsh physical punishment will have children less likely to engage in delinquent or criminal behavior.
- 7) The Home Depot, the country's largest home-improvement center, services exporters and importers worldwide. The company's progressive corporate culture also includes a philanthropic budget that is directed back to the communities Home Depot serves and the interest of its employees through a matching-gift program. The major focuses are affordable housing, at-risk youth, and the environment. Furthermore, *Team Depot*, an organized volunteer force, was developed in 1992 to promote volunteer activities with the local communities the stores serve. As a result, for five consecutive years, Home Depot has been ranked by *Fortune* magazine as America's Most-Admired Retailer. (adapted from Salzman, Miller, and Clendenen, *Mathematics for Business*, 7th ed., Addison Wesley Longman, Inc., 2001, p. 39)
- A) The major focuses are affordable housing, at-risk youth, and the environment.
  - B) The Home Depot, the country's largest home-improvement center, services exporters and importers worldwide.
  - C) As a result, for five consecutive years, Home Depot has been ranked by *Fortune* magazine as America's Most-Admired Retailer.
  - D) Furthermore, *Team Depot*, an organized volunteer force, was developed in 1992 to promote volunteer activities with the local communities the stores serve.
- 8) Many people in Western societies may never think seriously about their dreams until they become students of psychology or enter therapy. By contrast, in many non-Western cultures, dream interpretation is part of the very fabric of the culture. For example, consider the daily practice of the Archur Indians of Ecuador. During morning gatherings, each dreamer tells his dream story and the others offer their interpretations, hoping to arrive at some consensus of understanding the meaning of the dream. (adapted from Gerrig and Zimbardo, *Psychology and Life*, 16th ed., Allyn and Bacon, 2002, p. 167)
- A) For example, consider the daily practice of the Archur Indians of Ecuador.
  - B) By contrast, in many non-Western cultures, dream interpretation is part of the very fabric of the culture.
  - C) Many people in Western societies may never think seriously about their dreams until they become students of psychology or enter therapy.
  - D) During morning gatherings, each dreamer tells his dream story and the others offer their interpretations, hoping to arrive at some consensus understanding of the meaning of the dream.

- 9) Income varies by job type. Jobs that require specialized skills tend to pay much higher salaries than those that require skills that can be obtained very quickly and easily. The income level associated with specific skills is also affected by the demand for those skills. The demand for people with a nursing license has been very high in recent years, so hospitals have been forced to pay high salaries to outbid other hospitals for nurses. Conversely, the demand for people with a history or an English literature degree is low because more students major in these areas than there are jobs. (Madura, *Personal Finance*, 2nd ed., Pearson Addison-Wesley, 2004, p. 31)
- A) Income varies by job type.
  - B) Conversely, the demand for people with a history or an English literature degree is low because more students major in these areas than there are jobs.
  - C) The income level associated with specific skills is also affected by the demand for those skills.
  - D) Jobs that require specialized skills tend to pay much higher salaries than those that require skills that can be obtained very quickly and easily.
- 10) Mark Twain wrote tirelessly and endlessly about America and Europe, his own times, and human destiny. In fact, Twain surpassed every contemporary in the portrayal of character. In his biting satire *The Gilded Age* (1873), he created the magnificent mountebank Colonel Beriah Sellers, purveyor of eyewash and false hopes. In *Huckleberry Finn* (1884), his masterpiece, his portrayal of the slave Jim, loyal, patient, naive, yet withal a man, is unforgettable. And there is Huck Finn himself, full of deviltry, romantic, amoral-up to a point—and at bottom the complete realist. (adapted from Garraty and Carnes, *A Short History of the American Nation, Vol 2: Since 1865*, 8th ed., Longman, p. 476)
- A) In his biting satire *The Gilded Age* (1873), he created the magnificent mountebank Colonel Beriah Sellers, purveyor of eyewash and false hopes.
  - B) In fact, Twain surpassed every contemporary in the portrayal of character.
  - C) Mark Twain wrote tirelessly and endlessly about America and Europe, his own times, and human destiny.
  - D) In *Huckleberry Finn* (1884), his masterpiece, his portrayal of the slave Jim, loyal, patient, naive, yet withal a man, is unforgettable.

### 3.4 STATED MAIN IDEAS—APPLICATION

**Answer the following questions using these paragraphs adapted from Donatelle, *Access to Health*, 10th ed., Pearson Education, Inc., 2008, pp. 672-673)**

Choosing a health-care professional or health-care service, or buying a health-care product has never been more challenging for the average consumer. Increasingly, people are seeking safer and more effective means of getting healthy and staying healthy. More and more, Americans are looking into their options outside of traditional allopathic medicine. Many Americans are now seeking complementary and alternative medicine (CAM), a group of diverse medical health-care systems, practices, and products that are not presently considered part of conventional medicine.

- 1) What is the topic of this paragraph?
- A) challenges for consumers
  - B) health-care problems
  - C) conventional medicine
  - D) complementary and alternative medicine

- 2) Which sentence states the main idea of this paragraph?
- A) Choosing a health-care professional or health-care service, or buying a health-care product has never been more challenging for the average consumer.
  - B) Increasing, people are seeking safer and more effective means of getting healthy and staying healthy.
  - C) More and more, Americans are looking into their options outside of traditional allopathic medicine.
  - D) Many Americans are now seeking complementary and alternative medicine (CAM), a group of diverse medical health-care systems, practices, and products that are not presently considered part of conventional medicine.

Although often used interchangeably, there is a distinction between the terms *complementary* and *alternative*. Complementary medicine is used together with conventional medicine, as part of an integrative medical approach. An aromatherapist might work with an oncologist to reduce a patient's nausea during chemotherapy, for example. Alternative medicine is used in place of conventional medicine. An example of this would be using a special diet or herbal remedy to treat cancer instead of using radiation, surgery, or other conventional treatments.

- 3) What is the topic of the paragraph?
- A) complementary medicine
  - B) the differences between complementary and alternative medicine
  - C) alternative medicine
  - D) integrative medical approaches
- 4) Which sentence states the main idea of the paragraph?
- A) Although often used interchangeably, there is a distinction between the terms complementary and alternative.
  - B) Complementary medicine is used together with conventional medicine, as part of an integrative medical approach.
  - C) Alternative medicine is used in place of conventional medicine.
  - D) An example of this would be using a special diet or herbal remedy to treat cancer instead of using radiation, surgery, or other conventional treatments.

Some might take herbs to lift mood or reduce pain. Some might do yoga or Pilates to reduce stress and increase strength. Others may practice mind-body health techniques, or receive acupuncture for low back pain. Some may even follow naturopathic tenets for cancer treatment. All in all, over 62 percent of all Americans go outside of the conventional medicine system to prevent disease, enhance health, or treat symptoms.

- 5) What is the topic of the paragraph?
- A) uses of conventional medicine
  - B) increasing popularity of nonconventional medicine
  - C) mind-body techniques for improving health
  - D) the use of acupuncture for relieving pain



- 6) Which sentence states the main idea of the paragraph?
- A) Some might take herbs to lift mood or reduce pain.
  - B) Some might do yoga or Pilates to reduce stress and increase strength.
  - C) Others may practice mind-body health techniques, or receive acupuncture for low back pain.
  - D) All in all, over 62 percent of all Americans go outside of the conventional medicine system to prevent disease, enhance health, or treat symptoms.

Realizing that CAM is here to stay, and not just quackery, the National Institutes of Health and the U.S. medical establishment now find themselves racing to evaluate many of CAM's claims and provide reliable information for consumers. In response to growing public interest, politicians and health-care professionals have significantly increased the budget for CAM research; since 1999 CAM research has doubled. Many argue that this is just a drop in the bucket in terms of being able to conduct the research trials necessary to study each of the CAM therapies commonly in practice. Today, someone who is interested in up-to-date information from NIH-funded research on dietary supplements, herbal medications, and any of the various CAM modalities need only click on the National Center for Complementary and Alternative Medicine (NCCAM) Web site for a listing of past, ongoing, and future projects. The respect for complementary and alternative medicine in the United States has clearly come a long way in less than a decade.

- 7) Which sentence states the main idea of the paragraph?
- A) Realizing that CAM is here to stay, and not just quackery, the National Institutes of Health and the U.S. medical establishment now find themselves racing to evaluate many of CAM's claims and provide reliable information for consumers.
  - B) In response to growing public interest, politicians and health-care professionals have significantly increased the budget for CAM research; since 1999 CAM research has doubled.
  - C) Many argue that this is just a drop in the bucket in terms of being able to conduct the research trials necessary to study each of the CAM therapies commonly in practice.
  - D) The respect for complementary and alternative medicine in the United States has clearly come a long way in less than a decade.

Consumers are able to find more up-to-date information than ever before about CAM. In spite of this good news and apparent commitment to CAM research, progress is still very slow. In addition, every minute of every day a new CAM therapy springs onto the scene. Well-designed scientific studies are needed to answer key questions about safety and effectiveness of these therapies, and these take time.

- 8) Which sentence states the main idea of the paragraph?
- A) Consumers are able to find more up-to-date information than ever before about CAM.
  - B) In spite of this good news and apparent commitment to CAM research, progress is still very slow.
  - C) In addition, every minute of every day a new CAM therapy springs onto the scene.
  - D) Well-designed scientific studies are needed to answer key questions about safety and effectiveness of these therapies, and these take time.

How does the average consumer know what to believe? How do we separate genuinely helpful CAM therapies from those that might be risky? Differences in terminology and philosophy among practitioners, a lack of consensus on definitions, and the politics of a medical industry that emphasizes profits along with patient care often slow the availability of consumer information.

Obviously, the consumer will need to look for answers to these questions and to think about how to access more information that will be helpful in making wise choices about medical care.

- 9) Which sentence states the main idea of the paragraph?
- A) How does the average consumer know what to believe?
  - B) How do we separate genuinely helpful CAM therapies from those that might be risky?
  - C) Differences in terminology and philosophy among practitioners, a lack of consensus on definitions, and the politics of a medical industry that emphasizes profits along with patient care often slow the availability of consumer information.
  - D) Obviously, the consumer will need to look for answers to these questions and to think about how to access more information that will be helpful in making wise choices about medical care.
- 10) Which of the following states the central idea of the passage?
- A) Many Americans are now seeking complementary and alternative medicine (CAM), and these therapies need careful study to determine their safety and effectiveness.
  - B) Americans are turning to quackery in the form of complementary and alternative medicine because they have lost faith with conventional medicine.
  - C) Scientists cannot keep up with the consumer demand for research into complementary and alternative medicine.
  - D) Practitioners differ greatly about terminology, definitions, and the philosophy behind complementary and alternative medicine.



- 8) When formulating main ideas from details, readers must be careful not to make overgeneralizations, which are \_\_\_\_\_.
- A) specific details that are irrelevant to the main idea
  - B) false statements that mislead the reader
  - C) narrow statements that include minor details
  - D) sweeping statements that suggest details not given
- 9) Formulating implied main ideas requires that the reader be actively involved in the reading process because the reader will be \_\_\_\_\_.
- A) searching for the sentence that contains the main idea
  - B) using his or her own words to summarize all of the important points
  - C) mapping the points to disregard as minor details
  - D) underlining or highlighting the main idea statement
- 10) For a passage made up of two or more paragraphs, the main idea is called the \_\_\_\_\_.
- A) major argument
  - B) most important detail
  - C) primary focus
  - D) implied central idea

#### 4.2 IMPLIED MAIN IDEAS AND IMPLIED CENTRAL IDEAS—APPLICATION

**For the following questions, read each group of supporting details and choose the best implied main idea for the group.**

- Only 17% of middle and junior high schools require daily physical activity for all students.
- Only 2% of senior high schools require daily physical activity for all students.
- Almost 16% Americans report doing no leisure-time physical activity.
- Over 50% of the U.S. population does not do enough physical activity to meet national health recommendations.

—Adapted from Thompson and Manore, *Nutrition for Life*, 2<sup>nd</sup> ed., p. 304

- 1) Which of the following sentences states the implied main idea of this group?
- A) Middle and junior high schools should require more physical education.
  - B) Senior high school students are too inactive.
  - C) Americans need to include more leisure-time in their lives.
  - D) Americans do not have adequate physical activity to maintain a healthy lifestyle.
- A Florida court ordered those convicted of drunk driving to put a “Convicted DUI” sticker on their license plates.
  - In 2005, Coshocton County (Ohio) Municipal Judge David Hostetler ordered two men to parade down the main street of their hometown dressed as women, after the young men had been convicted for throwing beer bottles at a woman.
  - Boston courts began ordering men convicted of sexual solicitation to spend time sweeping streets in Chinatown, an area known for prostitution.
  - A purse snatcher was ordered to wear noisy tap dancing shoes whenever he went out in public.
- Adapted from Schmallegger, *Criminal Justice: A Brief Introduction*, 8<sup>th</sup> ed., p. 327.

- 2) Which of the following sentences states the implied main idea of this group?
- A) Prison sentences no longer confine prisoners to jail.
  - B) Driving will be safer if DUI offenders can be readily identified.
  - C) Punishments should compensate the victims of crimes.
  - D) “Shaming” offenders may be a workable alternative to traditional sentencing.
- In rural China, an army of more than 10,000 Coca-Cola sales reps make regular visits to small retailers, often arriving by foot or bicycle.
  - To reach the most isolated spots, the company even relies on teams of delivery donkeys.
  - In Montevideo, Uruguay, Coca-Cola uses 30 small, efficient three-wheeled AP alternative transportation trucks to scoot around congested city streets.
  - Coca-Cola may adopt this method in other urban areas that pose similar challenges.
- Adapted from Kotler and Armstrong, *Principles of Marketing*, 13<sup>th</sup> ed., p. 575.
- 3) Which of the following sentences states the implied main idea of this group?
- A) The Chinese enjoy drinking Coca-Cola.
  - B) Coca-Cola has adapted its sales and distribution methods to meet local challenges in global markets.
  - C) Coca-Cola is the only U.S. company to become successful in Montevideo, Uruguay.
  - D) Coca-Cola is a popular beverage and can be found anywhere around the world.
- The cloud-forest fauna at Monteverde cannot move further upslope to escape warming temperatures.
  - Trees may not be able to move poleward fast enough as temperatures rise.
  - Animals and plants may find themselves among different communities of prey, predators, and parasites to which they are not adapted as temperatures rise.
  - In the Arctic, where warming has been greatest, the polar bear has been listed as a threatened species because thawing ice hinders its ability to hunt seals.
- Adapted from Withgott and Brennan, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 170.
- 4) Which of the following sentences states the implied main idea of this group?
- A) Trees and plants at Monteverde are facing extinction.
  - B) Trees and plants have the capability of spreading from region to region as climates change.
  - C) Some species will be unable to adapt as global warming temperatures force organisms to shift their geographic ranges toward the poles and higher altitudes.
  - D) Polar bears will soon become extinct if the current global warming trend continues.

**For the following questions, choose the best implied main idea for each paragraph.**

- 5) Empathy is feeling what another person feels from that person's point of view without losing your own identity. **Thinking empathy** involves expressing an understanding of what the other person means. For example, when you paraphrase someone's comment, showing that you understand the meaning the person is trying to communicate, you're communicating thinking empathy. The second part is **feeling empathy**. Here you express your feeling of what the other person is feeling. You demonstrate a similarity between what you're feeling and what the other person is feeling. For example, when a friend tells you of problems at home, you may respond by saying, "I can imagine how you feel so angry at times."

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 231.

- A) Expressing empathy can be accomplished in two distinct ways.  
B) Paraphrasing is an excellent way to communicate empathy.  
C) Empathy involves demonstrating similar feelings.  
D) Empathy is a difficult and delicate emotion to convey appropriately.
- 6) Most watchers of television know that a new face cream will not improve their social life. However, some advertisers may claim that its face cream would remove all wrinkles. Another company might say they produce "the world's best pizza." Laws governing commercials state that it is okay for ads to make general statements praising a product or service. Therefore it is all right for Silversmith's to advertise that it is the area's leading jeweler, but it is not okay for the store to advertise that "all our gold jewelry is 18 karat gold" when it also sells gold of lesser quality.
- Adapted from Kotler and Armstrong, *Principles of Marketing*, 13<sup>th</sup> ed., p. 207.
- A) Advertising encourages competition and fosters economic growth.  
B) Advertising adds to the cost of marketing goods, and this cost is just passed down to consumers.  
C) Advertisers do have some rules they must follow in representing their products.  
D) Most advertising is based upon deception, and advertisers should be held more accountable.
- 7) When we are at rest, approximately 30% to 70% of the energy used by our muscles and organs comes from fat. Fat is also a major energy source during physical activity. Because the body has only a limited supply of stored carbohydrate as glycogen in muscle tissue, the longer you exercise, the more fat you need for energy. Extra fat that is stored by our bodies can be used for energy at rest, during exercise, or during periods of low energy intake. Having a readily available energy source in the form of fat means the body has an energy source even when we choose not to eat or are unable to eat, when we are exercising, and while we are sleeping. Our bodies have little stored carbohydrate—only enough to last about 1 to 2 days—and there is no place that our body can store extra protein.
- Adapted from Thompson and Manore, *Nutrition for Life*, 2<sup>nd</sup> ed., p. 108.
- A) Most Americans consume too much fat.  
B) Consuming too much fat is what causes us to gain weight.  
C) The body burns fat during exercise and intense periods of physical activity.  
D) Some fat is essential to good health.

- 8) Between 1970 and 2007, the average U.S. family saw only a modest increase in income (about 30 percent after inflation is taken into account). Yet according to *Fortune* magazine, during the same period, the average annual compensation for the 100 highest-paid CEOs skyrocketed from \$1.3 million (about 40 times the earnings of an average worker of that time) to \$37.5 million (roughly a 2,800 percent increase and equal to 1,000 times as much as the earnings of today's average worker). Richer still, the twenty highest-earning investment fund managers in 2008 (a terrible year for the stock market) had, on average, \$465 million each in income, earning more in ten minutes than the average worker made all year.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 286.

- A) In recent years, executive pay for CEOs of large corporations has soared, while the rest of American families saw modest growth.
  - B) Inflation has caused the average worker to see less and less income.
  - C) Investment fund managers earn the highest level of income of all American citizens.
  - D) The stock market is not a good indicator of salary growth.
- 9) According to economist Eli Ginzberg, people generally go through a fantasy period, paying little attention to skills, abilities, or available job opportunities when first choosing a career. People next begin to take practical considerations into account during the tentative period when they begin to think in pragmatic terms about the requirements of various jobs and how their own abilities might fit with those requirements. Finally, people enter the realistic period in which they explore specific career options either through actual experience on the job or through training for a profession. They begin to narrow their choices to a few alternative careers and eventually make a commitment to a particular one.

—Adapted from Feldman, *Child Development*, 5<sup>th</sup> ed., p. 377.

- A) People generally have a difficult time deciding upon an appropriate career.
  - B) People generally move through several stages before deciding upon a career.
  - C) Many people are often unrealistic when choosing their career.
  - D) Most people are working in careers that are not their first, or even second, choice.
- 10) *Tajini-kyofu-sho* (TKS) is found primarily in Japan and involves excessive fear and anxiety that one will do something in public that is socially inappropriate or embarrassing. *Susto* is a kind of magical fright found among the Kechua-speaking Latino Indians of the Andes. It is seen as a “loss of soul” triggered by some frightening experience, after which the person falls to the ground and experiences appetite and weight loss, weakness, problems sleeping, depression, and apathy. *Amok* comes from Southeast Asia and results from a perceived insult or slight, which is followed by a period of brooding and then a violent or aggressive outburst, during which the person may attack others and not remember doing so. *Anorexia nervosa*, the eating disorder in which individuals’ starve themselves to become thin, is typically found only in Western cultures.

—Adapted from Ciccarelli and White, *Psychology*, 2<sup>nd</sup> ed., p. 559.

- A) Professionals must correctly identify their patients’ problems in order to correctly diagnose their condition.
- B) What is normal in one culture may be abnormal in another.
- C) Some behavior disorders are only found in particular cultures.
- D) Superstitions or magical beliefs can become the basis for a behavior disorder in some cultures.

### 4.3 IMPLIED MAIN IDEAS AND IMPLIED CENTRAL IDEAS—APPLICATION

**For the following question(s), read each group of supporting details and choose the best implied main idea for each group.**

- 1) \* Medical X-rays and radiotherapy  
\* Fall-out from nuclear testing  
\* Combustion of coal  
\* Nuclear power plants
- A) Targets of protestors                      B) Sources of exposure to radiation  
C) Radiation that comes from nature      D) Reasons for protection from radiation
- 2) \* What kind of person becomes a terrorist?  
\* Some people perform acts of terrorism for personal gain.  
\* Some people perform acts of terrorism for prestige and power for a collective cause.  
\* Some people perform acts of terrorism because they are emotionally disturbed.
- A) Identifying the reasons behind terrorism is not easy.  
B) There are three categories of people who commit terrorism.  
C) Regardless of the reason, terrorism is a cowardly act that harms innocent people.  
D) Most terrorism is committed by people who believe they are supporting a “higher” cause.
- 3) \* Pre-school is expensive.  
\* Many parents don’t understand the benefits of early childhood education.  
\* Cultural issues prevent some parents from trusting others with their young children.  
\* Some parents are migrant workers and move from place to place every few months.
- A) Why some young children don’t learn easily.  
B) Actions that parents can take to give their children a head start.  
C) Reasons why cultural values should be respected.  
D) Reasons why parents don’t send their children to pre-school.
- 4) \* Make an appointment with the career center at your school.  
\* Research various companies and locations that interest you.  
\* Interview some of the employees to gauge the work climate, the workplace atmosphere, and the employees’ morale.  
\* Obtain letters of reference from professors who know the quality of your work.  
\* Make appointments for information interviews to let a company know that you are interested in it.  
\* Make sure that your resumé is up-to-date and includes all of the important information about your qualifications.



- A) Research that is needed before beginning an internship.
  - B) Information typically asked during a job interview.
  - C) Steps to take when beginning a job search.
  - D) Things you can do to make yourself more attractive to an employer.
- 5) Contrary to relatively common belief, Polaris, the North Star, is not the brightest star in the sky. More than 50 other stars are either considerably brighter or comparable in brightness. Polaris, however, is special because it is so close to the north celestial pole. This position makes it very useful in navigation, because it closely marks the direction of due north and because its altitude in your sky is nearly equal to your latitude. (adapted from Bennett, Donahue, Schneider, and Voit, *The Cosmic Perspective*, 3rd ed., Addison Wesley, 2004, p. 35)
- A) Polaris is not as important as many people think.
  - B) The North Star has gotten a reputation that it doesn't deserve.
  - C) Polaris is a special star for several reasons.
  - D) It is important to study stars to understand their usefulness.

**For the following question(s), choose the best implied main idea for each paragraph.**

- 6) Individual payroll records for each employee are used to keep track of Social Security tax, Medicare tax, federal and state withholding, and many other items. The amounts withheld from employee earnings are sent periodically to the proper agency; most are paid entirely by the employee and others are matched by the employer. Usually these records are filed quarterly. The employer must check the earnings of each employee to make sure that the FICA, Medicare, and the federal unemployment tax cutoff points are not passed. Since the employer must also give an end-of-the-year wage and tax statement to each employee, the records are also used as the source of this information. In addition, accurate payroll records are important because the employer is required by law to match the employee's Social Security and Medicare contributions. (adapted from Salzman, Miller, and Clendenen, *Mathematics for Business*, 7th ed., Addison Wesley Longman, Inc., 2001, p. 190)
- A) There are several categories of business expenses that employers must report on a regular basis.
  - B) Employers must keep careful payroll records for many reasons.
  - C) The government requires accurate records to ensure that taxes, retirement, and medical care are properly deducted from each employee's paycheck.
  - D) Running a business requires much more administrative work than one might realize.
- 7) Three years ago, John Coffee opened an online branch of his company, Coffee Sound and Communications, Inc., of Hollywood, a retailer of high-end, expensive sound equipment. Within months, one out of every five customers who ordered and received goods from Coffee later claimed they either did not authorize the purchase or receive the goods. Credit-card issuers refused to honor his disputed sales. As a result, he stopped taking all online credit-card orders. Another vendor, eHobbies, lost \$20,000 in its first week on a sale to an Indonesian customer. eHobbies now refuses all international orders at its Web sites. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, p. 249)
- A) Consumers are leery of using credit cards to order merchandise online.
  - B) It is not safe to use your credit card to order merchandise from an online company.
  - C) Merchants should be more cautious about selling expensive goods over the Internet.
  - D) Online merchants are often victims of credit-card fraud.

- 8) The Toraja people live in South Sulawesi, in Indonesia, and are a prime destination for many of today's tourists and ethnographers. Torajan society was once divided into hereditary ranks of nobles, commoners, and slaves. The practice of slavery has long vanished, but the people continue to recognize these status differences. At the death of someone of high status, relatives sacrifice buffaloes and distribute the meat. How many buffaloes each relative sacrifices confirms his or her status, and it also determines how large a portion of the estate he or she will receive. Taken together, the total number of buffalo killed or "cut" at a funeral indicates the overall value of the deceased's lands: Torajans speak of a "three buffalo" field, for example. Other villagers also attend these sacrifices, and they receive meat cut from the sacrificed buffalo. The distributor calls out a name and tosses the meat; it thuds on the earth, where a child retrieves it for the adult. How much meat each person is given, and how early in the distribution he or she receives it, confirms his or her social status. Not only status but honor is at stake; when people feel they have received less meat than they deserve, they are not only slighted but shamed. (adapted from Bowen, *Religions in Practice, An Approach to the Anthropology of Religion*, Allyn and Bacon, 1998, p. 105)
- A) Torajan society values beliefs that are antiquated in today's modern world.
  - B) The practice of sacrifice is a common occurrence among the Torajan people of South Sulawesi, Indonesia.
  - C) Buffalo sacrifices play an important part in determining social rank, status, and access to land in Torajan society.
  - D) Social customs vary from culture to culture and are extremely unique in some cases.
- 9) "The Three Little Pigs" advises children how to plan sensibly for the future, tells them that hard work and diligence, not fun and frivolity, are what pay off in the long run. Little Red Riding Hood is explicitly warned by her mother not to talk to strangers. Similarly, the mother goat in "The Wolf and the Seven Kids" goes off, leaving her children home alone with the admonition not to open the door to anyone. Like Red Riding Hood, most of the seven little goats pay for their disobedience by being eaten whole; of course, as often happens in fairy-tale land, they are rescued, none the worse for their ordeal. The teaching function of the fairy tale is also illustrated in Hans Christian Andersen's "The Emperor's New Clothes." Perhaps a bit sophisticated for the youngest of children, the tale stays in the back of our minds until we are ready to apply its message that our fear of power and authority blinds us to the reality of the people we bow to. (adapted from Janaro and Altshuler, *The Art of Being Human*, 6th ed., Longman, 2000, p. 509)
- A) Many children's fairy tales are filled with violence and can actually frighten young children rather than entertain them.
  - B) Many children's fairy tales are moralistic and warn us about the consequences of disobedience or teach messages about behavior.
  - C) Children's fairy tales are filled with memorable characters that stay with us through our adult years.
  - D) The characters in children's fairy tales are often similar in that they usually find themselves in dire circumstances and in need of rescuing.

- 10) Consider the case of Rhea Sullins, the seven-year-old daughter of the president of the pseudoscience, American Natural Hygiene Society, whose tenets include the substitution of the consumption of fruits and vegetables for the use of drugs and conventional medical treatment. When Rhea became ill, “her father put her on a water-only fast for 18 days and then on a diet of fruit juice for 17 more” (Gilovich, 1991. p. 6) Sadly, Rhea died of malnutrition. Examples like this one are unfortunately not hard to find. (adapted from Stanovich, *How to Think Straight About Psychology*, 5th ed., Longman, 1998, p. 67)
- A) A diet of fruits and vegetables can be fatal.
  - B) Rhea Sullins was so ill that she would have died no matter what her treatment comprised.
  - C) Belief in a pseudoscience can lead to tragedy.
  - D) Many people die of malnutrition.

#### 8.4 IMPLIED MAIN IDEAS AND IMPLIED CENTRAL IDEAS—APPLICATION

**For the following question(s), read each paragraph and choose the best statement of the implied main idea.**

- 1) Homeowners may use mortgage refinancing to obtain a new mortgage if market interest rates decline. Even though you will incur closing costs again, the savings on your monthly mortgage payments may exceed the new closing costs. Mortgage refinancing is more likely to be worthwhile when the prevailing mortgage interest rate is substantially below the interest rate on your existing mortgage. It is also more likely to be worthwhile when you expect to be living in the home for a long time because you will reap greater benefits from the lower monthly mortgage payments that result from refinancing. (adapted from Madura, *Personal Finance*, 3rd ed., Pearson Education, Inc., 2007, p. 277)
- A) Consumers should compare interest rates carefully when applying for a mortgage.
  - B) Mortgage refinancing involves paying repeat closing costs.
  - C) Mortgage refinancing may offer several benefits to careful consumers.
  - D) Mortgage rates will vary over time.
- 2) Among many other things, poverty reduces options for parents. They may not be able to afford prenatal care, so their children are more likely to be born with some sort of disability. When the mother works, she is likely to have fewer choices of affordable child care. Poor children spend more time in poor-quality day care and shift more from one care arrangement to another. Poor families also live in smaller and less adequate housing, often in decaying neighborhoods with high rates of violence, and many of them move frequently, so their children change schools often. The parents are less likely to feel they have adequate social support, and the children often lack a stable group of playmates. Overall, poor environments are more chaotic, and people living in poverty are more highly stressed with fewer psychological and social resources. (adapted from Bee and Boyd, *The Developing Child*, 11th ed., Pearson Education, Inc., 1007, p. 414)
- A) Poverty creates poor parenting.
  - B) Poverty has many disastrous effects on families.
  - C) Women and children are most affected by poverty.
  - D) Parents who live in poorer neighborhoods do not have adequate support.
- 3) If you are one of the millions of people each year who try to get a “healthy tan,” think again. In fact, that phrase isn’t just an oxymoron; it stands for premature aging and wrinkling at the very least, and life-threatening illness at worst. The damage to your skin from a single bad sunburn lasts the rest of your life! Even worse, such damage is cumulative. Early signs of sun

damage include sunburn, tanning, and increased freckling. Later, these “cute” freckles are followed by wrinkling, premature aging and age spots, cataracts and other forms of eye damage, sagging of the skin, and the most serious consequence: skin cancer. If you are an avid sunbather, compare areas such as your hands and face to areas that are almost always covered from the sun’s rays. The differences that you see are almost always the result of sun exposure over time. (adapted from Donatelle, *Access to Health*, 10th ed., p. 496)

- A) People react differently to the sun’s rays.
- B) A “healthy tan” results in premature aging and wrinkling.
- C) The long-term effects of sun exposure can cause lasting damage.
- D) “Cute” freckles are actually a sign of sun damage.

- 4) Air has mass, and when it moves, it contains the energy of that motion-kinetic energy. A portion of that energy can be converted into other forms—mechanical force or electricity—that we can use to perform work. As a result, wind-powered electric turbines began as an alternative source to generate electricity for homes, businesses, and for sale to utilities. Approximately .25 percent of the solar energy that reaches the lower atmosphere is transformed into wind. Although it is just a minuscule percentage, the absolute amount of energy is enormous. According to one estimate, North Dakota alone is theoretically capable of producing enough wind-generated power to meet more than one-third of U.S. electricity demand. As technology has improved, efficiency has increased and the costs of wind-generated electricity have become more competitive. Consequently, the growth of installed wind power has grown dramatically. Worldwide, the total amount of installed wind power grew from 7,636 megawatts in 1997 to 74,223 megawatts at the close of 2006. That is enough to supply more than 16 million average American households. (adapted from Tarbuck, Lutgens, and Tasa, *Earth Science*, 12th ed., Pearson Education, Inc., 2009, p. 526-527)

- A) Wind-generated electricity is shifting from being an “alternative” to being a “mainstream” energy source.
- B) New techniques have been devised for generating electricity.
- C) Researchers have learned how to harness the power of nature.
- D) Complex wind turbines produce a minimal amount of the nation’s energy need.

**For the following question(s), choose the best implied main idea for each paragraph.**

- 5) Criminals search for avenues where they can plan crimes without fear of official surveillance or investigation. In this sense, the Internet is no different from any other communication system. Drug cartels make extensive use of voice, fax, and data encryption devices; several large international organized criminal groups steal information from commercial Web sites and re-sell it to other criminals who use it for financial fraud. Terrorists are also fond users of the Internet and have been for many years. Encrypted files sent via e-mail were used by Ramsey Yousef—a member of the terrorist group responsible for bombing the World Trade Center in 1993—to hide plans for bombing eleven U.S. airliners, and the Aum Shinrikyo religious cult in Japan that spread poison gas in the Tokyo subway in March 1995 stored their records detailing plans for attacks on other countries on computers using a powerful form of encryption called RSA. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, p. 255-256)

- A) The Internet is responsible for many criminal acts and terrorist attacks.
- B) The Internet has become an ideal communication tool for criminal and terrorist groups.
- C) Criminals and terrorists are free from surveillance when they use the Internet.
- D) The Internet has proven to be too dangerous and should be dismantled.

- 6) Eye contact, facial expressions, and interpersonal distance (how close you stand or sit next to someone) all express messages. Single persons commonly use these types of messages to convey interest, or lack of interest, in another person. Silence can convey a message (e.g., anger, anxiety). Touch, in particular, is a very powerful means of nonverbal communication. As one person who studies communication and intimacy puts it, “If intimacy is proximity, then nothing comes closer than touch, the most intimate knowledge of another.” (adapted from King, *Human Sexuality Today*, 6th ed., Pearson Education, Inc., 2009, p. 354)
- A) Anger and anxiety are easily conveyed through nonverbal communication.
  - B) Proximity and intimacy are closely related.
  - C) Humans use nonverbal communication when they desire intimacy.
  - D) Nonverbal communication is a powerful means for sending messages.
- 7) Preschoolers closely monitor conversations between their twin or older siblings and parents, and they often try to join in. When they do, these verbal exchanges last longer, with each participant taking more turns. As they listen to these conversations, young language learners pick up important skills, such as use of personal pronouns (“I” versus “you”), which are more common in the early vocabularies of later-born than of firstborn siblings. Furthermore, older siblings’ remarks to a younger brother or sister often focus on regulating interaction: “Do you like Kermit?” “OK, your turn.” This emphasis probably contributes to younger siblings’ conversational skills. (adapted from Berk, *Infants and Children*, 6th ed., Pearson Education, Inc., 2008, p. 360)
- A) Language skills are important in our society.
  - B) Many people feel that young children should be required to learn correct grammar.
  - C) Siblings can influence the development of language skills in a younger brother or sister.
  - D) Siblings often don’t want their younger brothers or sisters listening to their conversations with their friends.
- 8) Currently, nuclear waste from power generation is being held in temporary storage at nuclear power plants across the United States and the world. Spent fuel rods are sunken in pools of cooling water to minimize radiation leakage. However, the U.S. Department of Energy (DOE) estimates that by 2010, three-fourths of U.S. plants will have no room left for this type of storage. Many plants are now expanding their storage capacity by storing waste in thick casks of steel, lead, and concrete. In total, U.S. power plants are storing over 56,000 metric tons of high-level radioactive waste, enough to fill a football field to the depth of 5.5m (18ft)—as well as much more low-level radioactive waste. This waste is held at 125 sites spread across 39 states. A 2005 National Academy of Sciences report judged that most of these sites were vulnerable to terrorist attacks. The DOE estimates that over 161 million U.S. citizens live within 125 km (75 miles) of temporarily stored waste. (adapted from Withgott and Brennan, *Environment: The Science Behind the Stories*, 3rd ed., Pearson Education, Inc., 2008, p. 583-584)
- A) Because radioactive waste is so dangerous, we still have not solved the problem of what to do with it.
  - B) Everyone knows that nuclear power plants are too dangerous and should not be allowed.
  - C) There are many reasons why radiation leakage must be contained.
  - D) By 2010, all nuclear power plants will have to shut down because of lack of storage space for radioactive waste.

**For the following question(s), use this passage to determine the implied main idea and central theme.**

Cardiovascular disease (CDV) is the leading cause of death for adults in the United States. CVD encompasses all diseases of the heart and blood vessels, including coronary heart disease, hypertension (or high blood pressure), and atherosclerosis (or hardening of the arteries). The two primary manifestations of CDV are heart attack and stroke. Almost 1 million people die each year from CVD, and about 61 million people (or 25% of the U.S. population) live with this disease. It is estimated that CVD costs our country \$298 billion in health-care costs and lost work revenue.

Research has recently identified a risk factor for CVD that may be even more important than elevated cholesterol levels. This risk factor is a condition called low-grade inflammation. This condition weakens the plaque in the blood vessels, making it more fragile. (Plaque is the fatty material that builds on the inside of our arteries and causes hardening of the arteries.) As the plaque becomes more fragile, it is more likely to burst and break away from the sides of our arteries. It may then form a blood clot that closes off the vessels of the heart or brain, leading to a heart attack or stroke, respectively. The marker in our bodies that indicates the degree of inflammation is C-reactive protein. Having higher levels of C-reactive protein increases our risk for a heart attack even if we do not have elevated cholesterol levels. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 334-335)

- 9) What is the best implied main idea of the second paragraph?
- A) Low-grade inflammation weakens the plaque in blood vessels.
  - B) Scientists can identify risk factors for CVD.
  - C) High levels of C-reactive protein along with elevated cholesterol levels increases one's risk of a heart attack or stroke.
  - D) Hardening of the arteries is caused by a build-up of too much plaque in our arteries.
- 10) What is the central theme of this passage?
- A) CDV is a mystifying disease for which there is no cure.
  - B) The United States has more people suffering from CDV than any other country.
  - C) CDV is an expensive and pervasive disease, but it can be helped by monitoring the risk factors associated with this disease.
  - D) Researchers are spending vast amounts of money in an attempt to alleviate the effects of CDV.

## CHAPTER 5

### Supporting Details

#### 5.1 SUPPORTING DETAILS—CONTENT

- 1) Which one of the following statements best defines supporting details?
  - A) Supporting details state the author's controlling point about the subject.
  - B) Supporting details provide the framework for a paragraph and help the reader identify the main point.
  - C) Supporting details introduce the overall main idea.
  - D) Supporting details explain, develop, support, and illustrate the main idea.
  
- 2) A master reader knows how to locate supporting details by \_\_\_\_\_.
  - A) noticing which words are printed in all caps, italics, or bold lettering
  - B) turning the main idea into a question that asks who, what, when, where, why, or how
  - C) selecting the sentence that contains a general phrase encompassing all the ideas of the paragraph
  - D) looking for a word that is repeated throughout the paragraph
  
- 3) All of the following statements about major details are true EXCEPT:
  - A) Major details are directly tied to the main idea.
  - B) Major details are the primary points the author is making about the topic.
  - C) Major details are supported by minor details.
  - D) Major details could be left out, and the main idea would still be clear.
  
- 4) The most specific ideas of a passage will be provided by \_\_\_\_\_.
  - A) the topic sentence
  - B) major details
  - C) minor details
  - D) signal words introducing details
  
- 5) An important difference between major and minor details is that \_\_\_\_\_.
  - A) minor details are not as important as major details and could be left out of the paragraph
  - B) minor details contain the most significant information in the paragraph and should always be included in outlines
  - C) without minor details the main idea would not be clear
  - D) minor details are the primary points the author is making about the topic
  
- 6) Authors often signal details using such words as \_\_\_\_\_.
  - A) *first, second, next, in addition, or finally*
  - B) *to sum it up, in summary, or in conclusion*
  - C) *who, where, when, what, how, or why*
  - D) *in general, in broad terms, or mainly*
  
- 7) In a paragraph or passage, ideas usually flow from \_\_\_\_\_.
  - A) smaller to larger
  - B) more narrow to more broad
  - C) specific to general
  - D) general to specific

- 8) All of the following statements about main ideas and details are true EXCEPT:
- A) Main ideas are more general than supporting details.
  - B) Major details are more general than minor details.
  - C) Minor details are the primary support to develop main ideas.
  - D) Minor details are the most specific ideas in the passage.
- 9) Writing summaries is a helpful study technique because the reader is required to \_\_\_\_\_.
- A) make a visual representation of the flow of ideas in the passage
  - B) outline all of the details, including both major and minor points, showing their relationships to one another
  - C) reduce the important information to a condensed form, focusing only on the primary points
  - D) rewrite the information, often expanding on the author's points when necessary
- 10) In order to create an effective summary, a master reader should \_\_\_\_\_.
- A) copy the author's words directly
  - B) make annotations in the text while reading
  - C) make detailed notes about the ideas, then rewrite them
  - D) list all of the major and minor details that support the main idea

## 5.2 SUPPORTING DETAILS —APPLICATION

**For the following questions, choose the question that will best help the master reader locate the major supporting details of each stated main idea sentence.**

- 1) Certain personality types match particularly well with certain careers.
- A) How are personality types measured?
  - B) Which personality types match well with which careers?
  - C) Why is it important to understand personality types?
  - D) When do personality types become apparent?
- 2) Cultural factors play an important role in the degree of autonomy held by adolescents.
- A) When do adolescents achieve autonomy?
  - B) What role does culture play in determining the degree to which adolescents gain autonomy?
  - C) Why do adolescents wish to have autonomy?
  - D) How are adolescents similar from culture to culture?
- 3) The lives of women in the United States changed dramatically during the last half of the twentieth century.
- A) How has the changing status of women affected American life?
  - B) When did American women achieve a different status in society?
  - C) How have the lives of American women changed during the last half of the twentieth century?
  - D) Are the lives of American women different from that of women in other centuries?



- 4) There are six categories of children in the juvenile justice system.
- A) What are the six categories of children in the juvenile justice system?
  - B) Where do children placed into the juvenile justice system live?
  - C) What happens to juveniles who break the law?
  - D) When did the United States create the juvenile justice system?

**For the following questions, use this passage to determine the main idea and the major and minor supporting details.**

Advertising is part of the free market system and has several benefits. First, by encouraging competition, it fosters economic growth. New products are developed and offered, stimulating the economy even more. In addition, volume sales can lead to lower production costs. These savings will be passed on to consumers in the form of lower prices. Finally, from an economic standpoint, advertising provides information about alternatives and provides consumers with recall cues that help them make substitutes at the time of purchases. If they can't afford a product, then another less expensive one will easily substitute. Advertising lets people know what is available, and that helps them make consumption decisions.

—Adapted from Kotler and Armstrong, *Principles of Marketing*, 13<sup>th</sup> ed., p. 206-207.

- 5) What is the stated main idea of this paragraph?
- A) Advertising is part of the free market system and has several benefits.
  - B) It encourages competition and fosters economic growth, which is good for consumers.
  - C) New products are developed and offered, stimulating the economy.
  - D) From an economic standpoint, advertising provides information about alternatives and provides consumers with recall cues that help them make substitutes at the time of purchases.
- 6) Which question would best help a master reader find the major supporting details?
- A) When did advertising become a major force in the business world?
  - B) Who are some of the major advertising companies?
  - C) How are consumers affected by advertising?
  - D) What are the benefits of advertising?
- 7) In general, the major details are \_\_\_\_\_.
- A) reasons why advertising is effective
  - B) descriptions of effective marketing campaigns
  - C) explanations of the benefits of advertising
  - D) statistics revealing the successes of advertising
- 8) Specifically, the major details are \_\_\_\_\_.
- A) new products, volume sales, and lower production
  - B) fosters economic growth, lowers prices, and provides information
  - C) consumers, economic standpoint, and time of purchase
  - D) recall cues, making substitutes, and consumption decisions

- 9) The sentence, “New products are developed and offered, stimulating the economy even more,” serves as a \_\_\_\_\_ for the paragraph.
- A) stated main idea sentence
  - B) major supporting detail
  - C) minor supporting detail
  - D) transitional sentence
- 10) Which signal words help the master reader recognize the flow of ideas within this paragraph?
- A) *encourages* and *leads to*
  - B) *provides* and *lets*
  - C) *if* and *then*
  - D) *first*, *in addition*, and *finally*

### 5.3 SUPPORTING DETAILS —APPLICATION

**For the following question(s), use this passage to determine the main idea and the major and minor supporting details.**

If you hope to develop a successful business model, you must make sure that the model effectively addresses several elements. The first element is value proposition, which defines how a company’s product or service fulfills the needs of customers. To develop and/or analyze a value proposition, you need to determine why your customers choose to do business with you. The second element is revenue. This describes how the firm will earn money, generate profits and produce a superior rate of return. Finally, a third element is market opportunity. This refers to the company’s intended marketspace and the overall potential financial opportunities available to the firm in that marketspace. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, pp. 61-65)

- 1) Which question would best help you find all of the major supporting details of this paragraph?
- A) Who is capable of developing a successful business model?
  - B) How can you develop and analyze a value proposition?
  - C) What are the elements that must be addressed to develop a successful business model?
  - D) When is the best time for a business model to be successful?
- 2) In general, the major details are \_\_\_\_\_.
- A) a list of the elements in a business model
  - B) similarities among business models
  - C) reasons for developing a business model
  - D) examples of business models
- 3) Specifically, the major details are \_\_\_\_\_.
- A) products, services, and customers
  - B) value proposition, revenue, and market opportunity
  - C) money, profits, and rate of return
  - D) marketspace and financial opportunities

- 4) According to the paragraph, business owners must consider all of the following EXCEPT:
- A) the needs of their customers when developing a business model.
  - B) how the firm will earn money, generate profits and produce a superior rate of return.
  - C) the marketplace and the overall potential financial opportunities available to the firm.
  - D) the effect that other e-commerce businesses will have on the development of Web commerce.
- 5) The signal words introducing the major details in this paragraph are \_\_\_\_\_.
- A) value proposition, revenue, market opportunity
  - B) first, second, third
  - C) to develop, this describes, this refers
  - D) a successful business model

**For the following question(s), use this passage to determine the main idea and the major and minor supporting details.**

<sup>1</sup>To begin to understand how our genes influence our lives, the Human Genome Project was launched in 1990, to determine the nucleotide sequence of all of the DNA in our entire set of genes, called the human genome. <sup>2</sup>The Human Genome Project has many benefits. <sup>3</sup>First, understanding the genetic code allows biologists to predict the amino acid sequences of the proteins these previously unknown genes encode, allowing scientists to discover what many of these unknown genes do. <sup>4</sup>Second, the Human Genome Project has had an enormous impact on medical research. <sup>5</sup>In 1990, fewer than 100 genes known to be associated with human diseases had been discovered. <sup>6</sup>By 2006, this number had jumped to more than 1,800, mostly as a result of the Human Genome Project. <sup>7</sup>Third, the Human Genome Project will help diagnose genetic disorders or predispositions and devise treatments or even cures for them. <sup>8</sup>Some of these disorders include sickle-cell anemia, cystic fibrosis, heart disease, or Alzheimer's disease. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 198)

- 6) Which sentence states the main idea of the paragraph?
- A) 1      B) 2      C) 3      D) 10
- 7) The major details can be found in sentence(s) \_\_\_\_\_.
- A) 1
  - B) 2 and 3 only
  - C) 3, 4, and 8
  - D) 2, 3, 4, ,6 and 8
- 8) In general, the major details are \_\_\_\_\_.
- A) problems with using humans for medical research
  - B) the costs of the Human Genome Project
  - C) the benefits of the Human Genome Project
  - D) generic disorders identified by the Human Genome Project
- 9) The transitions that introduce the major supporting details are \_\_\_\_\_.
- A) *innovations, issues, and procedures*      B) *begin, understand, and diagnose*
  - C) *in 1990, by 2006*      D) *first, second, and third*

- 10) An example of a minor detail in this paragraph is sentence \_\_\_\_\_.  
A) 1      B) 2      C) 7      D) 9

#### 5.4 SUPPORTING DETAILS—APPLICATION

**For the following question(s), use this passage to determine the main idea and the major and minor supporting details.**

Infants' emotional expressions are closely tied to their ability to interpret the emotional cues of others. We have seen that within the first few months, babies match the feeling tone of the caregiver in face-to-face communication. Early on, infants detect others' emotions through a fairly automatic process of emotional contagion. For example, just as we tend to feel happy or sad when we sense these emotions in others, babies begin to do the same. Around 4 months, infants become sensitive to the structure and timing of face-to-face interactions. When they gaze, smile, or vocalize, they now expect their social partner to respond in kind. Within these exchanges, babies become increasingly aware of the range of emotional expressions (adapted from Berk, *Development Through the Lifespan*, 4th ed., Pearson Education, Inc., 2007, p. 188)

- 1) Which sentence contains the stated main idea of the paragraph?
  - A) Infants' emotional expressions are closely tied to their ability to interpret the emotional cues of others.
  - B) We have seen that within the first few months, babies match the feeling tone of the caregiver in face-to-face communication.
  - C) For example, just as we tend to feel happy or sad when we sense these emotions in others, babies begin to do the same.
  - D) Around 4 months, infants become sensitive to the structure and timing of face-to-face interactions.
  
- 2) Which question would help you find the major supporting details in this paragraph?
  - A) What makes infants happy?
  - B) What are the characteristics of a 4-month-old infant?
  - C) How do infants develop a range of emotional expressions?
  - D) What is emotional contagion?
  
- 3) In general, the major supporting details of this paragraph are \_\_\_\_\_.
  - A) important tips in caring for infants
  - B) the range of adult emotions
  - C) traits and behaviors of infants
  - D) ways infants detect and respond to emotion
  
- 4) Specifically, two of the major supporting details are \_\_\_\_\_.
  - A) the structure and timing of emotions
  - B) emotions learned from face-to-face communication and emotional contagion
  - C) the behavior patterns of caregivers and social partners
  - D) traits of newborns and 4-month-old babies

- 5) According to this paragraph, when an infant is 4 months old, \_\_\_\_\_.
- A) the baby can't understand or discern emotions
  - B) parents or caregivers must teach the baby how to smile and laugh
  - C) the baby will become wary of strangers
  - D) the baby expects to see his or her own emotional expressions returned
- 6) The sentence, "For example, just as we tend to feel happy or sad when we sense these emotions in others, babies begin to do the same," is a(n) \_\_\_\_\_.
- A) major detail
  - B) minor detail
  - C) main idea statement
  - D) introductory sentence

**For the following question(s), use this passage to determine the main idea and the major and minor supporting details.**

International terrorism is perpetrated by state-sponsored groups, international terrorist organizations, and loosely affiliated international extremist groups. Several states have been accused at one time or another of sponsoring international terrorist groups. These include South Korea, Syria, Saudi Arabia, Iran, Yemen, Afghanistan, Libya, and Iraq. Al Qaeda is the most well known nonstate terror group. Other international terrorist groups include Aum Supreme Truth (AUM), known for its 1995 sarin nerve gas attack on the Tokyo subway; Basque Fatherland and Liberty (ETA), known for its bombings and assassinations of Spanish government officials; Hamas (Islamic Resistance Movement), known for its suicide bombings against Israeli civilian targets; and Hizballah (Party of God), known for its suicide truck bombings of the U.S. Embassy and U. S. Marine barracks in Beirut. (adapted from Fagin, *Criminal Justice*, 2nd ed., Pearson Education, Inc., 2007, p. 318)

- 7) The topic of this paragraph is \_\_\_\_\_.
- A) state-sponsored terrorist groups
  - B) international organizations
  - C) international terrorism
  - D) acts of terrorism
- 8) The AUM is responsible for \_\_\_\_\_.
- A) the assassinations of Spanish government officials
  - B) suicide bombings against Israelis
  - C) the sarin nerve gas attack on the Tokyo subway
  - D) suicide truck bombing of the U.S. Embassy in Beirut
- 9) The sentence, "In addition, Hamas (Islamic Resistance Movement) is known for its suicide bombings against Israeli civilian targets, and Hizballah (Party of God), known for its suicide truck bombings of the U.S. Embassy and U. S. Marine barracks in Beirut," can best be described as \_\_\_\_\_.
- A) a minor detail that provides examples suggested by the major detail
  - B) the topic sentence
  - C) a major detail that helps develop and support the topic sentence
  - D) an introductory sentence that is used to merely grab the reader's attention

- 10) While summarizing this passage, a master reader should \_\_\_\_\_.
- A) include all of the names of the terrorist groups
  - B) mention that there are three categories of international terrorism groups
  - C) mention that militant groups have probably caused extensive property damage
  - D) rewrite the paragraph exactly as it appears

## CHAPTER 6

### Outlines and Concept Maps

#### 6.1 OUTLINES AND CONCEPT MAPS—CONTENT

- 1) All of the following statements about outlines are true EXCEPT:
  - A) Outlines never vary in form and always begin with Roman numerals for main ideas, even for notetaking purposes.
  - B) An outline shows how a paragraph moves from a general idea to specific supporting details.
  - C) An outline helps the reader make sense of the ways ideas relate to one another.
  - D) Creating an outline of a paragraph or passage is an excellent study and notetaking tool.
  
- 2) One advantage of using an outline for notetaking is that an outline \_\_\_\_\_.
  - A) helps the reader to compose questions that might be on an exam
  - B) can be used to summarize important ideas into paragraph form to develop into an essay
  - C) allows the reader to organize information visually in order to see the relationships among ideas
  - D) is an easy way to discover flaws in an author's argument
  
- 3) Enclosing details in boxes or circles and sometimes drawing arrows to show the flow of ideas is called making \_\_\_\_\_.
  - A) a concept map
  - B) a formal outline
  - C) an informal outline
  - D) a time line
  
- 4) Concept maps can best be described as \_\_\_\_\_.
  - A) lists that show the relationship between general and specific ideas
  - B) lines that show the timing of events
  - C) diagrams that show relationships through the use of graphics
  - D) pictures that symbolize ideas
  
- 5) An outline that uses Roman numerals and capital letters to indicate main ideas and major details is probably \_\_\_\_\_.
  - A) a formal outline
  - B) an informal outline
  - C) a diagram
  - D) a chart
  
- 6) Informal outlines are different from formal outlines in that the former \_\_\_\_\_.
  - A) are precisely constructed and labeled
  - B) include lines and boxes
  - C) contain only the main ideas and major supporting details and may be labeled differently from one person to the next
  - D) contain a complete listing of the minor details
  
- 7) Concept maps use \_\_\_\_\_ to show the flow of ideas.
  - A) triangles
  - B) circles
  - C) boxes
  - D) arrows or lines

- 8) Such phrases as a few causes, a number of reasons, several steps, and several kinds of usually signal \_\_\_\_\_.
- A) topics  
B) main ideas  
C) minor details  
D) subtopics
- 9) Signals words such as *first*, *second*, *furthermore*, *moreover*, *next*, or *finally* are often used to indicate \_\_\_\_\_.
- A) supporting details  
B) main ideas  
C) topics  
D) conclusions
- 10) A master reader can understand how an author has organized the information in a book and where specific information can be found by \_\_\_\_\_.
- A) consulting the table of contents  
B) reading all of the chapter summaries  
C) checking the index  
D) looking for a glossary

## 6.2 OUTLINES AND CONCEPT MAPS—APPLICATION

**For the following questions, use this paragraph.**

<sup>1</sup>One of the most striking changes in American society over the past five decades has been the desegregation of public life. <sup>2</sup>Latinos and Asians become much more numerous in the United States. <sup>3</sup>African Americans emerged from the enforced separation of Jim Crow into greater prominence. <sup>4</sup>Roughly one-third of blacks were middle-class, and thousands won election to local, state, and national political offices. <sup>5</sup>Workplaces were racially integrated to an extent that would have been hard to imagine in 1950, and interracial marriages became more common in the final decades of the twentieth century.

—Adapted from Jones et al., *Created Equal: A History of the United States*,  
Combined Volume, brief 3<sup>rd</sup> ed., p. 693.

- 1) The main idea of this paragraph is expressed in sentence \_\_\_\_\_.
- A) 1  
B) 2  
C) 3  
D) 5
- 2) Sentence 2 is a(n) \_\_\_\_\_.
- A) main idea sentence  
B) major supporting detail  
C) minor supporting detail  
D) transitional sentence
- 3) Sentence 4 is a(n) \_\_\_\_\_.
- A) main idea sentence  
B) major supporting detail  
C) minor supporting detail  
D) summary sentence



**For the following questions, use this paragraph.**

<sup>1</sup>If you wish to save a relationship, you may try to do so by following these suggestions. <sup>2</sup>Your first step is to identify the problem and to recognize it both intellectually and emotionally. <sup>3</sup>Specify what is wrong with your present relationship and what changes would be needed to make it better. <sup>4</sup>Next, engage in productive communication and conflict resolution. <sup>5</sup>Look closely for relational messages that will help clarify motivations and needs. <sup>6</sup>Respond to these messages as well as to the content messages. <sup>7</sup>Third, pose possible solutions. <sup>8</sup>After the problem is identified, discuss ways to lessen or eliminate the difficulty. <sup>9</sup>Finally, affirm each other. <sup>10</sup>Any strategy of relationship repair should incorporate supportiveness and positive evaluations. <sup>11</sup>For example, happy couples engage in greater positive behavior exchange such as communicating more agreement, approval, and positive affect than do unhappy couples.

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 237-238.

- 4) Which sentence states the main idea of this paragraph?
- A) sentence 1
  - B) sentence 2
  - C) sentence 5
  - D) sentence 10
- 5) This paragraph contains \_\_\_\_\_ major details.
- A) two
  - B) three
  - C) four
  - D) five
- 6) The major supporting details can be found in sentences \_\_\_\_\_.
- A) 1 and 2
  - B) 3 and 4
  - C) 5, 6, and 7
  - D) 2, 4, 7, and 9

**For the following questions, use this table of contents adapted from a college textbook.**

*Principles of Marketing*

|                                                                               |     |
|-------------------------------------------------------------------------------|-----|
| Preface                                                                       | xvi |
| Part 1: Defining Marketing and the Marketing Process                          | 2   |
| 1: Marketing: Creating and Capturing Customer Value                           | 2   |
| 2: Company and Marketing Strategy: Partnering to Build Customer Relationships |     |
| Part 2: Understanding the Marketplace and Consumers                           | 64  |
| 3: Analyzing the Marketing Environment                                        | 64  |
| 4: Managing Marketing Information to Gain Customer Insights                   | 98  |
| 5: Consumer Markets and Consumer Buyer Behavior                               | 134 |
| 6: Business Market and Business Buyer Behavior                                | 166 |
| Part 3: Designing a Customer-Driven Marketing Strategy and Mix                | 190 |
| 7: Customer-Driven Marketing Strategy: Creating Value for Target Customers    | 190 |
| 8: Products, Services, and Brands: Building Customer Value                    | 222 |
| 9: New-Product Development and Product Life-Cycle Strategies                  | 256 |
| 10: Pricing: Understanding and Capturing Customer Value                       | 288 |
| 11: Pricing Strategies                                                        | 310 |
| Part 4: Extending Marketing                                                   | 526 |
| 12: Creating Competitive Advantage                                            | 526 |
| 13: The Global Marketplace                                                    | 552 |
| Appendix 1: Marketing Plan                                                    | A1  |
| Appendix 2: Careers in Marketing                                              | A29 |

—Adapted from Kotler and Armstrong, *Principles of Marketing*, 13<sup>th</sup> ed., p ix.

- 7) What is the general topic of this textbook?
- A) business codes
  - B) ethics of sales
  - C) principles of marketing
  - D) ethics of salespeople
- 8) How many parts did the author use to divide the general topic?
- A) 1
  - B) 3
  - C) 4
  - D) 6
- 9) How many chapters are in the third part?
- A) 6
  - B) 5
  - C) 4
  - D) 3

- 10) Where could the master reader find information about careers in marketing?
- A) Chapter 1, page 2
  - B) Chapter 12, page 526
  - C) Appendix 1, page A1
  - D) Appendix 2, page A29

### 6.3 OUTLINES AND CONCEPT MAPS—APPLICATION

**For the following questions, use this paragraph.**

<sup>1</sup>There are many ways businesses differentiate their products. <sup>2</sup>A business may start with a core generic product, but then create expectations among users about the “experience” of consuming the product—“Nothing refreshes like a Coke”; or “Nothing equals the experience of driving a BMW.” <sup>3</sup>Businesses may also augment products by adding features to make them different from those of competitors. <sup>4</sup>And businesses can differentiate their products further by enhancing the products’ abilities to solve related consumer problems. <sup>5</sup>For instance, tax programs such as Turbo Tax can import data from spreadsheet programs, as well as be used to electronically file tax returns. <sup>6</sup>These capabilities are enhancements to the product that solve a customer’s problems. <sup>7</sup>The purpose of marketing is to create these differentiation features and to make the consumer aware of the unique qualities of products, creating in the process a “brand” that stands for these features. (Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, p. 102)

- 1) The stated main idea is expressed in sentence \_\_\_\_\_.  
A) 1      B) 2      C) 3      D) 5
- 2) In an outline, sentence 3 would be labeled as a \_\_\_\_\_.  
A) main idea statement      B) major detail  
C) minor detail      D) transitional sentence
- 3) In an outline, sentence 5 would be labeled as a \_\_\_\_\_.  
A) main idea sentence      B) major detail  
C) minor detail      D) transitional sentence
- 4) Words in the paragraph that signal major details are \_\_\_\_\_.  
A) *differentiate, create, and augment*      B) *For instance*  
C) *products, purpose, and problems*      D) *start, also, and and*

**For the following question(s), use this paragraph.**

<sup>1</sup>Next to water, proteins are the most abundant substances in the human body. <sup>2</sup>Proteins are major components of nearly every cell and have been called the “body builders” because of their role in developing and repairing bone, muscle, skin, and blood cells. <sup>3</sup>Proteins are also the key elements of the antibodies that protect us from disease, of enzymes that control chemical activities in the body, and of hormones that regulate bodily functions. <sup>4</sup>Moreover, proteins aid in the transport of iron, oxygen, and nutrients to all body cells and supply another source of energy to cells when fats and carbohydrates are not readily available. <sup>5</sup>In short, adequate amounts of

protein in the diet are vital to many body functions and ultimately to survival. (Donatelle, *Access to Health*, 8th ed., Pearson Education, Inc., 2004, pp. 225-226)

- 5) The stated main idea appears in sentence(s) \_\_\_\_\_.
- A) 1 and 2
  - B) 2
  - C) 3 and 4
  - D) 5
- 6) An outline or concept map would show the major details as coming from sentence(s) \_\_\_\_\_.
- A) 1
  - B) 2 and 3
  - C) 2, 3, and 4
  - D) 5
- 7) Words from the paragraph that signal the major details are \_\_\_\_\_.
- A) *next* and *major*
  - B) *also* and *moreover*
  - C) *key elements*
  - D) *in short*
- 8) Words that signal the stated main idea are \_\_\_\_\_.
- A) *proteins are*
  - B) *most abundant*
  - C) *major components*
  - D) *In short*

**For the following question(s), use this example:**

***Issues Surrounding Human Gene Therapy***

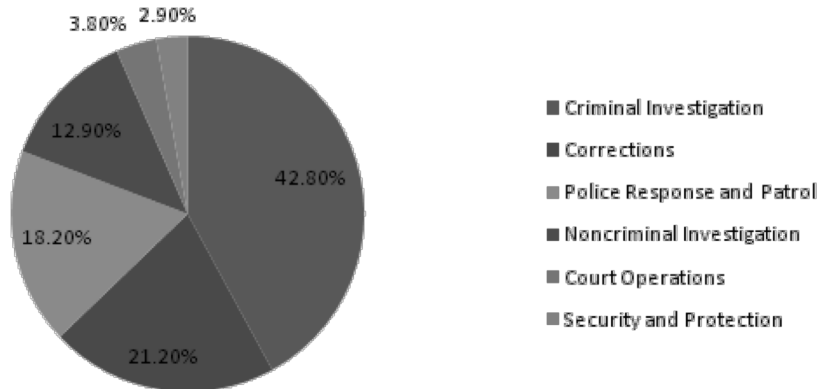
- I. Technical issues of genes
    - A. Ensuring that transferred cells work appropriately
    - B. Ensuring that the insertion of a gene does no harm
  - II. Ethical Issues
    - A. Deciding who will have access
      - 1. Gene therapy is expensive
      - 2. Expertise and equipment found only in major medical centers
    - B. Possibility of using gene therapy to enhance ability, appearance, and intelligence
    - C. The “rightness” of eliminating genetic defects
- 9) This is an example of \_\_\_\_\_.
- A) a formal outline
  - B) an informal outline
  - C) a concept map
  - D) a table of contents
- 10) The main ideas are indicated by \_\_\_\_\_.
- A) capital letters
  - B) Roman numerals
  - C) Arabic numbers
  - D) bold print

## 6.4 OUTLINES AND CONCEPT MAPS—APPLICATION

For the following questions, use Figure 7.3 from Fagin, *Criminal Justice*, 2nd ed., Pearson Education, Inc., 2007, p. 262.

Figure 7.3

### Responsibilities of Civilian Federal Law Enforcement Agencies



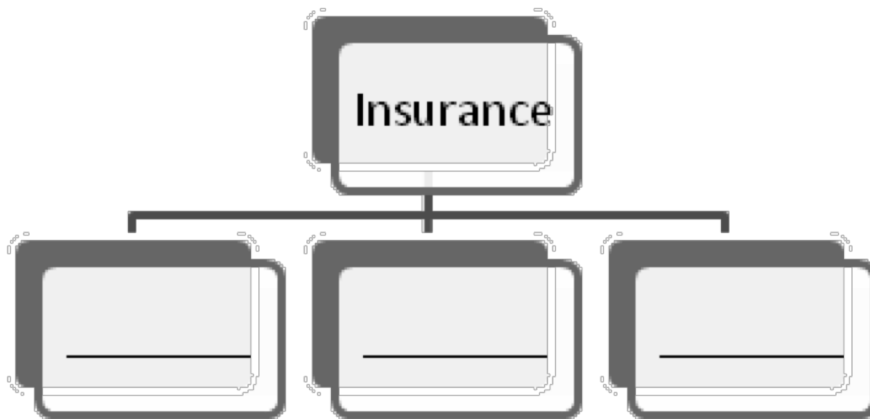
- 1) This is an example of \_\_\_\_\_.
  - A) a formal outline
  - B) an informal outline
  - C) a concept map in the form of a pie chart
  - D) a time line
- 2) This graphic display shows the ideas \_\_\_\_\_.
  - A) flowing from largest to smallest
  - B) as units of the same value
  - C) as single units that are not related
  - D) as supporting details only
- 3) The topic of this paragraph is probably \_\_\_\_\_.
  - A) how to redesign a law enforcement agency
  - B) where to find law enforcement agencies
  - C) who works for law enforcement agencies
  - D) the percentages of duty of law enforcement
- 4) This paragraph probably contains \_\_\_\_\_ major details.
  - A) no
  - B) 2
  - C) 4
  - D) 6

For the following questions, use this paragraph adapted from Madura, *Personal Finance*, 3rd ed., Pearson Education, Inc., 2007, pp. 298-299.

Understanding insurance needs is important in determining the type and amount of coverage you need to shield you from financial loss and protect you against liability. There are several types of insurance that you need to consider in protecting your wealth. Property insurance ensures that any damages to your auto and home are covered, and that your personal assets are protected from any

liability. In the context of insurance, the term liability is used to mean that you may be required to pay someone for damages that you caused. Health insurance can ensure that most of your medical bills will be covered, and therefore can also protect your personal assets from any liability. Life insurance can ensure financial support for your dependents, other individuals, or charities when you die. Insurance may seem costly, but it is well worth the cost to ensure that your wealth will not be taken away from you.

- 5) Which sentence would appear as a main idea in an outline?
- A) Understanding insurance needs is important in determining the type and amount of coverage you need to shield you from financial loss and protect you against liability.
  - B) There are several types of insurance that you need to consider in protecting your wealth.
  - C) Property insurance ensures that any damages to your auto and home are covered, and that your personal assets are protected from any liability.
  - D) In the context of insurance, the term *liability* is used to mean that you may be required to pay someone for damages that you caused.
- 6) How many major details are contained in this paragraph?
- A) 1
  - B) 2
  - C) 3
  - D) 4
- 7) The sentence, “Property insurance ensures that any damages to your auto and home are covered, and that your personal assets are protected from any liability,” functions as a \_\_\_\_\_ in an outline.
- A) main idea
  - B) major supporting detail
  - C) minor supporting detail
  - D) concluding sentence



- 8) What should be placed in the three boxes of this concept map?
- A) *first, second, and third*
  - B) *financial loss, liability, and insurance*
  - C) *property insurance, health insurance, and life insurance*
  - D) *damages, assets, medical bills*

**For the following question(s), use this paragraph.**

<sup>1</sup>About 16% of pregnant women report having had a drink in the previous month. <sup>2</sup>Drinking during pregnancy can have dire consequences, and binge drinking (five or more drinks) is especially bad for the fetus. <sup>3</sup>Approximately 2 out of every 1,000 children born in the United States have physical deformities and/or mental retardation because of damage caused by the mother's use of alcohol during pregnancy. <sup>4</sup>The condition is known as fetal alcohol syndrome (FAS). <sup>5</sup>Children born with FAS are underdeveloped and have facial deformities, abnormally spaced eyes, and small heads. <sup>6</sup>FAS is the leading cause of mental retardation in the United States. (adapted from King, *Human Sexuality Today*, 6th ed., Pearson Education, Inc., 2009, p. 175)

- 9) In this paragraph, sentence 2 would appear in an outline or chart as \_\_\_\_\_.
- |                               |                              |
|-------------------------------|------------------------------|
| A) a main idea                | B) a major supporting detail |
| C) a minor supporting detail. | D) an introductory sentence. |
- 10) Sentence 5 would appear in an outline or chart as a \_\_\_\_\_.
- |                            |                            |
|----------------------------|----------------------------|
| A) main idea               | B) major supporting detail |
| C) minor supporting detail | D) transitional sentence   |

## CHAPTER 7

### Transitions and Thought Patterns

#### 7.1 TRANSITIONS AND THOUGHT PATTERNS—CONTENT

- 1) Patterns of organization are used by authors in order to \_\_\_\_\_.
  - A) provide examples of major supporting details
  - B) develop the topic into a stated main idea sentence
  - C) present arguments to persuade the reader to their point of view
  - D) show how ideas are related to one another
  
- 2) Words and phrases that show relationships among ideas are called \_\_\_\_\_.
  - A) signal words
  - B) transitions
  - C) categories
  - D) examples
  
- 3) Transitions of process are indicated by such words or phrases as \_\_\_\_\_.
  - A) *first, next, or after*
  - B) *one kind, characteristics, or another type*
  - C) *furthermore, also, or moreover*
  - D) *the first step, the next step, or the final step*
  
- 4) The words *previously, after, meanwhile, and currently* are used by an author to show \_\_\_\_\_.
  - A) addition to an earlier thought
  - B) when something occurred
  - C) a division of categories
  - D) a comparison of ideas
  
- 5) All of the following statements about transitions are true EXCEPT:
  - A) Sometimes a single word can serve as two different types of transitions, depending on how it is used.
  - B) All transitional words within each category mean the same thing.
  - C) Transitions can show how ideas within a sentence are linked.
  - D) Transitions usually show the relationship among sentences in a passage.
  
- 6) Which type of organizational pattern generally shows a chain of events?
  - A) listing pattern
  - B) time order pattern
  - C) classification pattern
  - D) comparison pattern
  
- 7) Authors use the classification pattern of organization to \_\_\_\_\_.
  - A) sort ideas into smaller groups and describe the traits for each group
  - B) describe the stages of a process
  - C) show the sequence of events
  - D) provide a list of items
  
- 8) Which of the following transition words are used to show a listing pattern?
  - A) *eventually, soon, ultimately, often, while, when*
  - B) *steps, stages, events, directions*
  - C) *furthermore, moreover, for one thing, finally*
  - D) *another group, categories, types, characteristics, traits*



- 9) The two basic uses of time order are \_\_\_\_\_.
- A) to sort ideas into subgroups and to describe the traits of each group
  - B) to add to an earlier thought and to list ideas
  - C) to present a chain of events and to present a process
  - D) to make comparisons and to show how two things are different
- 10) All of the following statements about transitions and thought patterns are true EXCEPT:
- A) Patterns of organization are used so that readers can easily follow and understand major points.
  - B) Sometimes an author will include more than one type of transition word or phrase in the same paragraph.
  - C) Relationships between ideas can still exist even when transition words are not explicitly stated.
  - D) While transition words make writing smooth and easy to read, they offer no real meaning to the understanding of the paragraph.

## 7.2 TRANSITIONS AND THOUGHT PATTERNS—APPLICATION

**For the following questions, choose the most appropriate transition based upon the relationship expressed in each sentence.**

- 1) \_\_\_\_\_ the beginning of the new millennium, about a million people from other nations \_\_\_\_\_ come legally to the United States each year, and another 300,000 enter without official papers).
- A) During; soon
  - B) Shortly; immediately
  - C) Since; now
  - D) First; then
- 2) The end of a marriage has \_\_\_\_\_ effects on social standing. \_\_\_\_\_ effect is that couples who divorce take on the financial burden of supporting two households.
- A) several; One
  - B) likewise; After
  - C) additional; Similar
  - D) immediately; Next
- 3) Advertisers must know the reach, frequency, and impact of each of the major media \_\_\_\_\_. Each \_\_\_\_\_ has advantages and disadvantages.
- A) examples; feature
  - B) types; category
  - C) reasons; effect
  - D) parts; results

- 4) Because cities rely on \_\_\_\_\_ rural regions for their resources, it helps to be situated \_\_\_\_\_ a major river, seacoast, railroad, highway, or other means of trade.
- A) inner; away from.
  - B) later; after
  - C) types of; bypass
  - D) outlying; along
- 5) During the second \_\_\_\_\_ of pregnancy, the fetus \_\_\_\_\_ to move and its heartbeat can be detected.
- A) time; during
  - B) end; upward
  - C) stage; begins
  - D) category; at last

**For the following questions, choose the thought pattern suggested by the transition word or phrase within the sentence.**

- 6) Beginning in 2008 or 2009, for the first time in human history, more people are living in urban areas than in rural areas.
- A) the listing pattern
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the space order pattern
- 7) In selecting a specific college, a student must balance costs against several factors. First, the student should evaluate the quality of education provided by each school under consideration.
- A) the listing pattern
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the space order pattern
- 8) People in many countries can be classified according to their ethnic group, with each group having its own unique characteristics.
- A) the listing pattern
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the space order pattern
- 9) There are three primary steps to follow for the disposal of hazardous waste.
- A) the listing pattern
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the time order pattern for events or stages

- 10) Our planet consists of multiple layers of rock. The crust covers the surface and rests atop a thick layer of rock called the mantle.
- A) the listing pattern
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the space order pattern

### 7.3 TRANSITIONS AND THOUGHT PATTERNS—APPLICATION

**For the following question(s), choose the most appropriate paragraph pattern indicated by the transition word or phrase within each sentence.**

- 1) There are two major reasons to be encouraged about the growth of the global population.
- A) the listing pattern
  - B) the time order pattern showing a series of events or stages
  - C) the time order pattern for events or stages
  - D) the classification pattern
- 2) Sources of energy can be divided into four different categories.
- A) the listing pattern
  - B) the time order pattern showing a series of events or stages
  - C) the space order pattern
  - D) the classification pattern
- 3) Biodiversity exists in subspecies that occur in different geographic areas of the globe.
- A) the listing pattern
  - B) the time order pattern showing a series of events or stages
  - C) the space order pattern
  - D) the classification pattern
- 4) Taxonomists classify organisms using a hierarchical system meant to reflect evolutionary relationships.
- A) the listing pattern
  - B) the time order pattern showing a series of events or stages
  - C) the space order pattern
  - D) the classification pattern
- 5) Psychology explains the changes that occur mentally, socially, and emotionally as someone matures from an infant to a mature individual.
- A) the listing pattern
  - B) the time order pattern showing a series of events or stages
  - C) the space order pattern
  - D) the classification pattern

**For the following question(s), choose the thought pattern suggested by the transition words or phrases within each paragraph.**

- 6) Categorizing climate types is useful for many purposes. Knowing which places have certain climates allows analysis and planning by climatologists, geographers, geologists, social scientists, government, and industry. Most climate typing combines information about temperatures and precipitation to take into account the effects of temperature on water availability for vegetation. One example of such a classification is one devised by a German geographer who used the distribution of plants to help him draw boundaries between climate regions. He identified five basic climate types and subdivided each to reveal important distinctions. A climates are nearest the equator and E climates toward the poles. A, B, C, D, and E climates are distinguished primarily by temperature, with A being the warmest, but B climates are distinguished primarily by precipitation. Tropical (A) climates are warm all year. Dry (B) climates have limited moisture. Warm midlatitude climates (C) have cool winters and warm summers. Cold midlatitude climates (D) have cold winters and mild summers. Polar climates (E) are cold all year. (adapted from Bergman and Renwick, *Introduction to Geography: People, Places, and Environment*, 4th ed., Pearson Education, Inc., 2008, p. 73)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the classification pattern
- 7) Viewed over geologic time, which is about 4.6 billion years, the climate of the last 2 million years has been quite exceptional. This period, which includes our present time, is known to geologists as the Quaternary Period. Earth has experienced more climatic variability during the past 2 million years than in most of the previous 200 million years. Periods of similar variability probably occurred prior to 200 million years ago, but the record of the first 4 billion years of Earth's history is not very clear. In any case, it is clear that the Quaternary glaciations are an exceptional episode in recent Earth history. (adapted from Bergman and Renwick, *Introduction to Geography: People, Places, and Environment*, 4th ed., Pearson Education, Inc., 2008, p. 86)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the classification pattern
- 8) The amount of premium charged by the insurance company for a building depends on several factors, such as the type of construction of the building, the contents and use of the building, the location of the building, and the type of fire protection that is available. In addition, wood-frame buildings are generally more likely to be damaged by fire, and thus require a larger premium than masonry buildings. (adapted from Salzman, Miller, and Clendenen, *Mathematics for Business*, 7th ed., Addison Wesley Longman, Inc., 2001, p. 239)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the classification pattern

- 9) To determine the amount of property tax owed, each piece of real property in an area must be assessed. In this process, a local official, called the assessor, first makes an estimate of the fair market value of the property, the price for which the property could reasonably be expected to be sold. The assessed valuation of the property is then found by multiplying the fair market value by a certain percent called the assessment rate. (adapted from Salzman, Miller, & Clendenen, *Mathematics for Business*, 7th ed., Addison Wesley Longman, Inc., 2001, p. 212)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the time order pattern
- 10) Although in many respects, e-commerce is new and different, it is also important to keep e-commerce in perspective. First, the Internet and the Web are just two of a long list of technologies that have greatly changed commerce in the United States and around the world. Each of these other technologies spawned business models and strategies designed to leverage the technology into commercial advantage and profit. They were also accompanied by explosive early growth. Second, although e-commerce has grown explosively, there is no guarantee it will continue to grow forever at these rates and much reason to believe e-commerce growth will cap as it confronts its own fundamental limitations. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, pp. 25-26)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the classification pattern

#### 7.4 TRANSITIONS AND THOUGHT PATTERNS—APPLICATION

**For the following question(s), choose the most appropriate thought pattern indicated by the transition word or phrase within each sentence.**

- 1) From opening to closing, it's convenient to divide up conversation into chunks or stages and to view each stage as requiring a choice as to what you'll say and how you'll say it. (adapted from DeVito, *The Interpersonal Communication Book*, 11th ed., Pearson Education, Inc., 2007, p. 194.)
- A) the listing pattern
  - B) the time order pattern for events or stages
  - C) the time order pattern for narration: a chain of events
  - D) the classification pattern
- 2) Building an e-commerce Web site in-house includes several advantages. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, p. 240)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the listing pattern
  - D) the classification pattern

- 3) There are three broad categories of seafloor sediments. (adapted from Tarbuck, Lutgens, and Tasa, *Earth Science*, 12th ed., Pearson Education, Inc., 2009, p. 388)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the listing pattern
  - D) the classification pattern
- 4) By the 1700s, the accumulated observations and collections of the naturalists had begun to reveal the true scope of life's variety of species and organisms. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 212)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the listing pattern
- 5) There are many reasons why the term *middle age* eludes definition. (adapted from Berk, *Development Through the Lifespan*, 4th ed., Pearson Education, Inc., 2007, p. 500)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the listing pattern
  - D) the classification pattern

**For the following question(s), choose the primary thought pattern of each paragraph.**

- 6) Another way to appreciate the importance of listening is to consider its many benefits. The first is to acquire knowledge of others, the world, and yourself, so as to avoid problems and make more reasonable decisions. For example, listening to your sales staff discuss their difficulties may help you offer more pertinent sales training. The second benefit is to gain social acceptance and popularity. Others will increase their liking of you once they see the genuine concern for them that you communicate through attentive and supportive listening. Finally, a third benefit of listening is to change the attitudes and behaviors of others. For example, workers are more likely to follow your advice once they feel you've really listened to their insights and concerns. (adapted from DeVito, *The Interpersonal Communication Book*, 11th ed., Pearson Education, Inc., 2007, p. 103)
- A) the time order pattern for events or stages
  - B) the classification pattern
  - C) the time order pattern for narration: a chain of events
  - D) the listing pattern
- 7) Because little was known about prenatal development in the past, there was a lot of confusion about the connection between the experiences of the pregnant woman and the intrauterine development and experiences of the child. Of course, technology has changed this. Thanks to a variety of techniques, scientists have learned that there are indeed three stages of prenatal development, but the developing child has already reached the third stage before the mother ends her first trimester. (adapted from Bee and Boyd, *The Developing Child*, 11th ed., Pearson Education, Inc., 2007, p. 41)
- A) the time order pattern showing a series of events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the listing pattern

- 8) People are not generally aware of social classes in the United States. That is, they are not class conscious in the Marxian sense of working for the self-interest of their class, and they tend to characterize themselves as belonging to the “middle class.” Between one-half and three-quarters of the American population fits into the middle class (and many more think they are middle class when they actually are not). This category, then, must also be subdivided into an upper-middle, middle-middle, and lower-middle classification. In addition, because it includes such a wide spectrum of Americans, it is difficult to specify boundaries between these subdivisions. (adapted from Perry and Perry, *Contemporary Society: An Introduction to Social Science*, 12th ed., Pearson Education, Inc., 2009, pp. 168, 170)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the listing pattern
- 9) A screening test is a diagnostic procedure that elicits data about the presence or absence of characteristic signs of a disorder. Researchers and healthcare professionals in favor of screening children for celiac disease point to several factors in support of their position. First, the prevalence in the United States is high enough to be of general concern: 1 in every 100 to 200 Americans is believed to have celiac disease. In addition, celiac disease is thought to be greatly underdiagnosed. General screening both in Europe and in limited studies in the United States reveals a significant prevalence of “silent celiac disease”; that is, the individual is not aware of having symptoms, but has a positive antibody test and upon biopsy is shown to have atrophy of the intestinal villi. Although asymptomatic, the intestinal damage in these people puts them at risk for all of the complications of untreated celiac disease, including malnutrition and GI cancers. Finally, a simple blood test that is highly sensitive and specific to antibodies produced in celiac disease is available. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 114)
- A) the time order pattern showing a series of steps
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the listing pattern
- 10) Following World War II, oceanographers equipped with new marine tools and ample funding from the U.S. Office of Naval Research embarked on an unprecedented period of oceanographic exploration. Over the next two decades a much better picture of large expanses of the seafloor slowly and painstakingly began to emerge. From this work came the discovery of a global oceanic ridge system that winds through all of the major oceans in a manner similar to the seams on a baseball. By 1968, these developments, among others, led to the unfolding of a far more encompassing theory than continental drift, known as plate tectonics. The implications of plate tectonics are so far-reaching that this theory is today the framework within which to view most geologic processes. (adapted from Tarbuck, Lutgens, and Tasa, *Earth Science*, 12th ed., Pearson Education, Inc., 2009, p. 194)
- A) the time order pattern for events or stages
  - B) the time order pattern for narration: a chain of events
  - C) the classification pattern
  - D) the listing pattern





## 8.2 MORE THOUGHT PATTERNS—APPLICATION

**For the following question(s), read each group of supporting details and choose the best implied main idea for each group.**

- 1) Which of the following sentences provides a definition and an example? (Sentences are adapted from DeVito's, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 284.)
  - A) Define the obvious content issues in a relationship. Who should do the dishes and who should take the kids to school are examples of issues that should be determined to avoid conflict.
  - B) Try to understand the nature of the conflict from the other person's point of view. Why is your partner disturbed that you're not doing the dishes, for example.
  - C) Avoid gunnysacking—the practice of storing up grievances so they may be unloaded at another time. For example, the birthdays you forgot and the times you arrived late for dinner are all thrown at you.
  - D) Avoid mind reading. Ask questions to make sure you understand the problem as the other person is experiencing it.
  
- 2) Which of the following sentences contains a comparison? (Sentences are adapted from Thompson and Manore's, *Nutrition for Life*, 2<sup>nd</sup> ed., p. 270.)
  - A) We have numerous opportunities to overeat because of easy access to foods high in fat and energy. Similarly, social factors can cause people to overeat as well.
  - B) It probably hasn't escaped you that food manufacturers are producing products in ever-larger serving sizes. For instance, in 2005, the Mars candy company introduced a supersize version of M&M's candy, with each piece about 55% larger than the standard size M&M's.
  - C) A reason many college students give for not exercising is lack of time: attending classes, studying, working a part-time job, and maintaining family and peer relationships may not allow adequate time for scheduled exercise sessions.
  - D) Although typically inexpensive, meals served at many of the fast-food restaurants and cafeterias favored by students offer large serving sizes high in saturated and trans fats and low in fiber-rich carbohydrates.
  
- 3) Which of the following sentences contains a contrast? (Sentences are adapted from Withgott and Brennan's, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 192.)
  - A) Urban growth boundaries (UGB) are borders established to limit urban sprawl by containing future growth largely within existing urbanized areas.
  - B) Since Oregon began its experiment, a number of other states, regions, and cities have adopted UGBs—from Boulder, Colorado, to Lancaster, Pennsylvania, to many California communities.
  - C) The best estimate nationally is that UGBs save taxpayers about 20% on infrastructure costs.
  - D) However, UGBs also seem to increase housing prices within their boundaries.

**Directions: Look for signal words in the following sentences and identify the organizational pattern for each of the following sentences from a sociology textbook.**

4) Academic standards depend on using grades that have clear meaning and are awarded for work of appropriate quality. Yet recent decades have seen substantial grade inflation.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 531.

- A) comparison
- B) contrast
- C) definition and example
- D) cause and effect

5) Grade inflation is the awarding of ever-higher grades for average work. For example, one study of high school grades revealed that the number of A's given had increased ten times over a forty-year period.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 531.

- A) comparison
- B) contrast
- C) definition and example
- D) cause and effect

6) There is little evidence that grade inflation will slow down anytime soon. As a result, the C grade (which used to mean “average”) may all but disappear, making just about every student “above average.”

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 531.

- A) comparison
- B) contrast
- C) definition and example
- D) cause and effect

7) Cultural values play a part in how hard students work at their schooling. For example, U.S. students are generally less motivated and do less homework than students in Japan.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 531.

- A) comparison
- B) contrast
- C) generalization and example
- D) cause and effect

- 8) Magnet schools offer special facilities and programs that promote educational excellence in a particular field. A similar school choice strategy involves charter schools, public schools that are given more freedom to try out new policies and programs.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 532.

- A) comparison
- B) contrast
- C) generalization and example
- D) cause and effect

**Directions: For the following questions, use this paragraph.**

Many college officials are concerned about the lack of men on campus. In an effort to attract more balanced enrollments, some colleges are adopting what amounts to affirmative action programs for males. \_\_\_\_\_ that colleges across the country are striving to increase their share of minority students, the hope is that they can also succeed in attracting a larger share of men. \_\_\_\_\_, they are also paying special attention to male applicants and stressing areas traditionally popular with men.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 534.

- 9) Fill in the blanks with the most appropriate transitions based upon the relationship of ideas expressed within the sentences.
- A) Instead; on the contrary
  - B) In the same way; similarly
  - C) While; conversely
  - D) Consequently; as a result
- 10) The overall thought pattern is \_\_\_\_\_.
- A) comparison
  - B) contrast
  - C) cause and effect
  - D) definition and example

**8.3 MORE THOUGHT PATTERNS—APPLICATION**

- 1) Sentence 1 expresses a relationship of \_\_\_\_\_.
- A) comparison
  - B) contrast
  - C) cause and effect
  - D) example
- 2) The transition words *although* and *however* in sentence 3 indicate a \_\_\_\_\_ thought pattern.
- A) definition and example
  - B) comparison
  - C) contrast
  - D) cause and effect

**For each of the following question(s), use this paragraph to determine the relationship expressed among ideas.**

<sup>1</sup>Urban guilds and corporations were abolished after the revolution, opening trades to newcomers but destroying the close-knit groups that trained skilled artisans and introduced innovative products. <sup>2</sup>Likewise, the breakup of the peasantry had the effect of maintaining a large rural population for decades. (adapted from Kishlansky, Geary and O'Brien, *Civilization in the West, Vol. C, Since 1789*, 5th ed., Longman, 2003, p. 700)

- 3) The relationship expressed in the first sentence with the phrase, *opening trades to newcomers but destroying the close-knit groups*, is one of \_\_\_\_\_.
- A) definition and example                      B) comparison  
C) contrast                                              D) cause and effect
- 4) Sentence 2 provides a \_\_\_\_\_.
- A) definition                                              B) comparison  
C) contrast                                              D) example

**For each of the following question(s), use this paragraph to determine the relationship expressed among ideas.**

<sup>1</sup>Despite the efforts of the central government, there had been little change in the techniques used by French farmers over the course of the eighteenth century. <sup>2</sup>Landlords were predominantly absentees, giving the peasants traditional rights to vital say in community agriculture. <sup>3</sup>Thus, the policies of successive revolutionary governments strengthened the hold of small peasants on the land. (adapted from Kishlansky, Geary, and O'Brien, *Civilization in the West, Vol. C, Since 1789*, 5th ed., Longman, 2003, p. 700)

- 5) The relationship of sentence 2 to the previous sentence is one of \_\_\_\_\_.
- A) example                                              B) comparison  
C) contrast                                              D) cause and effect
- 6) Sentence 1 expresses a relationship of \_\_\_\_\_.
- A) definition and example                      B) comparison  
C) contrast                                              D) cause and effect

**For each of the following question(s), use this paragraph to determine the relationship expressed among ideas.**

<sup>1</sup>Because the French Revolution disrupted every aspect of economic life, industrial growth was limited by problems with transportation, manufacturing, and raising capital for financing. <sup>2</sup>Manufacturing concerns were predominantly family businesses whose markets were regional rather than international. <sup>3</sup>Roads only connected the short distances between producers and consumers. <sup>4</sup>Similarly, there was no national capital market until the mid-nineteenth century, and precious few regional ones. (adapted from Kishlansky, Geary, and O'Brien, *Civilization in the West, Vol. C, Since 1789*, 5th ed., Longman, 2003, p. 700)

- 7) The relationship of sentence 4 to the previous sentence is one of \_\_\_\_\_.
- |                           |                     |
|---------------------------|---------------------|
| A) definition and example | B) comparison       |
| C) contrast               | D) cause and effect |
- 8) Sentence 1 expresses a relationship of \_\_\_\_\_.
- |                           |                     |
|---------------------------|---------------------|
| A) definition and example | B) comparison       |
| C) contrast               | D) cause and effect |

**For the following question(s), use this paragraph to determine the relationships among ideas.**

<sup>1</sup>As a result of its many divided territories, Prussia had its problems with industrialization as well. <sup>2</sup>To help resolve these problems, Prussia decided to create a unified trading zone by establishing a series of alliances known as the Zollverein. <sup>3</sup>The Zollverein can be defined as a customs union in which member states benefit by adopting the same liberal Prussian customs regulations. <sup>4</sup>For instance, Prussians now had the ability to move goods and materials easily from east to west. <sup>5</sup>No longer did they have to pay tolls and taxes at each small border along the way. (adapted from Kishlansky, Geary, and O'Brien, *Civilization in the West, Vol. C, Since 1789*, 5th ed., Longman, 2003, p. 702-703)

- 9) Sentence 1 expresses a relationship of \_\_\_\_\_.
- |             |                     |
|-------------|---------------------|
| A) example  | B) comparison       |
| C) contrast | D) cause and effect |
- 10) The relationship expressed by sentences 3 and 4 is one of \_\_\_\_\_.
- |                           |                     |
|---------------------------|---------------------|
| A) definition and example | B) comparison       |
| C) contrast               | D) cause and effect |

#### 8.4 MORE THOUGHT PATTERNS—APPLICATION

**For the following question(s), choose the primary pattern of organization suggested by the transitions within the paragraph.**

- 1) Fats and oils are two different types of lipids found in foods. Fats like butter are solid at room temperature, while oils such as olive oil are liquid at room temperature. Have you ever noticed how many toothpicks are packed into a small box? A hundred or more! But if you were to break a bunch of toothpicks into V shapes anywhere along their length, how many could you then fit into the same box? It would be very few because the bent toothpicks would jumble together, taking up much more space. Molecules of saturated fat are like straight toothpicks: they have no double carbon bonds and always form straight, rigid chains. As they have no kinks, these chains can pack together tightly. That is why saturated fats, such as the fat in meats, are solid at room temperature. In contrast, each double-carbon bond of unsaturated fats gives them a kink along their length. This means that they are unable to pack together tightly—for example, to form a stick of butter—and instead are liquid at room temperature. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 172, 174)
- |                     |                  |
|---------------------|------------------|
| A) example          | B) contrast      |
| C) cause and effect | D) contrast only |

- 2) The desire for greater quantity and quality of food for our growing population led in the mid- and late-20th century to the green revolution. Realizing that farmers could not go on indefinitely cultivating more land to increase crop output, agricultural scientists devised methods and technologies to increase crop output per unit area of existing cultivated land. Industrialized nations dramatically increased their per-area yields; the average hectare of U.S. cornfield during the 20th century, for instance, upped its corn output fivefold. Many people saw this green revolution, the growth in production and efficiency of agriculture, as the key to ending starvation in developing nations. (adapted from Withgott and Brennan, *Environment: The Science Behind the Stories*, 3rd ed., Pearson Education, Inc., 2008, p. 266)
- A) definition and example                      B) comparison  
C) cause and effect                              D) contrast
- 3) The overall population projection conceals wide variations in the rate of population increase from region to region and country to country. For example, the annual growth for the period 1990-2004 was 2.5 percent in sub-Saharan Africa, 1.6 percent in Latin America, and 1.9 percent in south Asia, but only 0.8 percent in North America. Europe reported no population growth at all. These different growth rates suggest that there will be significant shifts in the geographical distribution of the world population. By 2050, Africa's share of Earth's population is expected to increase from 13 to 20 percent and Latin America's share from 8.5 to 9.1 percent. Asia's share, however, is projected to fall from 61 to 59 percent, North America's from 5.1 to 4.4 percent, and Europe's from 12.2 to 7 percent. (adapted from Bergman and Renwick, *Introduction to Geography: People, Places, and Environment*, 4th ed., Pearson Education, Inc., 2008, p. 173)
- A) definition and example                      B) comparison  
C) contrast                                              D) cause and effect
- 4) Besides expressing a wider range of emotions, infants and toddlers begin to manage their emotional experiences as they grow and develop. **Emotional self-regulation** refers to the strategies we use to adjust our emotional state to a comfortable level of intensity so we can accomplish our goals. When you remind yourself that an anxiety-provoking event will be over soon, suppress your anger at a friend's behavior, or decide not to see a scary horror film, you are engaging in emotional self-regulation. (adapted from Berk, *Development Through the Lifespan*, 4th ed., Pearson Education, Inc., 2007, p. 189)
- A) comparison and contrast                      B) cause and effect  
C) contrast                                              D) definition and example
- 5) Besides relieving pain, aspirin lowers fever by increasing the flow of blood to the skin surface, which causes sweating and cools the body. Aspirin long has been used to reduce the inflammation and swelling associated with arthritis. It is widely accepted that a low dose of aspirin has anticoagulant effects (that is, it interferes with blood clotting) and can reduce the risk of heart attack and stroke. Possible side effects for many non-steroidal anti-inflammatory drugs include allergic reactions, ringing in the ears, stomach bleeding, and ulcers. Combining aspirin with alcohol can compound aspirin's gastric irritant properties. (adapted from Donatelle, *Health: The Basics*, 8th ed., Pearson Education, Inc., 2009, p. 195)
- A) definition and example                      B) comparison and contrast  
C) cause and effect                              D) comparison

- 6) Private industrial networks emerged in the late 1990s as natural extensions of the existing close relationships that developed between large industrial firms and their suppliers. *Private industrial networks* are Internet-based communication environments that extend far beyond procurement to encompass truly collaborative commerce. For example, in the private industrial network of Procter and Gamble (P&G), customer sales are captured at the cash register, which then initiates a flow of information back to distributors, P&G, and its suppliers. This tells P&G and its suppliers the exact level of demand for thousands of products. This information is then used to initiate production, supply, and transportation to replenish products at the distributors and retailers. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, p. 685, 724)
- A) comparison and contrast                      B) cause and effect  
C) comparison                                        D) definition and example

**For the following question(s), use this paragraph to determine the purpose and pattern or organization.**

The actual mechanism for earthquake generation eluded geologists until H.F. Reid of Johns Hopkins University conducted a study following the great 1906 San Francisco earthquake. Reid deduced that tectonic forces ever so slowly deform the crustal rocks on both sides of an existing fault, or break in the rock. Under these conditions, rocks are bending and storing elastic energy, much like a wooden stick does if bent. Eventually, the frictional resistance holding the rocks in place is overcome. As slippage occurs at the weakest point, displacement will exert stress farther along the fault, where additional slippage will occur, releasing the built-up strain. This slippage allows the deformed rock to “snap back.” The vibrations we know as an earthquake occur as the rock elastically returns to its original shape. In summary, then, most earthquakes are produced by the rapid release of elastic energy stored in rock that has been subjected to great stress. Once the strength of the rock is exceeded, it suddenly ruptures, causing the vibrations of an earthquake. (adapted from Tarbuck, Lutgens, and Tasa, *Earth Science*, 12th ed., Pearson Education, Inc., 2009, p. 223)

- 7) The primary purpose of this paragraph is to \_\_\_\_\_.
- A) define tectonic force and provide an example of this  
B) compare work formations involved in earthquakes to bent sticks  
C) contrast the differences in elastic energy in a bent stick as opposed to a rock formation  
D) explain the cause of earthquakes

**For the following question(s), use this paragraph to determine the purpose and pattern of organization.**

Two approaches exist for determining the safety of new products used in our environment. One approach is to assume that substances are harmless until shown to be harmful. Because thoroughly testing every existing substance for its effects is a hopelessly long, complicated, and expensive pursuit, the innocent-until-proven-guilty approach has the benefit of not slowing down technological innovation and economic advancement. However, it has the disadvantage of putting into use some substances that may later turn out to be dangerous. The other approach is to assume that substances are harmful until they are shown to be harmless. This more cautious approach should enable us to identify troublesome toxicants before they are released into the environment, but it may also significantly impede the pace of technological and economic advance. (adapted from Withgott and Brennan, *Environment: The Science Behind the Stories*, 3rd ed., Pearson Education, Inc., 2008, p. 404)

- 8) The primary purpose of this paragraph is to \_\_\_\_\_.
- A) define and provide examples of toxic substances in our environment
  - B) compare and contrast the two approaches for determining the effects of substances in new products on our environment
  - C) list the causes and effects of toxic substances on our environment
  - D) show the effects of technological innovation on our environment

**For the following question(s), use this paragraph to determine the purpose and pattern or organization.**

Panics and mass hysteria are two forms of collective behavior that are similar in that they may occur among people who are dispersed over a wide area and they are both characterized by a high emotional charge. In a panic, people react to a stimulus, most often a threat, with irrational, violent, and sometimes self-destructive behavior. The shout of "Fire!" may provoke a panic in which people trample on each other and block off exits to the point of causing themselves harm or death. Mass hysteria is the ultimate kind of fad or craze, in that it is compulsive and irrational. It is also a form of dispersed collective behavior because people are not necessarily together in a crowd; in fact, more often they have no direct contact with one another. It also tends to be an exaggerated response to a perceived threat, real or imaginary. (adapted from Perry and Perry, *Contemporary Society: An Introduction to Social Science*, 12th ed., Pearson Education, Inc., 2009, p. 277)

- 9) The primary purpose of this paragraph is to \_\_\_\_\_.
- A) define the terms *panic* and *mass hysteria*
  - B) define and show the similarities between *panic* and *mass hysteria*
  - C) explain the differences between *panic* and *mass hysteria*
  - D) describe the effects of *panic* and *mass hysteria*

**For the following question(s), use this paragraph to determine the pattern of organization.**

Since 1945, humanity has been undergoing a revolution brought about by technology. These technological advances have had a profound influence on creating a world culture with many effects. The global economy now features multinational corporations, world brands (McDonald's, Sony, Coca-Cola, Nestle, Starbucks, Adidas, etc.), universally accepted music (hip hop is favored by urban youths the world over), films from Hollywood and Bollywood, and the ubiquitous wardrobe of blue jeans, t-shirts, athletic shoes, and baseball caps among the world's young men and many of its young women. Another result of this global transformation in culture is represented by the rise of an international professional class, a movement that was already underway even before American, European, and Asian corporations began outsourcing work and exporting their corporate cultures around the world. Finally, another particularly significant effect of the growth of a world culture is the changing ideas about gender, family, and sexuality that have transformed the globe since the advent of widely available birth control and the entry of women into the global economy in the years following World War II. (adapted from Edgar, Hackett, Jewsbury, Molony, and Gordon, *Civilizations Past & Present, Volume II: From 1300*, 12th ed., Pearson Education, Inc., 2008, pp.1085, 1093)



- 10) The primary purpose of this paragraph is to \_\_\_\_\_.
- A) define the term *world culture*
  - B) show the similarities among the various cultures around the world
  - C) show the differences among the cultures of third-world countries and those which are more advanced
  - D) point out the effects of technology in producing a world culture

## CHAPTER 9

### Fact and Opinion

#### 9.1 FACT AND OPINION—CONTENT

- 1) A specific detail that can be proved as true based on objective evidence is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) expert opinion  
D) informed opinion
- 2) A feeling, judgment, belief, or conclusion that cannot be proved true by objective evidence is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) informed opinion  
D) expert opinion
- 3) Physical proof, an eyewitness account, or the result of an accepted scientific method can be used as \_\_\_\_\_.  
A) biased interpretation  
B) biased opinion  
C) informed opinion  
D) objective proof
- 4) A person can develop a(n) \_\_\_\_\_ about a subject by gathering and analyzing evidence.  
A) expert opinion  
B) statement of value  
C) informed opinion  
D) biased interpretation
- 5) A view expressed by someone who has had much training and extensive knowledge in that special field is a(n) \_\_\_\_\_.  
A) informed opinion  
B) expert opinion  
C) statement of value  
D) biased opinion
- 6) All of the following statements are true EXCEPT:  
A) An opinion uses unbiased words.  
B) A fact states reality.  
C) An opinion interprets reality.  
D) A fact uses unbiased words.
- 7) All of the following statements about a fact are true EXCEPT:  
A) A fact can be proved or demonstrated to be true.  
B) A fact can be observed in practice or operation.  
C) A fact can be verified by witnesses, manuscripts, or documents.  
D) A fact contains qualifying words such as *seems*, *appears*, or *possibly*.
- 8) All of the following statements about opinions are true EXCEPT:  
A) Opinions are often loaded with emotion.  
B) Opinions are never found along with statements of fact.  
C) Opinions often contain value words.  
D) Opinions are not objective.
- 9) A false fact is a statement that is \_\_\_\_\_.  
A) expressed as an opinion  
B) presented as a fact but is actually untrue  
C) loaded with emotion  
D) often confused with an opinion

- 10) One way to identify an expert opinion is to note if the person giving the opinion \_\_\_\_\_.
- A) seems to be honest and truthful about the subject
  - B) is biased toward the topic being discussed
  - C) holds an advanced degree or title, or has published articles or books about the topic being discussed
  - D) uses value words and emotional language when discussing the topic

## 9.2 FACT AND OPINION—APPLICATION

**For the following question(s), choose the statement that is a fact.**

- 1) The Office of Juvenile Justice and Delinquency Prevention (OJJDP), an office of the United States Department of Justice and a component of the Office of Justice Programs
- A) informed opinion
  - B) expert opinion
  - C) factual source
  - D) opinion
- 2) A local resident's views on neighborhood gangs
- A) informed opinion
  - B) expert opinion
  - C) factual source
  - D) opinion
- 3) *Legal Encyclopedia and Law Dictionary*
- A) informed opinion
  - B) expert opinion
  - C) factual source
  - D) opinion
- 4) A sociology teacher's views on neighborhood gangs
- A) informed opinion
  - B) expert opinion
  - C) factual source
  - D) opinion
- 5) *National Criminal Justice Reference Service*, which includes information about and links to publications and related Web sites focusing on courts, law enforcement, corrections, etc.
- A) informed opinion
  - B) expert opinion
  - C) factual source
  - D) opinion

**Directions: Read the following paragraph and answer the questions that follow.**

<sup>1</sup>The U.S. occupation of Iraq that began in 2003 placed more than 100,000 American soldiers in the center of the Middle East. <sup>2</sup>This was a volatile area, one that was believed to contain weapons of mass destruction and one that could possibly attack the United States on any given day. <sup>3</sup>Iraq was thought to have ties to Al Qaeda “ and was equally as bad, equally as evil and equally as

destructive,” according to the president. <sup>4</sup>But after U.S. forces occupied Iraq, U.S. troops found no weapons of mass destruction. <sup>5</sup>Secretary of State Colin Powell admitted there was no “smoking gun” proof of a link between Al Qaeda’s religious zealots and Saddam’s fierce dictatorship.

—Adapted from Jones et al., *Created Equal: A History of the United States*, Combined Volume, brief 3<sup>rd</sup> ed., p. 680.

- 6) Sentence 1 states \_\_\_\_\_.
- A) a fact
  - B) an opinion
  - C) a fact and an opinion
- 7) Sentence 2 states \_\_\_\_\_.
- A) a fact
  - B) an opinion
  - C) a fact and an opinion
- 8) Sentence 3 states \_\_\_\_\_.
- A) a fact
  - B) an opinion
  - C) a fact and an opinion
- 9) Sentence 1 states \_\_\_\_\_.
- A) a fact
  - B) an opinion
  - C) a fact and an opinion
- 10) Sentence 5 states \_\_\_\_\_.
- A) a fact
  - B) an opinion
  - C) a fact and an opinion

### 9.3 FACT AND OPINION—APPLICATION

**For the following questions(s), use the following sentences from Donatelle, *Access to Health*, 8th ed., Pearson Education, Inc., 2004, to determine if the statement is a fact, an opinion, a combination of fact and opinion, or informed opinion.**

- 1) According to Gerald Reaven, endocrinologist and doctor at Stanford University, when people consume too many calories, particularly carbohydrates, their bodies eventually become insulin resistant. (p. 423)
- A) fact
  - B) opinion
  - C) informed opinion
  - D) fact and opinion
- 2) Of the major cardiovascular diseases, coronary heart disease (CHD) is the greatest killer. In fact, this year over 1,000,000 people suffered a heart attack. (p. 423)
- A) fact
  - B) opinion
  - C) informed opinion
  - D) fact and opinion

- 3) Men and women will find embarrassment-free discussion of birth control a lot easier if they understand human reproduction and contraception and honestly consider their attitudes toward these matters before they find themselves in a compromising situation. (p. 176)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 4) According to statistics, more educated people are more likely to marry and stay married, perhaps because they are more mature and/or financially stable when they tie the knot. (p. 142)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 5) College and university students are especially vulnerable when they are placed in a new, often stressful social and academic environment. (p. 368)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 6) The tobacco industry spends \$18 million per day on advertising and promotional materials, with one of the most blatant campaigns aimed at young adults with the popular Joe Camel ad campaign. (p. 367)
- A) fact  
B) opinion  
C) fact and opinion  
D) informed opinion
- 7) Donna Skoda, a dietitian and chair of the Ohio State University Extension Service, believes that the main reason Americans are gaining weight is that people no longer know what a normal serving size is. (p. 264)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 8) As many as 360,000 of the nation's 12 million undergraduates will die from alcohol-related causes while in school. (p. 343)
- A) fact  
B) pinion  
C) informed opinion  
D) fact and opinion
- 9) Tanning lamps emit large amounts of ultraviolet radiation that are at least two to three times more powerful than the natural UVA rays emitted from the sun. (p. 460)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 10) By the year 2011, a whole generation of 1960s bead-wearing, tie-dye-flaunting "flower children" who once proclaimed that no one over 30 could be trusted, will be turning 65. (p. 540)
- A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion

## 9.4 FACT AND OPINION—APPLICATION

**For the following question(s), use this passage to determine whether statements are fact or opinion.**

<sup>1</sup>The movement of jobs from developed nations to the developing world, either by outsourcing or through more traditional free market shifts in industry, may harm workers in developed nations such as the United States and Germany, but it also benefits workers in the developing nations where these jobs go. <sup>2</sup>According to the World Bank, the number of people living on less than one dollar a day declined from 40 percent of the world's population in 1981 to 21 percent in 2001. <sup>3</sup>Even with the trickling down from a growing world economy, however, three billion of the globe's six billion plus people live on less than \$2 a day. <sup>4</sup>According to sociologists, the gap between rich and poor remains immense, but the shifts in the world job markets are not all negative. <sup>5</sup>China and India, which collectively possess one-third of the world's population, have expanding economies and growing middle classes. (adapted from Edgar, Hackett, Jewsbury, Molony, and Gordon, *Civilizations Past & Present, Volume II: From 1300*, 12th ed., Pearson Education, Inc., 2008, p. 1084)

- 1) Sentence 1 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) informed opinion  
D) fact and opinion
- 2) Sentence 2 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) fact and opinion  
D) factual source
- 3) Sentence 3 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) fact and opinion  
D) expert opinion
- 4) Sentence 4 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) expert opinion  
D) fact and opinion
- 5) Sentence 1 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) fact and opinion  
D) factual source

**For the following question(s), use this passage to determine whether statements are facts or opinions.**

<sup>1</sup>The common cold has plagued human beings since the beginning of time. <sup>2</sup>One drug-manufacturing company estimates that approximately one billion colds occur in the United States each year. <sup>3</sup>Children suffer from six to ten colds each year, and adults average two to four per year. <sup>4</sup>Although colds are typically benign, they result in significant absenteeism from work and cause discomfort and stress. <sup>5</sup>The most frequent causes of the adult colds are viruses called coronaviruses; rhinovirus is another virus that causes adult colds as well. <sup>6</sup>Doctors estimate that there are more than 200 viruses than can cause a cold. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 438)

- 6) Sentence 1 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) expert opinion  
D) informed opinion
- 7) Sentence 2 is a(n) \_\_\_\_\_.  
A) fact  
B) fact and opinion  
C) opinion  
D) informed opinion
- 8) Sentence 3 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) expert opinion  
D) factual source
- 9) Sentence 4 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) fact and opinion  
D) expert opinion
- 10) Sentences 6 is a(n) \_\_\_\_\_.  
A) fact  
B) opinion  
C) informed opinion  
D) expert opinion

## CHAPTER 10

### Tone and Purpose

#### 10.1 TONE AND PURPOSE—CONTENT

- 1) The master reader understands that the tone of a passage is the \_\_\_\_\_.
  - A) main idea that is conveyed to the reader about the passage
  - B) actual sound of the words as the passage is read
  - C) summary the author writes at the very end of the passage
  - D) author's attitude toward the topic conveyed by the emotion or mood of the author's written voice
  
- 2) When deciding upon the overall purpose of a passage, a master reader knows to look for the \_\_\_\_\_.
  - A) sequence of events
  - B) signal words
  - C) author's specific reason for writing
  - D) context clues in each paragraph
  
- 3) Understanding purpose is closely related to \_\_\_\_\_.
  - A) understanding the context clues contained within the passage
  - B) identifying the tone of the passage
  - C) realizing the inferences that are suggested by the author
  - D) seeing the pattern of organization used in the writing
  
- 4) The author's tone and purpose are established mostly with the \_\_\_\_\_.
  - A) format of the written text
  - B) choice of language the author uses to express ideas
  - C) fluency and clarity of the author's style of writing
  - D) nature of the subject matter
  
- 5) Politicians and advertisers often write to \_\_\_\_\_.
  - A) inform
  - B) entertain
  - C) persuade
  - D) amuse
  
- 6) The purpose of fiction and non-fiction is to \_\_\_\_\_.
  - A) provide information about a topic
  - B) amuse or interest the reader
  - C) convince the reader to agree with one side or another
  - D) arouse questions in the reader's mind
  
- 7) Words that present facts and reasonable explanations are usually \_\_\_\_\_.
  - A) subjective in tone
  - B) biased and emotional
  - C) objective in tone
  - D) entertaining
  
- 8) Feelings, judgments, or opinions are usually \_\_\_\_\_.
  - A) subjective in tone
  - B) ironic
  - C) persuasive
  - D) objective in tone



- 9) Irony occurs when the \_\_\_\_\_.
- A) events play out the way the reader expects
  - B) events of a situation differ from what is expected
  - C) author's words state one thing but imply the opposite
  - D) author flashes back in time to a previous event
- 10) The term used to describe a situation of events that differs from what is expected is \_\_\_\_\_.
- A) paradox
  - B) passive voice
  - C) verbal irony
  - D) situational irony

## 10.2 TONE AND PURPOSE—APPLICATION

**Directions: Read the topic sentences and label each one according to its purpose.**

- 1) Pollutant chemical residues have been found in all categories of foods, including baked goods, fruit, vegetables, meats, poultry, fish, and dairy products.
  - A) to inform
  - B) to persuade
  - C) to entertain
- 2) It is essential to wash all produce carefully because of the potential pesticides that may have been used.
  - A) to inform
  - B) to persuade
  - C) to entertain
- 3) My grandfather told many stories of farming, enchanting us with a simplistic life that drew us in like bees to honey.
  - A) to inform
  - B) to persuade
  - C) to entertain

**Directions: Read the following paragraphs and determine the purpose and tone.**

A common listener reaction is to draw conclusions or judgments on incomplete evidence. Sometimes listeners will stop listening after hearing a speaker express an attitude they disagree with or make some sexist or culturally insensitive remark, for instance. This is a situation that calls for especially concentrated listening so that you don't rush to judgment. Instead, wait for the evidence or argument; avoid making judgments before you gather all the information. Don't jump to conclusions. Listen first, judge second.

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 87.

- 4) The primary purpose of this passage is to \_\_\_\_\_.
- A) inform the reader about common problems listeners face.
  - B) persuade the listener to withhold judgment until the speaker has completely finished.
  - C) offer an amusing viewpoint about jumping to hasty conclusions
  - D) convince the reader that courtship and marriage are not worth the effort

The Viking explorers who first set foot centuries ago on the remote island of Iceland were trailblazers. Today the citizens of the nation of Iceland are blazing a bold new path. Iceland aims to become the first nation to leave fossil fuels behind and convert to an economy based on renewable energy.

- 5) The tone of this passage is \_\_\_\_\_.
- A) biased and demeaning                      B) admiring and approving  
C) cynical and harsh                            D) light and cheerful
- 6) The primary purpose of this passage is to \_\_\_\_\_.
- A) convince the reader that the rest of the world should be following in Iceland's footsteps  
B) prove to the reader that Iceland is the only nation with adventurous explorers who are superior to the rest of the world  
C) inform the reader about Iceland's goal of becoming the first nation to convert to renewable energy  
D) provide a dramatic narrative about the bravery and daring of the Vikings explorers

**Directions: Read this passage to determine tone and purpose.**

**From "The Strange Tyranny of Maps"**

*By David Pinching*

Maps are one of the better inventions of humankind. Where we can see the problems that develop from nuclear weapons (there goes a city), labour-saving machines (there go our jobs) and even books on the Internet (there go our musty old libraries and old women telling us to shut up and stop enjoying ourselves), maps really get off extremely lightly. It is probably fair to say that now, in the days where one is unlikely to find the inscription, "Here be dragons", maps in general are pleasingly but boringly accurate. Things develop, streets appear, one-way systems are created, whole cities move three meters west (well, sometimes) but nothing much changes. There is no need to get lost with a map, even if we do all too regularly as a result of our own ineptitude (always ending up on an industrial estate—or is that just in England?). Instead, the world is—as they tell us so inexplicably—our oyster. Is that not a problem though? Is it not an annoyance to rate at least alongside the problem of where to put a sticky ice-lolly wrapper when driving? I believe it is.

Excerpt from the article "The Strange Tyranny of Maps," by David Pinching

- 7) The tone of this passage is \_\_\_\_\_.
- A) solemn and demanding                      B) sympathetic and favorable  
C) cynical and harsh                            D) lighthearted but mocking
- 8) The primary purpose of this passage is to \_\_\_\_\_.
- A) prove to the reader that maps are free from such problems such as those caused by nuclear weapons and the Internet  
B) convince the reader that maps are incredibly boring  
C) inform the reader about the value of maps  
D) offer an entertaining view of maps while poking fun at them

Our lavishly consumptive lifestyles are a brand-new phenomenon on Earth. We are enjoying the greatest material prosperity in human history, but if we do not find ways to make our wealth sustainable, the party may not last much longer. Many of Earth's natural resources are limited and nonrenewable, so if we do not shift to sustainable practices of resource use, consumption will drop for rich and poor alike as resources dwindle.

—Adapted from Withgott and Brennan, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 398.

- 9) The tone of this passage is \_\_\_\_\_.
- A) humorous and informal                      B) hopeless and subjective  
C) biting and sarcastic                         D) informative and concerned
- 10) The primary purpose of this passage is to \_\_\_\_\_.
- A) convince the reader of the importance and necessity to find sustainable sources of energy  
B) persuade the reader to stop living so lavishly and wasting our wealth on material goods and parties  
C) provide an exposé of America's lavish and irresponsible manner of living  
D) provide a grim prediction of the end of the earth as a result of our greed and callousness

### 10.3 TONE AND PURPOSE—APPLICATION

**For the following question(s), use this paragraph to determine the author's primary tone and purpose.**

An estimated one in six American couples experiences infertility, or difficulties in conceiving. Reasons include the trend toward delaying childbirth (as a woman gets older, she is less likely to conceive), endometriosis, and the rising incidence of pelvic inflammatory disease. Among men, the most common fertility problem is low sperm count. Also, other factors, such as the mumps virus, can damage the cells that make sperm. For the couple desperately wishing to conceive, the road to parenthood may be frustrating. Fortunately, medical treatment can identify the cause of infertility in about 90 percent of cases. Fertility drugs, alternative insemination, in vitro fertilization, gamete intrafallopian transfer, intracytoplasmic sperm injection, and nonsurgical embryo transfer are some of the options available to help couples conceive. (adapted from Donatelle, *Access to Health*, 10th ed., Pearson Education, Inc., 2008, pp. 328-329)

- 1) The tone of this passage is \_\_\_\_\_.
- A) angry and argumentative                      B) objective and informative  
C) chatty and subjective                         D) biased and condescending
- 2) The primary purpose of this passage is to \_\_\_\_\_.
- A) persuade the reader that treating infertility is an immoral and unnatural choice  
B) inform the reader about the causes and treatments for infertility  
C) describe the options available to treat infertility  
D) persuade the reader to consider adoption as a way to have children and alleviate some of the suffering in the world



catch toads unless with a string. Do oxen make any noise? Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got six toes. A parrot can talk, but a monkey or a fish can't. How many does it take to make twelve?'

Every few minutes he would remember that he was a pesky redskin, and pick up his stick rifle and tiptoe to the mouth of the cave to rubber for the scouts of the hated paleface. Now and then he would let out a warwhoop that made Old Hank the Trapper shiver. That boy had us terrorized from the start.

'Red Chief,' says I to the kid, 'would you like to go home?'

'Aw, what for?' says he. 'I don't have any fun at home. I hate to go to school. I like to camp out. You won't take me back home again, Snake-eye, will you?'

- 5) The tone of this passage is \_\_\_\_\_.
- A) threatening and scary                      B) matter-of-fact and truthful  
C) hostile and gloomy                          D) lively and humorous
- 6) The irony expressed in this passage is that the \_\_\_\_\_.
- A) kidnappers hope to receive a lot of money for the return of the boy  
B) boy has been given the nickname of an Indian and is camping out in the woods  
C) kidnapped boy is having the time of his life and, rather than being scared, refuses to go back home  
D) boy nicknames the narrator, Snake-eye the Spy

**For the following question(s), use this paragraph to determine the author's primary tone and purpose.**

Can a compound in everyday plastic products damage the most basic biological processes necessary for healthy pregnancies and births? A scientist in Ohio has found evidence that it does—all because one of her lab assistants reached for the wrong soap. A lab assistant mistakenly washed the lab's plastic mouse cages and water bottles with an especially harsh soap. The soap damaged the cages so badly that parts of them seemed to have melted. The cages were made from a type of plastic called polycarbonate, which contains the chemical bisphenol (BPA). BPA is used to manufacture thousands of plastic products, from baby bottles to food containers to auto parts. Not only was there damage to the cages, however, but also 40% of the developing eggs from the female mice showed problems with their chromosomes, and 12% had irregular amounts of genetic material, a condition that can cause serious reproductive problems in mice and people alike. Clearly, the possibility that BPA exposure increased the likelihood of genetically abnormal offspring is too serious to be dismissed. These findings are quite disturbing because sex cells of mice and humans divide and function in similar ways. There needs to be more research and renewed federal scrutiny into the safety of BPA. (adapted from Brennan and Withgott, *Environment*, Pearson, 2005, p. 304)

- 7) The tone of this passage is \_\_\_\_\_.
- A) callous and dismissive                      B) playful and happy  
C) sincere and factual                          D) biased and threatening

- 8) The primary purpose of this passage is to \_\_\_\_\_.
- A) expose the dangers of hidden chemicals in our everyday household products
  - B) inform the reader about the safety of everyday household products that contain the chemical BPA
  - C) convince the government to impose severe fines upon companies guilty of hiding the dangers of harmful chemicals
  - D) persuade the reader of the possible harm of products containing BPA as well as to point out the need for more study of the safety of this chemical

**For the following question(s), use this paragraph to determine the author's primary tone and purpose.**

Books are a medium of mass communication that deeply affects all our lives. Books convey much of the heritage of the past, help us understand ourselves and the world we live in, and enable us to plan for the future. They are a significant tool of our educational process. They stimulate our imagination, and they provide entertainment for people of every age. Whether they are paperbacks or hardcover volumes, books provide a permanence characteristic of no other communications medium. Newspaper reporters and broadcast commentators address large audiences, but their materials soon disappear. Videocassettes, audiotapes, recordings, motion pictures, and microfilm may deteriorate through the years. Magazines, especially those printed on high-quality paper and bound into volumes, may have extremely long lives, but most get thrown out with the trash. If cared for properly, however, books, such as the superb copy of the Bible produced by Gutenberg in the fifteenth century, last virtually forever. Because of these reasons, our communications industries should spend more time and money on the production and marketing of top quality books. (adapted from Agee, Ault, and Emery, *Introduction to Mass Communications*, 12th ed., Longman, 1997, p. 180)

- 9) The tone of this passage is \_\_\_\_\_.
- A) serious and earnest
  - B) neutral and matter-of-fact
  - C) emotional and lively
  - D) subjective and disapproving
- 10) The primary purpose of this passage is to \_\_\_\_\_.
- A) convince the reader of the superiority of books over other types of mass communication and the reasons why books should be promoted more by the communications industry
  - B) entertain the reader with stories about the imaginative and stimulating ideas in books that educate, entertain, and keep records of our past
  - C) inform the reader about the advantages of the written word over any other medium of mass communication, including videocassettes, audiotapes, recordings, and motion pictures
  - D) inform the reader about the various kinds of media used by the mass communications industry, including newspapers, videocassettes, audiotapes, recordings, motion pictures, and microfilm

#### 10.4 TONE AND PURPOSE—APPLICATION

**For the following question(s), use this paragraph to determine the author’s primary tone and purpose.**

Given limited supplies of fossil fuels and their considerable environmental impacts, many nations have sought to diversify their energy portfolios with alternative energy sources. The three most developed and widely used alternatives so far are nuclear power, biomass energy, and hydropower. Nuclear power showed promise at its outset to be a pollution-free and highly efficient form of energy. But high costs and public fears over safety in the wake of accidents at Chernobyl and Three Mile Island stalled its growth, and some nations are attempting to phase it out completely. Biomass energy sources include traditional fuelwood, as well as newer biofuels and various means of generating biopower. These sources can be carbon-neutral but are not all strictly renewable. Hydropower is a renewable, pollution-free alternative, but it is nearing its maximal use and can involve substantial ecological impacts. Although some nations such as Sweden, already rely heavily on these three conventional alternatives, it is clear that we need further renewable sources of energy. The world’s scientists must devote their resources and energy to solving this problem before our fuel sources are exhausted. (adapted from Withgott and Brennan, *Environment: The Science Behind the Stories*, 3rd ed., Pearson Education, Inc., 2008, p. 598)

- 1) The tone of this passage is \_\_\_\_\_.  
A) demanding and moralistic                      B) serious and factual  
C) playful and encouraging                        D) wistful and sad
  
- 2) The primary purpose of this passage is to \_\_\_\_\_.  
A) convince the reader to use less fuel  
B) inform the reader about the danger of using nuclear power  
C) persuade the reader of the importance of searching for new sources of alternative fuels  
D) entertain the reader with a dramatic story of the tragedy at Chernobyl and Three Mile Island

**For the following question(s), use this paragraph to determine the author’s primary tone and purpose.**

In Western societies, children are largely excluded from participating in adult work, which generally takes place outside the home. The role of equipping children with the skills they need to become competent workers is assigned to school. In early childhood, parents’ interactions with children dwell on preparing children to succeed in school through child-focused activities—especially adult-child conversations and play that enhance language, literacy, and other school-related knowledge. In village and tribal cultures, children receive little or no schooling, spend their days in contact with or participating in adult work, and start to assume mature responsibilities in early childhood. Consequently, parents have little need to rely on conversation and play to teach children. (adapted from Berk, *Infants and Children*, 6th ed., Pearson Education, Inc., 2008, p. 336)

- 3) The tone of this passage is \_\_\_\_\_.  
A) unbiased and objective                        B) biased and approving  
C) warm and sympathetic                        D) biting and doubtful

- 4) The primary purpose of this passage is to \_\_\_\_\_.
- A) persuade the reader that children in Western societies are somewhat spoiled and should learn about adult work while still young
  - B) explain the reasons why many American children do not learn appropriate work skills and do not become productive adults
  - C) touch the reader's emotions with a heart-breaking story about the lives of tribal children
  - D) explain the differences in how young children are educated in Western societies as compared to village and tribal societies.

**For the following question(s), use this paragraph to determine the author's primary tone and purpose.**

When Carlo and Rita's daughter celebrated her 16th birthday, they realized they had accumulated only half the money they would need for their daughter's college education. With college just two years away, they were concerned about how they would save the remaining amount in such a short time. A co-worker of Sam's informed Carlo about an investment that he made based on a tip from his cousin that doubled his money in just over one year. Acting on another tip from Sam's cousin, Carlo bought a stock in a small startup company that Sam's cousin believed would double with the next 24 months with virtually no risk. Carlo immediately invested his daughter's college fund into the company. Six months later, Carlo received a letter from the company announcing they were out of business and closing their doors. Upon calling his broker, Carlo discovered the stock was now worthless. Where did Carlo go wrong? (adapted from Madura, *Personal Finance*, 3rd ed., Pearson Education, Inc., 2007, p. 412)

- 5) The tone of this passage is \_\_\_\_\_.
- A) playful and happy
  - B) confident and admiring
  - C) serious and earnest
  - D) subjective and judgmental
- 6) The primary purpose of this passage is to \_\_\_\_\_.
- A) inform the reader about the importance of saving for college right from the birth of their children
  - B) warn the reader about the potential of losing money by making investment decisions based on tips from friends or acquaintances
  - C) intrigue and entertain the reader with a scary example of what can happen when parents take desperate chances
  - D) convince the reader that the stock market is too risky a place to invest one's money

**For the following question(s), use this paragraph to determine the author's primary tone and purpose.**

Thousands of synthetic (artificial, or human-made) chemicals have been released into our environment, many of which are toxicants that affect the health of wildlife and people. Toxicants that organisms absorb, breathe, or consume are subjected to the organism's metabolic processes. Some will be quickly excreted, and others will be degraded into harmless breakdown products. However, some will not be broken down but instead will remain in the body. Toxicants that are fat-soluble or oil-soluble, like DDT (a pesticide commonly used in the '60s) and DDE (a highly toxic compound that comes from the breakdown of DDT) are absorbed and stored in fatty tissues. Such toxicants, usually organic compounds, may build up in an animal, in a process termed bioaccumulation. Toxicants that bioaccumulate in the tissues of one organism may then be transferred to other organisms as predators consume prey. Thus with each step up the food chain,



from producer to primary consumer to secondary consumer and so on, the concentrations of toxicants can be greatly magnified. (adapted from Brennan and Withgott, *Environment*, Pearson, 2005, pp. 305-306)

- 7) The tone of this passage is \_\_\_\_\_.
- A) biased and disapproving
  - B) cheerful and lively
  - C) demanding and harsh
  - D) factual and unbiased
- 8) The primary purpose of this passage is to \_\_\_\_\_.
- A) persuade the reader to protest the use of such harmful toxicants as DDT and DDE
  - B) inform the reader about the danger of such harmful toxicants as DDT and DDE
  - C) explain to the reader how the food chain works, from the producer to primary consumer and on up
  - D) arouse the interest of the reader with an emotional story of about the use of toxicants as pesticides

**For the following question(s), use this excerpt from the short story “The Tell-Tale Heart” by Edgar Allen Poe (1843) to determine the author’s primary tone and purpose.**

TRUE!-NERVOUS-VERY, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses-not destroyed-not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily-how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture-a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees-very gradually-I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

- 9) The primary purpose of this passage is to \_\_\_\_\_.
- A) inform the reader about the history behind the narrator’s madness
  - B) persuade the reader to believe that the narrator is actually an innocent man who has been hypnotized by a man with an evil eye
  - C) entertain the reader with a chilling story of a devious madman
  - D) convince the reader that the man with the “eye of a vulture” is truly evil and deserves to be punished
- 10) The tone of this story is \_\_\_\_\_.
- A) light and humorous
  - B) touchingly sweet
  - C) dark with a touch of depravity
  - D) neutral and unbiased

## CHAPTER 11

### Inference

#### 11.1 INFERENCE—CONTENT

- 1) A synonym for *inference* is \_\_\_\_\_.  
A) argument                      paradox                      B) conclusion    C) main idea                      D) argument
- 2) Which of the following is the best definition of *inference*?  
A) An inference is a main idea that is not stated within a paragraph.  
B) An inference is a hidden suggestion that is revealed by the author's tone and point of view.  
C) An inference is an idea that is suggested by the facts or details in a passage.  
D) An inference is an important detail that is identified by signal words within the passage.
- 3) Which of the following is an example of an inference made in everyday life?  
A) A doctor listens to a patient's symptoms and makes a diagnosis.  
B) A dentist uses an X-ray to spot cavities in teeth.  
C) A carpenter uses a blueprint to build a house.  
D) A car mechanic fixes an engine problem identified by the car manufacturer in a recall notice.
- 4) Which of the following is NOT an example of using inferences in reading?  
A) using context clues to determine meaning    B) finding stated main ideas  
C) finding implied main ideas                      D) drawing conclusions based upon details
- 5) Important considerations about inferences include all of the following EXCEPT:  
A) Valid inferences can best be made by utilizing prior experience even if it includes bias.  
B) Readers must be aware of biased language and replace it with factual details to form valid conclusions.  
C) Readers must look for clues that are based on logic and experience.  
D) An inference must be reasonable according to the information given.
- 6) All of the following are thinking steps to prevent drawing false inferences EXCEPT:  
A) Verify and value the facts.  
B) Assess prior knowledge.  
C) Detect contradictions.  
D) Listen to your personal opinions and experience.
- 7) A false inference is a \_\_\_\_\_.  
A) minor detail that was thought to be major  
B) transitional sentence that changed the direction of thought  
C) wrong conclusion that is not based on the details or facts  
D) detail that was mistaken for a fact but is really an opinion

- 8) The best definition of prior knowledge is \_\_\_\_\_.
- A) negative experiences that have influenced your viewpoint about a subject
  - B) clues that help you identify the meaning of unknown words in context
  - C) what you have already learned and experienced that can help you make accurate inferences
  - D) preview questions that help you pinpoint the important aspects of a passage
- 9) Which of the following requires a reader to use inference for understanding?
- A) a political cartoon without a caption
  - B) the heading above a textbook passage
  - C) a summary paragraph at the end of a chapter
  - D) a table or graph with an explanatory note
- 10) When making an inference, a master reader must be careful that the inference \_\_\_\_\_.
- A) restates the primary point
  - B) is directly stated in the topic sentence
  - C) is neither too broad nor too general
  - D) is supported by all of the details within the passage

### 11.2 INFERENCE—APPLICATION

Some people want to fail (or so it seems). Often, they select projects that will result in failure simply because these projects are impossible to complete. Avoid this trap and select projects that will result in success. Each success will help build your self-esteem. Each success, too, will make the next success a little easier. If a project does fail, recognize that this does not mean that you're a failure. Everyone fails somewhere along the line. Failure is something that happens to you; it's not something you've created, and it's not something inside you. Further, failing once does not mean that you will fail the next time. So learn to put failure into perspective.

—Adapted from DeVito, *The Interpersonal Communication Book*, 12<sup>th</sup> ed., p. 60.

- 1) Choose the valid inference that is supported by the facts.
- A) Focusing on failure is the best way to avoid making mistakes.
  - B) Failure on a project at work probably signals the end of company trust in your competence.
  - C) Taking on an impossible project is a sign of high self-esteem and high self-confidence.
  - D) Some people make life more difficult for themselves by choosing impossible projects.

Oregon governor Tom McCall challenged his state's legislature in 1973 to take action against runaway sprawling development, which many Oregon residents feared would ruin the communities and landscapes they had come to love. McCall echoed the growing concerns of state residents that farms, forests, and open space were being gobbled up for development, including housing for people moving in from California and elsewhere. Foreseeing a future of subdivisions, strip malls, and traffic jams engulfing the pastoral Willamette Valley, Oregon acted. With Senate Bill 100, the state legislature in 1973 passed a sweeping land use law that would become the focus of acclaim, criticism, and careful study for years afterward by other states and communities trying to manage their own urban and suburban growth.

—Adapted from Withgott and Brennan, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 185.

- 2) Choose the valid inference that is supported by the facts.
- A) Senate Bill 100 included ways to restrict urban sprawl.
  - B) Senate Bill 100 encouraged urban sprawl.
  - C) Senate Bill 100 promoted new sources of revenue and population growth as a way to bring in revenue to the state.
  - D) Oregon passed a bill authorizing use of eminent domain to takeover of farmland in order to encourage real estate growth and urban development.

The market is flooded with diet options that claim miraculous results. From diet plans that profess to guide you toward rapid weight reduction to products that promise to melt your fat away, the array of choices is mind-numbing. Whether you are considering a diet program or a diet product, beware! Some of these diets encourage eating very high protein and extremely low carbohydrates, essentially eliminating important nutrients. Others provide diet patches or “fat blockers” or diet pills. If you are tempted by the big, bold advertisements that feature phrases that describe weight loss products or programs as being “easy,” “effortless,” “guaranteed,” “miraculous,” “magical,” “a breakthrough,” or an “ancient remedy,” read between the lines.

—Adapted from Donatelle, *Health: The Basics*, 4<sup>th</sup> ed., p. 261.

- 3) Choose the valid inference that is supported by the facts.
- A) Many diet plans and products on the market are not safe, effective, or long-lasting.
  - B) There are many miracle products in today’s market that provide safe and easy ways to lose weight.
  - C) Dieters who use diet plans or products are victims of false advertising.
  - D) Losing weight is just about impossible without the help of a diet product.

In 2004, the Union of Concerned Scientists released a statement that faulted the George W. Bush administration for manipulating scientific information for political ends; censoring, suppressing, and editing reports from government scientists; placing people who are unqualified or who have clear conflicts of interest in positions of power; ignoring scientific advice; and misleading the public by misrepresenting scientific knowledge. More than 12,000 American scientists signed on to this statement.

—Adapted from Withgott and Brennan, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 43.

- 4) Choose the valid inference that is supported by the facts.
- A) Sometimes policy makers choose to distort science to suit their own purposes.
  - B) George W. Bush was unfairly accused of misrepresenting scientific research.
  - C) Government is extremely careful to place experts into positions of power in order that they can use their expertise to make wise decisions.
  - D) Scientific knowledge is the one absolute truth, which cannot be misrepresented.

Victim provocation theory suggests that the victim is the primary cause of his or her victimization. As one researcher stated, “The detrimental result would not have followed without the actual instigation or provocation of the victim.” A study of criminal records found that in a large proportion of criminal homicide incidents (26 percent), the victim had actually initiated the confrontation, either verbally or through physical force. Another study determined that in a significant proportion of homicide incidents, the victim issued a challenge to the offender; which was perceived by the offender as a tacit agreement to engage in violence to settle the dispute. Both parties then engaged in what can only be termed mutual combat, with the loser (“victim”) ending up dead and the winner (“offender”) being charged with homicide.

—Adapted from Fagin, *Criminal Justice*, 2<sup>nd</sup> ed., p. 116.

- 5) Choose the valid inference that is supported by the facts.
- A) According to one theory, sometimes a victim may play just as important a role as the offender in some crimes.
  - B) Victims are actually the ones responsible for crimes committed against them.
  - C) Offenders should not be held responsible for crimes that were actually instigated by the victims.
  - D) Some individuals have a quality that makes them more likely than others to become victims of crimes.

Virtually all psychologists now agree that heredity and environment both play a part in IQ scores. One useful way to conceptualize this interaction is with the concept of reaction range. The basic idea is that genes establish some range of possible reactions, some upper and lower boundary of functioning. Exactly where a child will fall within those boundaries will be determined by environment. One psychologist estimates that the reaction range for IQ is about 20 to 25 points. That is, given some specific genetic heritage, each child’s actual IQ test performance may vary as much as 20 or 25 points, depending on the richness or poverty of the environment in which he grows up. When we change the child’s environment for the better, the child moves closer to the upper end of his reaction range. When we change the environment for the worse, the child’s effective intellectual performance falls toward the lower end of his reaction range.

—Adapted from Bee, *Lifespan Development*, 2<sup>nd</sup> ed., p. 182.

- 6) Choose the valid inference that is supported by the facts.
- A) Even though intelligence as measured on an IQ test is highly inheritable, the absolute score within the reaction range is determined by environment.
  - B) Psychologists believe that intelligence is inherited and largely fixed at birth.
  - C) IQ scores are unreliable and can’t really tell much about an individual’s ability because there are so many other influences.
  - D) An individual’s intellectual performance is predetermined before birth.

Web sites use cookies to determine how many people are visiting the site, whether they are new or repeat visitors, and how often they have visited, although this data may be somewhat inaccurate because people share computers, they often use more than one computer, and cookies may have been inadvertently or intentionally erased. Cookies make shopping carts and “quick checkout” options possible by allowing a site to keep track of a user as he or she adds to the shopping cart. Each item added to the shopping cart is stored in the site’s database along with the visitor’s unique ID value. Although cookies are site-specific (a Web site can only receive the data it has stored on a client machine and cannot look at any other cookie), when combined with Web bugs, they can be used to create cross-site profiles.

—Adapted from Laudon and Traver, *E-commerce: Business, Technology, Society*, p. 394.

- 7) Choose the valid inference that is supported by the facts.
- A) Cookies and Web bugs can provide Web marketers with a very complete picture of a customer and his or her shopping behavior on the Internet.
  - B) Internet cookies keep clients' behavior private while they are using the Internet.
  - C) Cookies and Web bugs are useful for understanding why Internet users visit specific Web sites.
  - D) We shouldn't worry about data from Internet cookies because it is often inaccurate.

What held Americans together as they set off into the twenty-first century was a common loyalty to a set of ideas about economic opportunities and individual liberties. Unlike such nations as Germany and Israel, where citizenship was extended automatically only to people of a certain ethnicity, the United States awarded citizenship to all those who were born within its borders, regardless of ethnicity or race. Those born elsewhere became citizens on the basis not of their past lineage but of their future commitments—of their newly sworn loyalty to the U.S. Constitution, with its guarantees of freedom and its responsibilities of citizenship. In a vast society of multiple political and cultural beliefs, the scope of specific freedoms and the nature of individual responsibilities inevitably remained matters of ongoing tension and conflict. Nonetheless, the United States continued to address most of its problems through an orderly legal system, in contrast to the ethnic and religious strife marking so many of the world's nations.

—Adapted from Jones et al., *Created Equal: A History of the United States*, Combined Volume, brief 3<sup>rd</sup> ed., p. 695.

- 8) Choose the valid inference that is supported by the facts.
- A) Immigrants were granted citizenship in the country of their choice as long as they professed loyalty to their new nation.
  - B) The United States is the only country to grant citizenship to immigrants born in other countries.
  - C) Suitable ethnicity and race are important considerations when awarding citizenship to immigrants entering the United States.
  - D) The United States is somewhat unique in that it is one of the few nations not fractured by ethnic or religious conflict.

Advertisements portraying victims of theft encourage many individuals to buy home security systems. Fear of dying penniless results in the advertising of funeral burial policies and financial products. Fear of smelling bad is at the root of advertisements for deodorants, soaps, shampoos, and body washes. Advertising as a preventive measure is created to sell all of these products. Baldness remedies are sold to men on the basis of fear—of losing their youth and of what other people are saying about them. The basic message is that if you buy this product, you will look or feel better. Current events play into the type of advertising that is run and the products that sell. Following the September 11, 2001, tragedies in the United States, life insurance sales skyrocketed. War news curtails foreign travel and has the effect of increasing domestic travel, especially destinations within easy driving distance of home.

—Adapted from Goldsmith, *Consumer Economics: Issues and Behaviors*, 2<sup>nd</sup> ed., p. 209.

- 9) Choose the valid inference that is supported by the details in the paragraph.
- A) Advertising preys on people’s insecurities.
  - B) Advertising often makes fraudulent claims to allay people’s fears.
  - C) Advertising that uses fear to persuade people to buy products is unethical and should be prohibited.
  - D) News of war around the world encourages many individuals to travel abroad to investigate what is happening.

In a small town in Iowa in 1968, a second-grade teacher named Jane Elliott tried an experiment with her students. She divided them into two groups: the “in-group”—those with blue eyes and the “out-group”—those with brown eyes. On the first day of the lesson, the blue-eyed children were given special privileges, such as extra time at recess and getting to leave first for lunch. She also told the blue-eyed children that they were superior to the brown-eyed children, and she kept the blue-eyed children and the brown-eyed children apart. Elliott soon found that the blue-eyed children were also criticizing, belittling, and were quite vicious in their attacks on the brown-eyed children. By the end of the day, the blue-eyed children felt and acted superior, and the brown-eyed children were miserable. Even the lowered test scores of the brown-eyed children reflected their misery. Two days later, the brown-eyed children became the favored group and the effects for the first two days appeared again but in reverse this time: The blue-eyed children began to feel inferior and their test scores dropped.

—Adapted from Ciccarelli and White, *Psychology*, 2<sup>nd</sup> ed., pp. 493- 494.

- 10) Choose the valid inference that is supported by the details in the paragraph.
- A) Test scores reflected the treatment received by the out-group.
  - B) The out-group had lower test scores because this group was comprised of students who had the worst grades.
  - C) The in-group was probably perceived as superior because it was comprised of the most popular students in the class.
  - D) Children are not prone to discriminating against their peers.

### 11.3 INFERENCE—APPLICATION

**For the following question(s), read each paragraph and choose the inference that is most valid based on the information in the passage.**

- 1) Individuals of the same species inhabiting a particular area make up a population. Species may consist of multiple populations that are geographically isolated from one another. This is the case, for example, with a species characteristic of Monteverde—the resplendent quetzal, considered one of the world’s most spectacular birds. Although it ranges from southernmost Mexico to Panama, the resplendent quetzal lives only in high-elevation tropical forest, and it is absent from many nonmountainous areas. Furthermore, much of its forest habitat has been destroyed by human development. Thus the species today exists in many separate populations scattered across Central America. (Brennan and Withgott, *Environment*, Pearson, 2005, p. 131)
- A) The quetzal could become extinct if all of the forest areas in Central America are destroyed.
  - B) The quetzal will live wherever there are trees.
  - C) The quetzal prefers to live in the valleys of tropical forests.
  - D) Human development has helped to spread the populations of the quetzal.

- 2) There's no simple explanation for why intelligent, often highly accomplished people spiral downward into the destructive behaviors associated with eating disorders. Obsessive-compulsive disorder, depression, and anxiety can all play a role, as can a desperate need to win social approval or gain control of their lives through food. Sufferers tend to be women from white middle-class or upper-class families in which there is undue emphasis on achievement, body weight, and appearance. Contrary to popular thinking, however, eating disorders span social class, gender, race, and ethnic backgrounds and are present in countries throughout the world. In addition, increasing numbers of males suffer from various forms of eating disorders. (adapted from Donatelle, *Access to Health*, 8th ed., Pearson Education, Inc., 2004, p. 290)
- A) Only intelligent, accomplished people suffer from eating disorders.
  - B) Some people with eating disorders feel they have little control over other aspects of their lives.
  - C) White, upper-class families are more concerned about achievement, body weight, and appearance than other social groups.
  - D) There are as many males as females who suffer from eating disorders.
- 3) Online consumer Joe Smith goes to a Web site that sells sporting goods. He clicks on the pages for golf bags. While there, he sees a banner ad, which he ignores as it does not interest him. The ad was placed by USAad Network. He then goes to a travel site and enters a search on "Hawaii." The USAad Network places ads on this site also, and there is an ad for rental cars there, which does not interest Joe either. Joe then visits an online bookstore and browses through books about the world's best golf courses. USAad Network places ads there as well, but not an ad that interests Joe. A week later, Joe visits his favorite online news site, and notices an ad for golf vacation packages in Hawaii. Delighted, he clicks on the ad, which was placed by USAad Network. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, p. 506)
- A) The golf vacation ad in Hawaii that appeared on Joe's favorite news site was a pure coincidence.
  - B) In the near future, Joe will most likely see more ads about golf vacations in Hawaii when he accesses the Web.
  - C) USAad Network specializes in golf vacation packages.
  - D) USAad Network knew that Joe was planning a golf vacation soon in Hawaii.



- 4) Johns Hopkins University was founded in 1876 by Baltimore merchant Johns Hopkins, who had made his fortune in the Baltimore and Ohio Railroad. Its distinctiveness, however, was due to the vision of Daniel Coit Gilman, its first president. Gilman modeled Johns Hopkins on the German universities, where meticulous research and freedom of inquiry were the guiding principles. In staffing the institution, he sought scholars of the highest reputation, scouring Europe as well as America in his search for talent. Gilman promised his teachers good students and ample opportunity to pursue their own research (which explains why Hopkins professors repeatedly turned down attractive offers from other universities). (adapted from Garraty and Carnes, *A Short History of the American Nation, Vol 2: Since 1865*, 8th ed., Longman, p. 469)
- A) Johns Hopkins is probably best known for providing a university setting for mediocre students.
  - B) Johns Hopkins is probably widely known for its high tuition rates.
  - C) Johns Hopkins was established to give German immigrants a place to receive a university degree.
  - D) Many professors at Johns Hopkins feel that freedom of inquiry and the opportunity to conduct research are more important than higher salaries.
- 5) Have you ever taken cheese out of the refrigerator and noticed that it had a fuzzy blue or white growth on it? This is mold, one of the two types of fungus. Interestingly, cool temperatures and high acidity do not slow the growth of some molds; in fact, some prefer these conditions. For instance, when acidic foods such as applesauce, yogurt, and spaghetti sauce are refrigerated, they readily support the growth of mold. Mold spores are common in the atmosphere, and they randomly land on food either in the processing plant or in open containers at your home. If the temperature and acidity of the food are hospitable, mold will grow. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 572)
- A) Mold spores cannot grow inside the refrigerator.
  - B) One way to prevent mold is to keep food covered to prevent exposure to mold spores in the air.
  - C) Tomato sauces, chili, and salsa are safe from mold because of their high acidity levels.
  - D) Applesauce and yogurt should not be stored in the refrigerator because they support the growth of mold.
- 6) Retail businesses make a profit by purchasing items and then selling them for more than they cost. There are several steps in this process: manufacturers buy raw materials and component parts and assemble them into products that can be sold to other manufacturers or wholesalers. The wholesaler, often called a “middleman,” buys from manufacturers or other wholesalers and sells to the retailer. Retailers sell directly to the ultimate user, the consumer. Retail stores receive some very large trade discounts, so they are able to offer customers as much as 50% to 70% off the list price. These high discounts may have resulted from very large quantities of merchandise purchased or perhaps it was the end of the season or the end of a production cycle for the manufacturer. (adapted from Salzman, Miller, and Clendenen, *Mathematics for Business*, 7th ed., Addison Wesley Longman, Inc., 2001, p. 284)
- A) An item that has been produced over a 12-month period will most likely cost the retailer less in the twelfth month than it did in the first month.
  - B) The longer an item has been produced, the higher its cost will be.
  - C) Wholesalers pay more for goods than retailers do.
  - D) Retailers lose money when they put their merchandise on sale for customers.

- 7) When making investments, your main choices are stocks, bonds, and mutual funds. If you want your investments to provide periodic income, you may consider investing in stocks that pay dividends, as these firms are not growing as fast as smaller firms and can afford to pay out more of their earnings as dividends. Bonds also provide periodic income. If you do not need periodic income, you may consider investing in stocks of firms that do not pay dividends. These firms often are growing at a fast pace and therefore offer the potential for a large increase in the stock value over time. One concern about the stocks of smaller firms is that they can be very risky and are more likely to result in large losses than investments in stocks of large, well-known firms. You can invest in small stocks without being exposed to the specific risk of any individual stock by investing in a mutual fund that focuses on small stocks. When market conditions are weak, however, such funds can experience large losses, although not as much as a single stock of a small firm. (adapted from Madura, *Personal Finance*, 2nd ed., Pearson Addison Wesley, 2004, p. 588)
- A) A consumer who is not concerned about risk has the potential to make more money by buying stock in a large company that pays dividends.
  - B) Buying stock in a small company that does not pay dividends is a fairly risk-free venture and a safe place to invest money.
  - C) Mutual funds are a riskier investment than buying stock in a small company that hopes to grow at a fast pace.
  - D) A consumer who is not concerned about risk has the potential to make more money by buying stock in a small company that does not pay dividends.
- 8) The word *Hindu* itself was not used by ancient Indians to refer to their religion. It is a word meaning “river,” and in particular is used as the proper name for the Indus river. Foreigners—Greeks, then Muslim conquerors—came to designate the people living near that river as “Indian” or “Hindu.” Under Muslim rule, the term came to be used to refer to all non-Muslims in the country and included Buddhists and Jains. Only recently has Hindu been used as a residual term to designate those people, and their beliefs, who are residents of India but who are not Jains, not Sikhs, not Christians, not Muslims, and not animists. But in the 1980s and 1990s some politicians made the creation of a “Hindu India” their party platform, and they succeeded in rallying large numbers of supporters to their cause. Whatever was once the case, today “Hindu” is experienced by many Indians as a unifying social as well as religious category. (Bowen, *Religions in Practice, An Approach to the Anthropology of Religion*, Allyn and Bacon, 1998, p. 24)
- A) The word *Hindu* refers only to a river in India, the Indus river.
  - B) The word *Hindu* was originally bestowed upon a group of people by foreigners as a means of identifying them by their religious practices.
  - C) The word *Hindu* was originally bestowed upon a group of people by foreigners as a means of identifying their social group, not their religion.
  - D) The word *Hindu* today is used only to refer to a religion practiced by a group of people that live primarily in India.

**For the following question(s), use this excerpt from *Pride and Prejudice* by Jane Austen (1813).**

“Mr. Bennet.... You take delight in vexing me. You have no compassion for my poor nerves.”

“You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least.”

- 9) It is reasonable to assume from the dialogue that Mr. Bennet \_\_\_\_\_.
- A) has been listening to the other speaker complaining about a nervous condition for a long time
  - B) is a doctor
  - C) is a cold, unfeeling person
  - D) is quick to anger and has no sympathy for the other speaker
- 10) A valid inference to make about this couple is that they \_\_\_\_\_.
- A) have not seen each other in a long time
  - B) have just become acquainted with one another
  - C) have been married for twenty years
  - D) are bitter enemies and take delight in vexing one another

#### **11.4 INFERENCE—APPLICATION**

**For the following question(s), read each paragraph and choose the inference that is most valid based on the information in the passage.**

- 1) A growing number of people realize that divorce is a natural product of social change, and a majority are beginning to consider the divorced status “normal.” Polls show that people believe divorce to be an acceptable solution to an unacceptable marriage. The women’s movement has popularized the notion that it is all right for women to be independent and assertive and that men are not necessary to women’s happiness. All these factors have made it easier for both partners, but for women especially, to seek a divorce instead of remaining in an unhappy marriage. In fact, an overwhelming majority of divorced people feel they made the right choice in divorcing, and deny that they would have been better off staying married. In addition, divorce laws have become much simpler in recent years. Finally, support systems have sprung up to help couples with their emotional, financial, and legal problems as they go through a divorce. (adapted from Perry and Perry, *Contemporary Society: An Introduction to Social Science*, 12th ed., Pearson Education, Inc., 2009, p. 339)
- A) This author believes that divorce has become too easy a solution to marriage problems.
  - B) This author believes that divorce has become much more acceptable.
  - C) This author believes that the women’s movement has caused many couples to divorce who might have been better off staying married.
  - D) This author frowns on divorce and regrets the consequences it has on families.

- 2) Arctic sea ice provides critical habitat for polar bears and for ringed seals, their major food source. Complete disappearance of sea ice, which some scientists predict will occur within the next century, would mean almost certain extinction for polar bears in the wild. In Canada's Hudson Bay, sea ice now breaks up three weeks earlier than it did 30 years ago. As a result, Hudson Bay polar bears now start their summers 15% lighter. Leaner females produce fewer cubs with a lower survival rate. Shrinking habitat and food shortage have also induced dangerous changes in bear behavior. Hungry bears now venture farther south than in the past, sometimes wandering into inhabited areas where they may be shot. Similarly, the bears, which can swim well, have been observed hunting up to 60 miles offshore, much farther out than is usual for them. These seafaring bears risk drowning and several have been spotted floating dead after storms. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 591)
- A) As a result of shrinking habitat and food shortage, the wild polar bear population is declining.
  - B) Wild polar bears cannot swim well in arctic waters.
  - C) Scientists are all in agreement about the disappearance of sea ice.
  - D) Wild polar bears will probably learn to adapt to different conditions and food sources as the polar ice disappears.
- 3) Although in many respects, e-commerce is new and different, it is also important to keep e-commerce in perspective. First, the Internet and the Web are just two of a long list of technologies that have greatly changed commerce in the United States and around the world. Each of these other technologies spawned business models and strategies designed to leverage the technology into commercial advantage and profit. They were also accompanied by explosive early growth, which was characterized by the emergence of thousands of entrepreneurial start-up companies, followed by painful retrenchment, and then a long-term successful exploitation of the technology by larger established firms. In the case of automobiles, for instance, in 1915, there were over 250 automobile manufacturers in the United States. By 1940, there were five. In the case of radio, in 1925, there were over 2,000 radio stations across the United States. By 1990, there were fewer than 500 independent stations. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, p. 25)
- A) The author believes that e-commerce will continue to grow at the same rate as it has since its inception.
  - B) The number of automobile manufacturers probably declined after 1915 because the automobile became a common purchase and lost its novelty.
  - C) Radio stations probably declined in number because they are difficult and expensive to maintain.
  - D) The growth of e-commerce will probably follow the same pattern as the automobile and radio and will begin to slow.

- 4) Although we use the term health almost unconsciously, few people understand the broad scope of the word. For some, health simply means the antithesis of sickness. To others, it means being in good physical shape and able to resist illness. Still others use terms such as wellness, or well-being, to include a wide array of factors that lead to positive health status. In the United States, however, health is greatly influenced by chronic diseases. Chronic diseases account for seven of the ten leading causes of death and are linked to preventable lifestyle behaviors such as tobacco use, poor nutrition and lack of physical activity leading to obesity, alcohol use, car crashes, risky sexual behavior, and drug use. The Centers for Disease Control and Prevention (CDC) identifies all of these same behaviors as the six main preventable risky behaviors. These preventable risky behaviors not only kill many, but also affect quality of life for nearly 100 million Americans and account for 70 percent of total medical expenditures. (adapted from Donatelle, *Health: The Basics*, 8th ed., Pearson Education, Inc., 2009, p.3,12)
- A) The Centers for Disease Control and Prevention believes there is little hope for changing people's lifestyles and altering the behaviors that kill so many.
  - B) More than half of all medical expenditures are a result of rising medical prices that are beyond anyone's control.
  - C) Excessive cell-phone use has been identified as a risky behavior leading to chronic illness.
  - D) Over half of the nation's chronic diseases that lead to death are linked to risky behaviors that could be controlled.
- 5) In times past in some cultures (e.g., Egyptian, Inca, Hawaiian), brothers and sisters married within royal families. For example, the Egyptian pharaoh Rameses II's wives included his younger sister and three of his daughters. Today, in northern Africa; western and southern Asia; Central Asian republics of the former Soviet Union; and northern, eastern, and central India, one fourth to one half of all marriages are between persons who are second cousins or closer. Marriages between parallel first cousins (a man and his father's brother's daughter) are particularly preferred. Among the Hindus of southern India, between 20% and 45% of marriages are between close relatives, with the preferred unions being uncle-niece or cross-first cousins (a man and his mother's brother's daughter). One third to one half of all marriages in sub-Saharan Africa are believed to be between relatives, and the practice is also thought to be very common in China. (adapted from King, *Human Sexuality Today*, 6th ed., Pearson Education, Inc., 2009, p. 407)
- A) Marriage between relatives is morally wrong.
  - B) Outside Western culture, marriage between first cousins or between uncles and nieces is widely practiced.
  - C) Marriage between relatives will become more acceptable in the United States.
  - D) Marriage between brothers and sisters and fathers and daughters is a common practice in many countries today.

- 6) Athletes are consistently shown to have more dense bones than nonathletes, and regular participation in weight-bearing exercises such as walking, jogging, tennis, and strength training can help us increase and maintain our bone mass. When we exercise, our muscles contract and pull on our bones; this stresses our bone tissue in a way that stimulates increases in bone density. In addition, carrying our weight during activities such as walking and jogging stresses the bones of our legs, hips, and lower back, resulting in a healthier bone mass in these areas. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, p. 391)
- A) Doctors would not be in favor of stress on bone tissue for senior citizens.
  - B) Weight-lifting exercises are not beneficial for women.
  - C) Nonathletes can do very little to promote bone density.
  - D) People can improve and maintain bone health through consistent physical activity.
- 7) In one large study, researchers found a small but significant positive effect of high-quality care on children's overall cognitive development and language skills. Other research suggests that this positive effect is even larger among infants and children from poor families, who show significant and lasting gains in IQ scores and later school performance after attending highly enriched child care throughout infancy and early childhood. An additional research study determined that regardless of the economic situation of the child's parents, the more cognitively enriched the child's daytime experience was, the higher the child's later cognitive performance. (adapted from Bee and Boyd, *The Developing Child*, 11th ed., Pearson Education, Inc. 2007, p. 394)
- A) Children from poor families who attend day-care will have a better advantage in school over those children who do not.
  - B) Only children of wealthy parents receive benefits from enriched daytime experiences.
  - C) Children who are read to, talked to, and explicitly taught show greater cognitive gains than children who spend their days in less stimulating environments.
  - D) More research is needed to determine if child care has any influence on the cognitive development of children.
- 8) For the six decades after the end of World War II, the problems of global poverty were approached by major private organizations or governments loaning large amounts of money to states or organizations that were in need of help. However, between the cashing of the check and the delivery of aid to the poorest people, there was a substantial amount of money lost. Overhead costs in the granting states or organizations took an important percentage of the money as did comparable costs in the receiving states and organizations. On top of this, the grant money in developing countries was often redirected to overseas bank accounts of political leaders. The aid money that finally trickled down to the people often was squandered through wasteful practices and poor financial management. (adapted from Edgar, Hackett, Jewsbury, Molony, and Gordon, *Civilizations Past & Present, Volume II: From 1300*, 12th ed., Pearson Education, Inc., 2008, p. 1085)
- A) Private organizations don't have the funds necessary to make a difference in helping poorer countries.
  - B) Poor countries need supervision of their financial management practices from outside governments.
  - C) Organizations and private charities should not give money to poor countries as it will just be wasted.
  - D) In the years after World War II, political leaders of poor countries receiving aid were sometimes corrupt and were more interested in enriching themselves than in helping their people.

**For the following question(s), use this passage from *The Legend of Sleepy Hollow* by Washington Irving (1820).**

In this by-place of nature there abode, in a remote period of American history, that is to say, some thirty years since, a worthy wight of the name of Ichabod Crane, who sojourned, or, as he expressed it, “tarried,” in Sleepy Hollow, for the purpose of instructing the children of the vicinity. He was a native of Connecticut, a State which supplies the Union with pioneers for the mind as well as for the forest, and sends forth yearly its legions of frontier woodmen and country schoolmasters. The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weather-cock perched upon his spindle neck to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

- 9) From this description of Icabod Crane, the reader can infer that Crane is most likely \_\_\_\_\_.
- A) a hardy frontiersman who has few fears
  - B) a brave pioneer who is fearless
  - C) as slimy as a snake
  - D) somewhat small-minded and corpse-like in appearance
- 10) The reader can infer that the word *cognomen* most likely means a(n) \_\_\_\_\_.
- A) horse
  - B) dog
  - C) clothing
  - D) name

## CHAPTER 12

### The Basics of Argument

#### 12.1 THE BASICS OF ARGUMENT—CONTENT

- 1) In order to analyze an argument, the master reader must determine both the claim and the \_\_\_\_\_.  
A) author's style and tone of the argument    B) winning side  
C) evidence that supports the claim            D) the unstated assumptions that are false
- 2) All of the following test questions are helpful in deciding if a claim is valid EXCEPT:  
A) How important is the person who is making the claim?  
B) Does the argument contain bias?  
C) Are the supports relevant to the claim?  
D) Are the supports adequate?
- 3) Effective argument includes all of the following EXCEPT:  
A) bias            B) claim            C) logical details            D) valid support
- 4) Irrelevant support can be recognized because it may \_\_\_\_\_.  
A) provide supporting reasons  
B) list significant facts  
C) answer the reporter's questions: Who? What? Where? When? Why? and How?  
D) change the topic or ignore the controlling point
- 5) Making a claim without providing adequate support is an error known as \_\_\_\_\_.  
A) a false fact                                            B) influencing by bias  
C) making an invalid conclusion                 D) a false comparison
- 6) The author's claim is usually found in the \_\_\_\_\_.  
A) major supporting details                        B) topic sentence  
C) transitional sentences                            D) concluding sentence
- 7) When evaluating an argument, it is important to test each piece of supporting evidence by asking, \_\_\_\_\_.  
A) "Is this support interesting to the reader?"  
B) "Is this support surprising or unexpected?"  
C) "Does this support agree with the reader's personal opinion?"  
D) "Is this support relevant to the author's claim?"
- 8) A valid argument is based on the author's claim and relevant support as well as the \_\_\_\_\_.  
A) amount and quality of the support  
B) hidden bias toward the support  
C) subjective opinions of the author making the claim  
D) author's reputation as an expert witness



- 9) Most of the subjects studied in college textbooks rely on \_\_\_\_\_.
- A) research by experts
  - B) personal opinions of classroom professors
  - C) information gathered from surveys
  - D) questions posed to expert panels
- 10) A master reader understands that for an argument to be valid, the support \_\_\_\_\_.
- A) must be provided by an expert
  - B) must be substantial, even if it is not relevant
  - C) must relate to the claim
  - D) may be based on emotional and personal opinion

## 12.2 THE BASICS OF ARGUMENT—APPLICATION

**Directions: For the following question(s), read each set of statements carefully. One statement is the claim and the others are the supports.**

- 1) Choose the statement that reveals the claim.
- A) You can reduce your own carbon footprint.
  - B) The most influential factor in combating climate change is the collective decisions of millions of regular people.
  - C) In our everyday lives, each one of us can reduce greenhouse emissions that result from our decisions and activities.
  - D) Several online calculators enable you to calculate your own personal carbon footprint.
- 2) Choose the statement that reveals the claim. (adapted from Feldman, *Child Development*, 5th ed., p. 241)
- A) By playing games, children learn to control their impulses.
  - B) By playing games in which they must plan out strategies, children learn the importance of planning ahead and regulating their emotions.
  - C) Depriving animals of the ability to play affects the course of normal brain development and may very well be true for humans.
  - D) The act of playing is an important part of child development.
- 3) Choose the statement that reveals the claim. (adapted from Keown, *Personal Finance: Turning Money into Wealth*, 5th ed., p. 137).
- A) Because of the cost savings that Internet-only banks experience, they often provide higher interest rates and lower fees than traditional banks.
  - B) Online banking offers many advantages not found in traditional banking institutions.
  - C) Online banking allows you to access and manage all of your bank accounts, including IRAs, CDs, even securities, from one secure site, and transfer funds between your checking and savings accounts, or to another customer's account.
  - D) Online banking permits you the ability to download your financial information directly into your personal financial or tax software.

- 4) Choose the statement that reveals the claim (adapted from Withgott and Brennan, *Essential Environment: The Science Behind the Stories*, 3<sup>rd</sup> ed., p. 383).
- A) Incineration is a controlled process in which mixed garbage is burned at very high temperatures.
  - B) The ash remaining after trash is incinerated contains toxic components and must be disposed of in hazardous waste landfills.
  - C) Incineration of garbage can be dangerous to public health.
  - D) When trash is burned, hazardous chemicals—including dioxins, heavy metals, and PCBs—can be created and released into the atmosphere

**Directions: For the following questions, choose the statement that does NOT support the claim.**

- 5) Claim: Produce must be washed carefully in order to remove pesticide residues. (adapted from Thompson and Manore, *Nutrition for Life*, 2<sup>nd</sup> ed., p. 407)
- A) The liver of a fetus, infant, or child cannot effectively remove pesticide residues.
  - B) When pesticide residues are not effectively removed, they can damage body tissues.
  - C) Pesticides help to reduce the potential spread of disease by decreasing the level of microorganisms on crops.
  - D) Some pesticide residues target nerves and endocrine cells and have the potential to cause problems in humans.
- 6) Claim: Affirmative Action is no longer a viable solution to give minorities equal hiring opportunity. (adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 379.)
- A) Major employers, such as fire and police departments in large cities, began hiring minorities and women for the first time only because of affirmative action.
  - B) Affirmative action soon became a system of “reverse discrimination,” favoring people not because of performance but because of race, ethnicity, or sex.
  - C) Giving entire categories of people special treatment compromises standards of excellence and calls into question the real accomplishments of minorities.
  - D) Affirmative action benefits those who need it least and has done little for the African American underclass that needs the most help.
- 7) Claim: Marketers are directly or indirectly targeting young girls with provocative products, promoting a premature focus on sex and appearance. (adapted from Kotler and Armstrong, *Principles of Marketing*, 13<sup>th</sup> ed., p.208)
- A) French maid costumes, garter belt included, are available in preteen sizes.
  - B) Barbie now comes in a “bling-bling” style, replete with halter top and go-go boots.
  - C) It’s not unusual for girls under 12 to sing, “Don’t cha wish your girlfriend was hot like me?”
  - D) The Children’s Advertising Review Unit is encouraging responsible advertising by publishing extensive children’s advertising guidelines that recognize the special needs of child audiences.

- 8) A great deal of your personal power depends on the credibility that you are seen to possess—the degree to which people regard you as believable and therefore worth following.
- A) If people see you as competent and knowledgeable, they will find you credible.
  - B) Research findings suggest that women have greater difficulty influencing others by communicating competence and authority than do men.
  - C) People will see you as credible if they perceive you as being someone of high moral character, someone who is honest, and someone they can trust.
  - D) If you are seen as friendly and pleasant rather than aloof and reserved, you're likely to be seen as more credible.

**Directions: For the following questions, choose the claim that is adequately supported by the evidence in the paragraph.**

- 9) Lesser-developed countries that have not had adequate opportunities for economic development argue that exploitation of their natural resources and economic growth are their only means to alleviate poverty. Like industrialized nations in the past, these countries contend that they need opportunities to develop and to enhance the economic well being of their populations. Without such development, poor countries, for example, will never find the economic means to feed and educate their very destitute populations. Conservation and environmental restrictions are particularly harmful for these lesser-developed countries. (adapted from Wicks, et. al., *Business Ethics: A Managerial Approach*, p. 324.)
- A) It is morally responsible to encourage, not stop, economic development when over half of the world lives in abject poverty.
  - B) We must cut back and halt economic expansion in order to ensure our long-term survival.
  - C) We must return to a simpler life to stop over polluting the environment.
  - D) We must retreat from technological advances that use up natural resources and engage in global regulation of the world economies.
- 10) A national study of the conditions of confinement in juvenile detention facilities found that “there are several areas in which problems in juvenile facilities are substantial and widespread—most notably living space.” The study found that 47% of juveniles were confined in facilities whose populations exceeded their reported design capacity and that 33% of residents had to sleep “in rooms that were smaller than required by nationally recognized standards.” (adapted from Schmallegger, *Criminal Justice: A Brief Introduction*, 8<sup>th</sup> ed., p. 485.)
- A) Residential facilities for juveniles must have adequate staffing.
  - B) Children placed in group homes should continue to attend school and live in a family-like environment.
  - C) Alternative placement options should be found for most juveniles so that only those judged to be the most dangerous would be confined in secure facilities.
  - D) Policy makers need to devise an entirely new process for handling young offenders.

### 12.3 THE BASICS OF ARGUMENT—APPLICATION

**For the following question(s), read each set of statements carefully. One statement is the claim and the others are the supports.**

- 1) Choose the statement that reveals the claim. (Brennan and Withgott, *Environment*, Pearson, 2005, p. 564)
  - A) When large amounts of water are withdrawn from rivers upstream from dams, reservoir levels can slow down power production, resulting in pressure for more power and faster use of water.
  - B) Hydropower has negative environmental impacts.
  - C) Hydropower causes thermal pollution.
  - D) Some large reservoirs may release the gas methane, polluting the air.
  
- 2) Choose the statement that reveals the claim. (adapted from Donatelle, *Access to Health*, 8th ed., Pearson Education, Inc., 2004, p. 467)
  - A) Those who smoke two or more packs of cigarettes a day have lung cancer mortality rates 17 to 25 times greater than those of nonsmokers.
  - B) Almost 600,000 cases of non-melanoma skin cancer diagnosed each year in the United States are considered to be sun-related.
  - C) People can reduce their risk of cancer by understanding the underlying factors that increase its occurrence.
  - D) Oral cancer and cancers of the larynx, throat, esophagus, breast, and liver occur more frequently among heavy drinkers.
  
- 3) Choose the statement that reveals the claim. (adapted from Madura, *Personal Finance*, 2nd ed., Pearson Addison Wesley, 2004, p. 230)
  - A) One car dealer may charge a lower price for the car but charge higher financing costs for the loan.
  - B) Consumers must compare financing rates very carefully among car dealers to get the best deal.
  - C) Other dealers may offer an unusually low financing rate, but charge a higher price for the car.
  - D) Some dealers may offer a lower price for the car, but encourage the buyer to purchase an expensive insurance policy.

**For the following question(s), choose the statement that does NOT support the claim.**

- 4) Much of today's television consists of mindless shows that have little if any redeeming value. (adapted from Agee, Ault, & Emery, *Introduction to Mass Communications*, 12th ed., Longman, 1997, p. 284 )
- A) The monotonous succession of game shows, soap operas, reruns of old movies, inane situation comedies, talk shows, sexually oriented "reality" programs, and violent police shows, interrupted relentlessly by commercials, becomes an opiate for some adults, an escape from the reality of daily life while purporting to be reality.
  - B) The world of television creates an artificial reality; in the television world, hardly anyone grows old, even the poor are well dressed, the private detective hero always finds a parking place, and the emotional impact of tragedy is blunted by the bouncy, cheerful toothpaste and laundry-detergent commercials that follow it.
  - C) As far back as 1961, Newton N. Minow, then chairman of the Federal Communications Commission, labeled much of television programming "a vast wasteland."
  - D) Every week selective viewers can find many hours of literate, provocative, informative, and frequently very entertaining programs.
- 5) Scientists should not be concerned about defining terms and concepts before the search for knowledge about them begins. (adapted from Stanovich, *How to Think Straight About Psychology*, 5th ed., Longman, 1998, pp. 38-39)
- A) Before a word can be used in a theory, we must have a complete understanding of its usage before we begin the investigation.
  - B) The meaning of a term in science is determined only after extensive investigation of the phenomena to which the term relates, not before.
  - C) Terms must be defined and refined after examining all of the data and theory that are inherent in the scientific process.
  - D) The explanation of the phenomena, not the analysis of language, is the goal of scientists.
- 6) Dell computer company has come up with an extremely successful e-commerce business model. (adapted from Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, pp. 607-608)
- A) Michael Dell started his computer company in 1984 from his college dorm room.
  - B) The Dell model eliminates the need and cost to support a wholesale and retail sales network.
  - C) Dell's revenues have grown impressively over the past five years.
  - D) Each month, Dell typically has more than ten million visitors to its site.
- 7) For victors and vanquished alike, the situation in Europe at the end of the Second World War was dire. (adapted from Kishlansky, Geary, and O'Brien, *Civilization in the West, Vol. C, Since 1789*, 5th ed., Longman, 2003, p. 956)
- A) People were displaced by the millions across the continent of Europe, finding themselves homeless and starving.
  - B) The transportation infrastructure was severely damaged: Railways, roads, and bridges were in shambles all over Europe.
  - C) Survivors faced a level of human and material destruction unknown in the history of warfare.
  - D) As the chief producer and supplier for the Allied war effort, the United States had benefited from the conflict in Europe and actually expanded its economic productivity during the war.

- 8) We are turning into a society in which cash is no longer a means of barter. (adapted from Janaro and Altshuler, *The Art of Being Human*, 6th ed., Longman, 2000, p. 63)
- A) On paydays, instead of receiving a paycheck, we are given a slip of paper indicating that the company has automatically deposited our check into our bank account.
  - B) The personal computer can do hundreds of tasks for us in mere seconds.
  - C) When we want to buy something, we often use a piece of plastic to purchase it.
  - D) Every month, we write a check to make a payment for what we owe credit-card companies.

**For the following question(s), choose the claim that is adequately supported by the evidence in the paragraph.**

- 9) Antibiotic resistance has been called one of the world's most pressing health issues, threatening the lives of millions. Drug-resistant infectious agents—those that are not killed or inhibited by antimicrobial compounds—are on the rise globally. In fact, according to the World Health Organization, “People of the world may have only a decade or two to make use of many of the medicines presently available to stop infectious diseases before antimicrobial resistance begins to be a major threat to health.” A key factor in their development of drug-resistant infectious agents is the ability to genetically adapt quickly to new environment conditions. Tuberculosis, gonorrhea, malaria, and childhood ear infections are just a few of the diseases that have become difficult, if not impossible, to treat due to the emergence of drug-resistant pathogens. (adapted from Donatelle, *Access to Health*, 10th ed., Pearson Education, Inc., 2008, pp. 512-513)
- A) By the end of the next decade, there may be some diseases that can no longer be cured with the current antibiotics.
  - B) By the end of the next decade, most human diseases will be completely eradicated by antibiotics.
  - C) By the end of the next decade, we won't need to be concerned about the overuse of antibiotics, because new ones will come along to replace them.
  - D) By the end of the next decade, antibiotics will be useless in the treatment against disease.
- 10) The center of a black hole is thought to be a place where gravity crushes all matter to an infinitely tiny and infinitely dense point called a singularity. This singularity is the point at which all the mass that created the black holes resides. We can never know what really happens inside a black hole, because no information can ever emerge from within. We will not fully understand how a singularity behaves until we have developed a quantum theory of gravity that encompasses both general relativity and quantum mechanics. This uncertainty in our current knowledge is a gold mine for science-fiction writers, who speculate about using black holes for exotic forms of travel through spacetime. (adapted from Bennett, Donahue, Schneider, and Voit, *The Cosmic Perspective*, 3rd ed., Addison Wesley, 2004, p. 117)
- A) The laws of physics prohibit any kind of exotic forms of space travel.
  - B) Most scientists believe that time travel will prove to be impossible.
  - C) Our current understanding of physics is insufficient to answer questions about black holes and the ability to travel through time and space.
  - D) Science-fiction writers can accurately predict innovative concepts about future possibilities.

## 12.4 THE BASICS OF ARGUMENT—APPLICATION

**For the following question(s), read each set of statements carefully. One statement is the claim and the others are the supports.**

- 1) Choose the statement that reveals the claim. (adapted from Edgar, Hackett, Jewsbury, Molony, and Gordon, *Civilizations Past & Present, Volume II: From 1300*, 12th ed., Pearson Education, Inc., 2008, p. 993)
  - A) The events of September 11, 2001, galvanized the United States into a unity of action and purpose not seen in generations.
  - B) The Patriot Act was signed into law and gave the government unprecedented authority to delve into the personal lives of Americans and to limit certain civil rights.
  - C) George W. Bush proclaimed a global assault against terrorism in all of its forms and struck at and destroyed the Taliban regime in Afghanistan.
  - D) Public-opinion polls gave the president overwhelming support for whatever he wanted to do.
  
- 2) Choose the statement that reveals the claim. (adapted from Withgott and Brennan, *Environment: The Science Behind the Stories*, 3rd ed., Pearson Education, Inc., 2008, pp. 384-385)
  - A) Pollutants from fossil-fuel combustion worsen asthma, and children raised on farms suffer less asthma than children raised in cities.
  - B) Tropical diseases such as malaria, dengue, cholera, and yellow fever threaten to expand into the temperate zones with climate change.
  - C) Influenza or West Nile virus can hop continents in a matter of hours by airplane in its human host.
  - D) Many major diseases are influenced by environmental factors.
  
- 3) Choose the statement that reveals the claim. (adapted from Perry and Perry, *Contemporary Society: An Introduction to Social Science*, 12th ed., Pearson Education, Inc., 2009, p. 554)
  - A) The stalemate of the Vietnam War was a severe blow to the nation's reputation as a military force.
  - B) The United States has suffered a lessening of prestige and status in the eyes of the world over the past few decades.
  - C) The seizure of the U.S. embassy by Iran shocked the world.
  - D) America's reputation is being tarnished by the Iraq war.

**For the following question(s), choose the statement that does NOT support the claim.**

- 4) Social Security will not be able to fully support retirees in the future. (adapted from Madura, *Personal Finance*, 3rd ed., Pearson Education, Inc., 2007, pp. 556-557).
  - A) Many people accumulate their own retirement assets either through an employer-sponsored plan or by establishing an individual retirement account.
  - B) Today's retirees are now living longer.
  - C) According to population figures, there will be more retirees in the future and fewer workers to support them.
  - D) Even if Social Security continues at its current rate, the benefits are unlikely to be sufficient to provide a comfortable lifestyle for most people.

- 5) Older adults should take a B-complex vitamin supplement. (adapted from Thompson and Manore, *Nutrition: An Applied Approach*, 2nd ed., Pearson Education, Inc., 2009, pp. 666-667)
- A) Up to 30% of older adults cannot absorb enough vitamin B<sub>12</sub> from foods due to atrophic gastritis.
  - B) Vitamin B<sub>12</sub> in supplement form is absorbed more readily by the body.
  - C) Vitamin B<sub>6</sub> recommendations are slightly higher for older adults, as these higher levels appear necessary to reduce homocysteine levels and optimize immune function in this population.
  - D) If you eat good food, you are getting everything you need, and the whole vitamin-pill advice is just a hoax to get you to empty your wallet.

**For the following question(s), choose the one statement that is relevant to the author's claim.**

- 6) Claim: Teenage employment has many benefits. (adapted from Bee and Boyd, *The Developing Child*, 11th ed., Pearson Education, Inc. 2007, p. 404)
- A) Working at various jobs during the teenage years will help teens make a good decision about their future careers.
  - B) According to one study, the more hours teens worked during high school, the more likely they were to use drugs and to be dissatisfied with life.
  - C) Engaging in part-time work during high school will help teens with identity problems.
  - D) Part-time employment helps to build character and teaches young people about real life.
- 7) Claim: Consumers, merchants, and society as a whole derive a number of economic benefits from participating in Internet auctions. (adapted from Laudon and Traver, *E-commerce*, 3rd ed., Pearson Education, Inc., 2007, pp. 751-752)
- A) Sellers and buyers can be located anywhere around the globe.
  - B) Buyers and sellers can find a global market for rare items that did not exist before the Internet.
  - C) Typically, the buyer pays fulfillment costs of packing, shipping, and insurance, whereas at a physical store these costs are included in the retail price.
  - D) Online auctions provide consumers the chance to find real bargains at potentially give-away prices.



**For the following question(s), choose the claim that is adequately supported by the evidence in the paragraph.**

- 8) One of the difficulties in dealing with interpersonal relationships is that people often think that if they experience conflict in their friendships or romantic relationships, it means that something is wrong, or that the relationship is in jeopardy or that the relationship will be damaged if these differences are brought up for discussion. These are myths that often get in the way of meaningful communication about differences and disagreements. If conflict is managed fairly and with respect for each person's opinion, the relationship is likely to prosper. (adapted from DeVito, *The Interpersonal Communication Book*, 11th ed., Pearson Education, Inc., 2007, p. 286)
- A) Conflict in relationships is inevitable and, if handled well, will strengthen the relationship.
  - B) Many conflicts involve unfair fighting methods and focus largely on hurting the other person.
  - C) Conflict in a relationship depletes energy that would be better spent on other areas.
  - D) Conflict often leads to increased negative feelings.
- 9) Increasingly, children are being called on to testify in court cases involving child abuse and neglect, child custody, and other matters. Providing information on such topics can be difficult and traumatic. Almost always, children must report on highly stressful events, and they may have to speak against a parent or other relative to whom they feel loyal. In some family disputes, they may fear punishment for telling the truth. In addition, child witnesses are faced with an unfamiliar situation—at the very least an interview in the judge's chambers and at most an open courtroom with judge, jury, spectators, and the possibility of unsympathetic cross-examination. (adapted from Berk, *Infants and Children*, 6th ed., Pearson Education, Inc., 2008, p. 520)
- A) Children must never be subjected to the emotional trauma of a courtroom.
  - B) Children will often react with violence if placed in stressful situations.
  - C) Children must be protected in a courtroom and must be prepared so that they understand the courtroom process.
  - D) Juries should put little faith in the testimony of children because they are likely to give false information.

- 10) Former supermodel Carré Otis explains, “The sacrifices I made were life-threatening. I had entered a world that seemed to support a ‘whatever it takes’ mentality to maintain abnormal thinness.” At 5 feet, 10 inches, Otis once weighed only 100 pounds, giving her a body-mass index (BMI) of 14.3. (The World Health Organization considers a BMI below 16 as “starvation.”) In October 2006, Ana Carolina Reston, one of Brazil’s leading models, was hospitalized for a kidney malfunction. After three weeks in intensive care, she died from multiple organ failure and septicemia. At 5 feet, 8 inches and 99 pounds, her BMI was only 13.4. Two other extremely thin models, the Uruguayan sisters Luisel and Eliana Ramos, died in 2006 and 2007, respectively, from heart failure probably brought on by anorexia. (adapted from Audesirk, Audesirk, and Byers, *Life on Earth*, 5th. ed., Pearson Education, Inc., 2009, p. 394)
- A) South American women have a propensity for thinness that the rest of the world admires.
  - B) Women who are not extremely thin are rejected by modeling agencies around the world.
  - C) Normal-sized women are considered neither stunning nor beautiful by the fashion industry.
  - D) The fashion industry should be required to set body-mass index (BMI) guidelines to help protect their models.

## CHAPTER 13

### Advanced Argument: Persuasive Techniques

#### 13.1 ADVANCED ARGUMENT: PERSUASIVE TECHNIQUES—CONTENT

- 1) A fallacy can be described as \_\_\_\_\_.
  - A) the evidence that supports a claim
  - B) a claim that is reasonable and well-supported
  - C) an error in logical thought
  - D) false facts
  
- 2) A biased argument that advances or damages a cause is known as \_\_\_\_\_.
  - A) begging the question
  - B) propaganda
  - C) oversimplifying the issue
  - D) ignoring the evidence
  
- 3) Arguments that ignore the issue or change the subject are often based upon \_\_\_\_\_.
  - A) irrelevant details
  - B) sound logic
  - C) false analogies
  - D) supporting details
  
- 4) Oversimplifying an issue is a result of drawing a conclusion based upon \_\_\_\_\_.
  - A) irrelevant arguments that ignore the point
  - B) biased arguments that are based on personal opinion
  - C) propaganda techniques that use emotional appeal
  - D) inadequate details that do not provide enough information
  
- 5) The irrelevant argument that shifts attention away from a strong argument to a weaker one that can be more easily overcome is called \_\_\_\_\_.
  - A) personal attack because it uses abusive remarks in place of evidence
  - B) straw man because it is easier to knock down a straw man than a real man who will fight back
  - C) begging the question because it restates the point of an argument as the support and conclusion
  - D) name-calling because it uses negative labels for a product, idea, or cause.
  
- 6) The persuasive technique that assumes an unproven or unsupported point is true is known as \_\_\_\_\_.
  - A) emotional appeal
  - B) card stacking
  - C) propaganda
  - D) begging the question
  
- 7) The ad hominem fallacy is also known as “personal attack” because it uses \_\_\_\_\_ in place of evidence.
  - A) circular reasoning
  - B) testimonials from noted celebrities
  - C) abusive remarks
  - D) the bandwagon appeal that “everyone is doing it”

- 8) The black-and-white fallacy is also known as “either-or” because it assumes that \_\_\_\_\_.
- A) the argument is the same as the support
  - B) people are all alike
  - C) people will be persuaded by abusive remarks
  - D) only two sides of an issue exist
- 9) The persuasive technique of suggesting that “you can trust me because I am just like you” is known as \_\_\_\_\_.
- A) plain folks
  - B) straw man
  - C) oversimplifying
  - D) black-and-white
- 10) A false analogy that assumes two things are similar when they are not is also known as \_\_\_\_\_.
- A) post hoc
  - B) false comparison
  - C) plain folks
  - D) begging the question

### 13.2 ADVANCED ARGUMENT: PERSUASIVE TECHNIQUES—APPLICATION

**Directions: Read the following statements and decide if they are biased or unbiased.**

- 1) According to experts, communicating regularly and effectively with employees is an integral part of good management.
- A) biased
  - B) unbiased
- 2) Too many managers are idiots who tend to focus on hiding information from their employees and do not spend enough time building relationships with them
- A) biased
  - B) unbiased
- 3) Ben & Jerry’s is one of the few companies who truly care about community and people.
- A) biased
  - B) unbiased
- 4) Ben & Jerry’s donates a portion of its pretax profits to charitable concerns.
- A) biased
  - B) unbiased

**Directions: Read the following statements, looking for fallacies and propaganda.**

- 5) Which of the following statements contains a fallacy?
- A) Pit bulls are labeled as game animals, which means they are ready to fight to the death.
  - B) The downside to this is that a game dog can be taught to be vicious.
  - C) Pit bulls are a terrifying neighborhood nightmare, and the breed should be extinguished because of their fearsome reputation.
  - D) Pit bulls require obedience training and can be a loving family pet if handled correctly.

- 6) Which of the following statements contains propaganda?
- A) Cell-phone users are obnoxious, rude people who are ignorant of the basic rules of common courtesy.
  - B) Cell-phone users should know to turn off their phones during meetings, in the movies, at church, or while at formal gatherings.
  - C) Vibrate modes are appropriate only when you can take a call without disturbing the people around you
  - D) If you are with friends, be as brief as possible when answering a call.

**Directions: Identify the type of fallacy or propaganda technique used in the following statements.**

- 7) If we don't stop excessive government spending, this country will soon go bankrupt.
- A) false comparison
  - B) false cause
  - C) either-or fallacy
  - D) transfer
- 8) Are you tired of listening to television commercial after television commercial as the rest of us?
- A) testimonial
  - B) plain folks
  - C) glittering generality
  - D) bandwagon
- 9) Taking a distance learning course is like being lost at sea—there is no one to captain the ship except yourself.
- A) false comparison
  - B) straw man
  - C) personal attack
  - D) transfer
- 10) If you believe in the simple life, where hard work and one's word means something, then John Stuart is the congressman for you. Vote for John Stuart as your state representative.
- A) plain folks
  - B) testimonial
  - C) false comparison
  - D) false cause

### 13.3 ADVANCED ARGUMENT: PERSUASIVE TECHNIQUES—APPLICATION

- 1) Which of the following contains a biased argument?
- A) Reading books like *Harry Potter* will most likely ruin your moral character.
  - B) Statistics show that people who read widely often have a higher level of vocabulary than people who don't read.
  - C) The bestseller list is an indication that many people still read books today.
  - D) Oprah Winfrey began a reading club on her program, which influenced many people to read the novels she chose.

- 2) Which of the following statements does NOT contain a fallacy?
- A) If you don't take advantage of this lifetime opportunity today to buy these performance-enhancing supplements, you will never have the chance again.
  - B) Many professional athletes have used muscle-building products, so you should not be afraid to try them. Everyone who wants to be great is using them.
  - C) Recently, famed home-run hitter Mark McGuire admitted to using androstenedione and creatine to improve his performance.
  - D) Performance enhancement supplements are absolutely safe, and you should feel free to add these to your diet. We know these supplements are safe because they are harmless.
- 3) Which of the following provides an example of circular reasoning, or begging the question?
- A) Fewer people are pursuing careers in the math and science fields today.
  - B) Many students majoring in math and the sciences are not from the United States, and they plan on returning to their own countries after graduation.
  - C) Some economists are concerned because the research and development divisions of some of the top U.S. companies have moved overseas.
  - D) Women should not enter the math or science fields because everyone knows that girls are not good in these subjects.
- 4) Which of the following statements illustrates the propaganda technique of plain folks?
- A) Clint Eastwood has earned his reputation as a successful and efficient producer/director/actor, and one of the biggest stars in Hollywood.
  - B) If Clint Eastwood chooses to run for president, you should support him because, at heart, he is just like you and me. Anyone can see this from watching his movies.
  - C) Recently, Clint Eastwood won an Oscar for directing *Million Dollar Baby*, which also won the Academy Award for best movie of the year.
  - D) Clint Eastwood was elected mayor of Carmel-by-the-Sea, California, in 1986.
- 5) Which of the following is an example of using a testimonial to influence opinion?
- A) an ad portraying Donald Trump talking to McDonald's Grimace about the "Big 'N Tasty for Just a Dollar"
  - B) the television show, *The Apprentice*, which shows Donald Trump sitting in his boardroom
  - C) a picture of the entrance of Trump Tower, one of New York's most elaborate buildings
  - D) a newspaper article revealing the details of Donald Trump's marriage to Slovenian model Melania Knauss
- 6) Which of the following utilizes the persuasive technique of appealing to the emotions?
- A) Classified ads posted on the Internet can reach thousands of viewers.
  - B) Classified ads not only bring in revenue for the newspaper, but they also help readers sell their unwanted items.
  - C) A classified ad claims that you can make \$1000 a day if you purchase a marketing kit that will transform your life.
  - D) Classified ads advertise everything from A-Z.

**For the following questions, read each paragraph and identify the kind of fallacy or propaganda technique contained in each.**

- 7) Cell phones are becoming more and more popular in today's culture. Many different plans exist, and companies offer a large variety of phones. One problem discovered by phone users is the price they must pay if they go over their allotted minutes. Most phone companies charge higher prices when this occurs. Consequently, many people are unpleasantly surprised when they receive their phone bill. Because college students have so many friends in other schools, they should not sign up for a cell-phone plan. They will undoubtedly exceed their minutes.
- A) This is an example of a straw man fallacy because it distorts the opponent's position and presents a weaker argument.
  - B) This is a personal attack because it discredits the speaker and avoids the argument.
  - C) This is an example of a false cause because it assumes that one event causes the other.
  - D) This is an example of a bandwagon technique because it suggests the irrelevant detail that "everyone is doing this."
- 8) The National Rifle Association (NRA) first began as an organization that promoted shooting sports, and then hunting. After World War II, the NRA developed a close relationship with law-enforcement officers and agencies. As violence became more pronounced in cities and in the South, people began to protest the sale of handguns. Some supporters of the NRA countered this argument by saying, "When we outlaw guns, only outlaws will have guns."
- A) This is an example of a false cause because it assumes that if guns are banned, then criminals will still have access to them and innocent people cannot protect themselves.
  - B) This is an example of plain folks propaganda because it is based on the claim that prominent people who support guns are just like you and me.
  - C) This is an example of an emotional appeal because it describes the horrifying details of crimes involving weapons.
  - D) This is an example of using a testimonial to influence opinion.
- 9) Everyone enjoys the thrill of attending a good movie. The wide screens and "surround sound" in modern theaters make you feel part of the show. You certainly don't want to be the only one who hasn't seen the latest hit.
- A) This is an example of a testimonial because it uses the personal opinions of a celebrity to support the enjoyment of movies.
  - B) This is an example of the transfer technique because it creates an association between movies and real life.
  - C) This is an example of card stacking because it gives you only part of the reason that people enjoy movies.
  - D) This is an example of the bandwagon technique because it suggests that everyone goes to movies, and you will be left out if you do not.

- 10) Mrs. Collins should not have been hired as a teacher. She gives impossible assignments that not even a rocket scientist could understand. She obviously takes spiteful delight in the failure of her students. How could anyone be such a detriment to the teaching profession? I know I am going to fail her class.
- A) This is an example of an either-or fallacy because it states that there are only two choices: firing Mrs. Collins or failing the class.
  - B) This is an example of using glittering generalities that offer words of contempt but fail to give relevant details that support the claim that Mrs. Collins is a poor teacher.
  - C) This is an example of name-calling. The speaker is using emotionally loaded words to discredit the teacher and poses arguments that cannot be verified to distract the reader.
  - D) This is an example of a false comparison because it compares Mrs. Collins to a poor teacher.

#### 13.4 ADVANCED ARGUMENT: PERSUASIVE TECHNIQUES—APPLICATION

- 1) Which of the following sentences is a biased statement?
- A) About 440,000 people in the United States die of smoking-related diseases each year.
  - B) Smoking is an insidious habit that is destroying the health of America's citizens.
  - C) In smokers, microscopic smoke particles accumulate in the alveoli over the years until the lungs of a heavy smoker are literally blackened.
  - D) The longer the delicate tissues of the lungs are exposed to the carcinogens from cigarettes, the greater the chance that cancer will develop.
- 2) Which of the following statements is based upon emotional appeal? (adapted from p. 63)
- A) Tissue engineers have successfully built artificial skin and cartilage.
  - B) Tissue engineering is artificial, unethical, and immoral and should be rejected by both the public and private sectors.
  - C) Artificial cartilage has been used to rebuild damaged knees and as bone substitute in replacements for amputated fingers.
  - D) Researchers have already managed to grow bone, heart valves, heart muscle, teeth, tendons, intestines, blood vessels, and breast tissue on plastic scaffolds and to implant some of these tissues into animals.
- 3) Which of the following statements is an example of circular reasoning by restating the point of the argument as both support and conclusion?
- A) The ethical implications of biotechnology are fundamentally the same as those associated with other medical decisions.
  - B) Advances in biotechnology can result in unethical decisions such as using an embryo to save the life of another child.
  - C) Many factors contribute to ethical decisions relating to biotechnology.
  - D) Advances in biotechnology may lead to unethical decisions; therefore, biotechnology should be closely regulated because people can use it for immoral purposes.



- 4) Which of the following statements uses the irrelevant argument of personal attack?
- A) Despite the growing fossil evidence, many informed scientists do not accept the proposition that species changed and new ones had arisen over time.
  - B) From his observations as a naturalist, Charles Darwin gave birth to the theory of evolution by natural selection.
  - C) People who believe in evolution clearly must be atheists who reject Christian dogma and who are manipulating the truth.
  - D) In their early embryonic stages, fish, turtles, chickens, mice, and humans all develop tails and gill slits, but only fish retain gills as adults and only fish, turtles, and mice retain substantial tails.
- 5) Which of the following is an example of plain folks appeal, which uses irrelevant details about a noted person to build trust based on commonly shared values?
- A) An article appears in the paper detailing the local fund-raising efforts of a presidential candidate.
  - B) Two presidential candidates engage in a heated debate with one another in front of a packed audience.
  - C) The children of a presidential candidate are interviewed in *Time* magazine.
  - D) The wife of a presidential candidate makes an appearance at a local spelling bee and is photographed as she cheers on the participants
- 6) Which of the following uses a testimonial as a means of irrelevant support?
- A) Tiger Woods verifies that Gatorade has been part of his game plan for years, and, in fact, will sponsor his own “Gatorade Tiger” soon.
  - B) Several websites inform weekend athletes about the benefits of drinking sports drinks and promote Gatorade as a good choice.
  - C) Most of the sports magazines feature ads by Gatorade that are colorful and eye-catching.
  - D) Gatorade has been competing in the media for their share of the beverage industry since 1971.

**For the following questions, read each paragraph and identify the kind of fallacy or propaganda technique contained in each.**

- 7) Preserving trees reflects an environmentally sensitive approach to land development. Trees and the underlying vegetation prevent runoff from storm water, filter pollutants, buffer road noise, improve privacy, and screen unsightly views. The evidence supporting tree preservation is overwhelming, yet many developers completely strip the sites on which they build. These developers like working with a clean slate, where they can have unrestricted access to all parts of the site. However, a glance at their advertisements sometimes presents a completely different picture. Their ads display pictures of new homes surrounded by lush green trees and bountiful landscaping. Some also feature articles praising their donations to environmental groups. One local developer even sponsors a scholarship contest every year asking for essays on the importance of being good stewards of the environment. The contest announcement features a picture of Johnny Appleseed, the frontiersman who scattered apple seeds wherever he roamed. Many new home owners buy homes from this developer because they think the developer is a good steward of nature.

- A) This is an example of transfer because the passage transfers the image of being a good land steward like Johnny Appleseed to a developer who actually is not.
  - B) This is an example of using a testimonial to influence opinion.
  - C) This is an example of glittering generalities that offer words of condemnation and censorship, but fail to give details that support the claim that some developers are not good stewards of nature.
  - D) This is an example of false comparison because the passage assumes that land developers are the same as Johnny Appleseed.
- 8) Some doctors have been disciplined for drug abuse and have even lost their license to practice medicine. There have been reports of doctors' stealing drugs from the hospitals where they work, and some have written fraudulent prescriptions for their own use. Because of the stress of their demanding jobs and the long hours they work, physicians sometimes view drug abuse as an occupational hazard. New medical students should be constantly screened for drug abuse because they too will probably succumb to the pressures of their demanding profession and resort to drug abuse.
- A) This is an example of the either-or fallacy because the passage states that physicians will either be drug abusers or not.
  - B) This is an example of the bandwagon technique because the passage assumes that medical students should do what other physicians are doing.
  - C) This is an example of a false cause because the passage assumes that pursuing a career in medicine most likely will cause students to give in to the pressure of drug abuse.
  - D) This is an example of emotional appeal because the passage appeals to the reader's emotions to gain support for physicians who have drug problems.
- 9) As technology advances, many retirees are eager to take advantage of these modern miracles that they watch their children and grandchildren use. They can't wait to buy a computer that allows them to manage their money, do their taxes, e-mail with their family, and send each other pictures from their digital cameras. They can purchase wireless systems for their homes, software programs that will type as they speak, and cell phones that play tunes, take pictures, connect to the Internet, and serve up a variety of entertaining games. All they need to do is read the Sunday ads and buy their items of choice, and they will instantly become savvy participants in the technology age.
- A) This is an example of a straw man fallacy because the passage distorts the truth about the capabilities of technology.
  - B) This is an example of card stacking because the passage omits the fact that consumers with no knowledge of technology will need a significant amount of time and training before they can learn to use this equipment.
  - C) This is an example of a plain folks fallacy because the passage uses irrelevant details about noted technology users to build trust based on the expectations of retirees.
  - D) This is an example of a personal attack because the passage discredits technology users and avoids the argument.

- 10) The foreign population is growing in America. In fact, the Hispanic race will soon be the second largest ethnic group in America. Much of this population, however, is failing to learn to speak English. They live in neighborhoods with one another, purchase whatever they need in stores owned by other Hispanics, and work for bosses who speak Spanish as well. They see no need to speak English. Some American schools are even teaching classes in the Spanish language. This is not acceptable. If people wish to become American citizens, they need to learn the language. If they choose to become Americans, they should love America or leave it.
- A) This is an example of a false cause because the passage assumes that living in America will cause people to learn the language.
  - B) This is an example of a testimonial that uses irrelevant personal opinions of a famous person to support the claim that foreign-born Americans should learn to speak English.
  - C) This is an example of name calling because the speaker is using emotionally loaded words to discredit people from other countries who don't speak English.
  - D) This is an example of the either-or fallacy because the passage assumes there are only two sides to this problem: Either learn the American language, or leave.

# COMPREHENSIVE EXAMS

## Midterm Exam

For the following question(s), use this passage.

### Toxic Agents in the Environment

<sup>1</sup>Determining what types and levels of risk a potential toxicant might pose requires diligent scientific work, both in the laboratory and in the field. Shortly we will look at how scientists study the effects of toxicants in the lab, but first let's quickly survey what kinds of toxic agents exist around us and how they behave and move through the environment.

#### Toxicants come in many different types

<sup>2</sup>Toxicants can be classified into different types based on their health effects. The best-known are carcinogens, chemicals or types of radiation that cause cancer. In cancer, certain malignant cells grow uncontrollably, creating tumors, damaging the body's functioning, and often leading to death. In our society today, the greatest number of cancer cases is thought to result from carcinogens contained in cigarette smoke. Carcinogens can be difficult to identify because there may be a long lag time between exposure to the agent and the detectable onset of cancer. Historically, much toxicological work focused on carcinogens. Now, however, we know that toxicants can produce many different types of effects, so scientists have many more endpoints, or health impacts, to look for.

<sup>3</sup>Mutagens are chemicals that cause mutations in the DNA of organisms. Although most mutations have little or no effect, some can lead to severe problems, including cancer and many other disorders. Mutations can harm the individual exposed to the mutagen, or, if the mutations occur in sperm or egg cells, then the individual's offspring may suffer the effects.

<sup>4</sup>Chemicals that cause harm to the unborn are called teratogens. Teratogens that affect the development of human embryos in the womb can cause birth defects. One example involves the drug thalidomide, developed in the 1950s as a sleeping pill and to prevent nausea during pregnancy. Tragically, the drug turned out to be a powerful teratogen, and its use caused birth defects in thousands of babies. Even a single dose during pregnancy could result in limb deformities and organ defects. Thalidomide was banned in the early 1960s once the connection with birth defects was recognized. Ironically, today the drug shows some promise in treating a wide range of diseases, including Alzheimer's disease, AIDS, and various types of cancer.

<sup>5</sup>Some toxicants cause harm by affecting the immune system, which protects our bodies from disease. Allergens overactivate the immune system, causing an immune response when one is not necessary. One hypothesis for the increase in asthma in recent years is an increase in allergenic synthetic chemicals in our environment. Other toxicants may weaken the immune system, making the body less able to defend itself against bacteria, viruses, allergy-causing agents, and other attackers.

<sup>6</sup>Neurotoxins are also harmful to the body because they assault the nervous system. Neurotoxins include various heavy metals such as lead, mercury, and cadmium, as well as pesticides and some chemical weapons developed for use in war. A famous case of neurotoxin poisoning occurred in Japan, where a chemical factory dumped mercury waste into Minamata Bay between the 1930s and 1960s. Thousands of people in and around the town on the bay were poisoned by eating fish contaminated with the mercury. First the town's cats began convulsing

and dying, and then people began to show odd symptoms including slurred speech, loss of muscle control, sudden fits of laughter, and in some cases death. The company and the government eventually paid out millions of dollars in compensation to affected residents.

<sup>7</sup>Most recently, scientists have recognized the importance of endocrine disrupters, toxicants that interfere with the endocrine system. The endocrine system consists of a series of chemical messengers (hormones) that travel through the body. Sent through the body at extremely low concentrations, these messenger molecules have many vital functions. They stimulate growth development, and sexual maturity, and they regulate brain function, appetite, sexual drive, and many other aspects of our physiology and behavior. Hormone-disrupting toxicants can affect an animal's endocrine system in various ways, including blocking the action of hormones or accelerating their breakdown. Many endocrine disrupters possess molecular structures that happen to be very similar to certain hormones in their structure and chemistry. If a molecule is similar enough, it may mimic a hormone and interact with the receptor molecules for that hormone just as the actual hormone would. (Brennan and Withgott, *Environment*, Pearson, 2005, pp. 299-300)

- 1) The topic of this passage is \_\_\_\_\_.  
A) scientific surveys  
B) diligent scientific work  
C) toxicants and their effects  
D) how toxicants are studied
- 2) According to the context, the best definition of a *toxicant* is a \_\_\_\_\_.  
A) chemical that causes radiation  
B) harmful substance that can cause cancer by forming malignant tumors within the body  
C) chemical that is found in the environment  
D) substance that acts as a poison, affecting the body in numerous ways
- 3) The passage attributed all of the following effects to toxicants EXCEPT:  
A) damage to the central nervous system. B) heart failure.  
C) birth defects. D) cancer.
- 4) Choose the topic sentence of paragraph 2.  
A) Toxicants can be classified into different types based on their health effects.  
B) The best-known are carcinogens, chemicals or types of radiation that cause cancer.  
C) In our society today, the greatest number of cancer cases is thought to result from carcinogens contained in cigarette smoke.  
D) Now, however, we know that toxicants can produce many different types of effects, so scientists have many more endpoints, or health impacts, to look for.
- 5) Which of the following words used in paragraph 2 provides a clue about the writer's overall pattern of thought?  
A) different  
B) result  
C) classified  
D) however
- 6) According to the context of paragraph 3, a mutagen most likely causes \_\_\_\_\_.  
A) the growth of a cancerous tumor  
B) an abnormal change in the structure of a cell  
C) a severe allergic reaction  
D) damage to the central nervous system



14) Complete this outline from the following list.

I. Different types of toxicants

- A. Carcinogens
- B. Mutagens
- C. \_\_\_\_\_
- D. Allergens
- E. Neurotoxins
- F. Endocrine Disruptors

- A) Birth Defects
- B) Chemical Pesticides
- C) Teratogens
- D) Hormone Disruptors

15) Which sentence states the central idea of this passage?

- A) Researchers have uncovered many potential threats to human life that exist within our environment.
- B) Determining health effects that particular toxicants produce is difficult, particularly because people have a complex history of exposure to many toxicants throughout life.
- C) Scientists have identified six types of toxicants that have harmful effects upon the human body.
- D) Scientists can cite many examples of toxicants that have caused physical impairments and endangered human life.

**For the following question(s), use this passage.**

**Amazon.Com**

<sup>1</sup>Next to eBay, the best known name on the Web is Amazon, the Seattle-based pure online merchant. Few business enterprises have experienced a similar roller coaster ride from explosive early growth, to huge losses, and then back again to near break-even. No Internet business has been both so hotly reviled and so hotly praised. Its stock reflects these changing fortunes, hitting a high of \$105 a share in the second quarter of 1999, and a low of \$5 a share in 2001. As of June 25, 2003, the stock was at a 52-week high of \$37, and the story now is that Amazon is an Internet survivor, one that is likely to succeed in the long term. It had its first profitable quarter in Fall 2002.

<sup>2</sup>The original vision of founder Jeff Bezos and his friends was that the Internet was a revolutionary new form of commerce and that only companies that became really big early on (ignoring profitability) would survive. However, hundreds of pure online retail stores tried this tactic and failed. Amazon still seeks to offer the “Earth’s Biggest Selection and to be Earth’s most customer-centric company,” one where customers can find and discover anything they may want to buy online. For good measure, the company promises to give customers the lowest possible prices and free shipping on purchases over \$25. By “Earth’s biggest selection,” Amazon means millions of unique new, used, and collectible items in categories such as apparel and accessories, electronics, computers, kitchen and housewares, books, music, DVDs, videos, cameras and photo items, office products, toys, baby items and baby registry, software, computer and video games, cell phones and service, tools and hardware, travel services, magazine subscriptions, and outdoor-living items. And if Amazon does not carry it, it has envisioned systems for helping you find it at online merchants who rent space from Amazon, or even at other places on the Web.

## Business Model

<sup>3</sup>Amazon generates revenue primarily by selling books, videos, electronics, and kitchen equipment on domestic and international web sites. Amazon has four principal segments: North America Books, Music and DVD/Video (“BMVD”); North America Electronics, Tools and Kitchen (“ETK”); International; and Services. The BMVD segment is the largest, with \$1.87 billion in sales, followed by International (\$1.17 billion), ETK (\$645 million), and Services (\$246 million). Amazon operates web sites in France, Germany, the United Kingdom, Japan, and Canada.

<sup>4</sup>Amazon’s business model has changed several times. It started originally as a no-inventory Web middleman between book distributors and the individual consumer. Amazon was a specialized online store in this phase. It claimed to be leveraging the unique features of the Web. When Amazon’s ambitions grew beyond the book business and moved toward becoming a general merchandiser, executives realized Amazon would need to hold inventory, and soon began building five huge warehouses located strategically around the country to fulfill orders for general merchandise. Finally, Amazon’s business model has evolved to include not just merchandise owned by Amazon, but also online storefronts, where small merchants sell goods and Amazon takes a percentage fee. For instance, a single product on the Amazon web site may be listed for sale simultaneously by Amazon, by a participant in the Amazon Merchants program, or by a business or individual selling a new, used, or collectible version of the product through Amazon Marketplace, zShops, or Auctions. Amazon also offers e-commerce services (payment and fulfillment service) to other businesses through its Merchant.com and Syndicated Stores program. Despite this dizzying complexity, for the most part, Amazon makes money as a general merchandiser. (Laudon and Traver, *E-commerce*, 2nd ed., Addison Wesley Longman, Inc., 2003, pp. 588-591)

- 16) What is the central idea of this article?
- A) Amazon has endured several reversals of fortune, going from very high stock prices to very low ones.
  - B) Amazon has not always been the successful company that it is today.
  - C) Amazon has evolved into an extremely successful online merchant that sells many kinds of goods and services for its customers.
  - D) Amazon began as a middleman selling books that it procured from various suppliers, eliminating the need for expensive warehouses.
- 17) Choose the best definition of the word *reviled* as it is used in paragraph 1.
- A) regarded highly
  - B) hated
  - C) ignored
  - D) lauded
- 18) The term *customer-centric* in paragraph 2 most likely means \_\_\_\_\_.
- A) gathering as much information about their customers as possible in order to satisfy their needs and wants
  - B) providing all the services that customers need, from medical care and dental care to banking needs and legal services
  - C) providing appropriate personal, financial, and legal counseling to help customers cope with difficult decision-making throughout their lives
  - D) providing a web site that will meet all of the shopping needs of their customers



- 19) Identify the topic sentence of paragraph 4.
- A) Amazon’s business model has changed several times.
  - B) When Amazon’s ambitions grew beyond the book business and moved toward becoming a general merchandiser, executives realized Amazon would need to hold inventory, and soon began building five huge warehouses located strategically around the country to fulfill orders for general merchandise.
  - C) For instance, a single product on the Amazon web site may be listed for sale simultaneously by Amazon, by a participant in the Amazon Merchants program, or by a business or individual selling a new, used, or collectible version of the product through Amazon Marketplace, zShops, or Auctions.
  - D) Finally, Amazon’s business model has evolved to include not just merchandise owned by Amazon, but also online storefronts, where small merchants sell goods and Amazon takes a percentage fee.
- 20) Which of the following sentences in paragraph 4 contains a contrasting transition?
- A) It started originally as a no-inventory Web middleman between book distributors and the individual consumer.
  - B) For instance, a single product on the Amazon web site may be listed for sale simultaneously by Amazon, by a participant in the Amazon Merchants program, or by a business or individual selling a new, used, or collectible version of the product through Amazon Marketplace, zShops, or Auctions.
  - C) Amazon also offers e-commerce services (payment and fulfillment service) to other businesses through its Merchant.com and Syndicated Stores program.
  - D) Despite this dizzying complexity, for the most part, Amazon makes money as a general merchandiser.
- 21) The author’s pattern of thought in paragraph 4 is \_\_\_\_\_.
- A) comparison
  - B) contrast
  - C) time order
  - D) cause and effect
- 22) Transitions from paragraph 4 that signal the author’s writing pattern are \_\_\_\_\_.
- A) not just and but also
  - B) for instance
  - C) when, soon, and finally
  - D) despite this
- 23) All of the following statements about Amazon are true EXCEPT:
- A) Amazon has changed the way it does business several times.
  - B) Amazon’s success was guaranteed from the start.
  - C) Amazon offers various services to its customers.
  - D) Customers can sell personal items at Amazon if they wish.
- 24) Identify the purpose of the following sentence from paragraph 4.
- “Amazon was a specialized online store in this phase.”
- A) This sentence is the topic sentence of the paragraph.
  - B) This sentence provides a major detail that supports the topic sentence.
  - C) This sentence is the concluding sentence of the paragraph.
  - D) This sentence provides a minor detail that supports the preceding major detail.

25) Complete this outline of important points about Amazon.

Amazon.Com

|      |                                                                                                            |
|------|------------------------------------------------------------------------------------------------------------|
| I.   | Amazon is an Internet survivor, one that is likely to succeed in the long run.                             |
| II.  | Amazon seeks to be the company where customers can find and discover anything they may want to buy online. |
| III. |                                                                                                            |
| IV.  | Amazon's business model has changed several times.                                                         |

- A) Amazon generates revenue primarily by selling books, videos, electronics, and kitchen equipment.
- B) Amazon operates web sites in several different countries.
- C) Amazon has four principal segments.
- D) The BMVD segment of Amazon is the largest, with \$1.87 billion in sales.

# Final Exam

## Global Wealth and Poverty

1 Low-income nations are home to some rich and many poor people. The fact that most people live with incomes of just a few hundred dollars a year means that the burden of poverty is far greater than among the poor of the United States. This is not to suggest that U.S. poverty is a minor problem. In so rich a country, too little food, substandard housing, and no medical care for tens of millions of people—almost half of them children—amount to a national tragedy.

### The Severity of Poverty

2 Poverty in poor countries is more severe than it is in rich countries. A key reason that the quality of life differs so much around the world is that economic productivity is lowest in precisely the regions where population is highest. The highest-income countries support just 22 percent of humanity. In short, for every dollar received by individuals in a low-income country, someone in a high-income country takes home \$34.

3 **Table 14-1** shows the extent of wealth and well-being in specific countries around the world. The first column of figures gives gross domestic product (GDP) for a number of high-, middle-, and low-income countries. The United States, a large and high productive nation, had a 2006 GDP of more than \$12 trillion; Japan's GDP was approaching \$5 trillion. A comparison of GDP figures shows that the world's richest nations are thousands of times more productive than the poorest countries.

4 The second column of figures in Table 14-1 divides GDP by the entire population size to give an estimate of what people can buy with their income in the local economy. The per capita GDP for rich countries like the United States, Sweden and Canada is very high, exceeding \$32,000. For middle-income countries, such as Uruguay and Bulgaria, the figures are in the \$9000 range. In the world's low-income countries, per capita GDP is just a few hundred dollars. In Niger or in Ethiopia, for example, a typical person labors all year to make what the average worker in the United States earns in a week.

**Table 14.1 Wealth and Well-Being in Global Perspective, 2006**

| Country              | Gross Domestic Product (US\$ billions) | GDP per Capita (PPP US\$) |
|----------------------|----------------------------------------|---------------------------|
| <b>High-Income</b>   |                                        |                           |
| Norway               | 296                                    | 41,420                    |
| Australia            | 733                                    | 31,794                    |
| Canada               | 1,114                                  | 33,375                    |
| Sweden               | 358                                    | 32,525                    |
| Japan                | 4,534                                  | 31,267                    |
| United States        | 12,417                                 | 41,890                    |
| <b>Middle-Income</b> |                                        |                           |
| Bulgaria             | 27                                     | 9,032                     |
| Uruguay              | 17                                     | 9,962                     |
| Brazil               | 796                                    | 8,402                     |
| Thailand             | 177                                    | 8,677                     |
| India                | 806                                    | 3,452                     |

| <b>Low-Income</b> |    |       |
|-------------------|----|-------|
| Kenya             | 19 | 1,240 |
| Guinea            | 3  | 2,316 |
| Ethiopia          | 11 | 1,055 |
| Mali              | 5  | 1,033 |
| Niger             | 3  | 781   |

### **Relative versus Absolute Poverty**

5 The distinction between relative and absolute poverty has an important application to global inequality. People living in rich countries generally focus on *relative poverty*, meaning that some people lack resources that are taken for granted by others. By definition, relative poverty exists in every society, rich or poor.

6 More important in global perspective, however, is *absolute poverty*, a lack of resources that is life-threatening. Human beings in absolute poverty lack the nutrition necessary for health and long-term survival. To be sure, some absolute poverty exists in the United States. But such immediately life-threatening poverty strikes only a very small proportion of the U.S. population; in low-income countries, by contrast, one-third or more of the people are in desperate need. Because absolute poverty is deadly, one global indicator of this problem is median age at death. In rich societies, most people die after the age of seventy-five; in poor countries, half of all deaths occur among children under the age of ten.

### **The Extent of Poverty**

7 Poverty in poor countries is more widespread than it is in rich nations such as the United States. The U.S. government officially classifies 12.5 percent of the population as poor. In low-income countries, however, most people live no better than the poor in the United States, and many are far worse off. The high death rates among children in Africa indicate that absolute poverty is greatest there, where one-third of the population is malnourished. In the world as a whole, at any given time, 17 percent of the people—about 1.4 billion—suffer from chronic hunger, which leaves them less able to work and puts them at high risk of disease.

8 The typical adult in a rich nation such as the United States consumes about 3,500 calories a day, an excess that contributes to widespread obesity and related health problems. The typical adult in a low-income country not only does more physical labor but consumes just 2,000 calories a day. The result is undernourishment; too little food or not enough of the right kinds of food.

9 In the ten minutes that it takes to read this section, about 100 people in the world who are sick and weakened from hunger will die. This number amounts to about 25,000 people a day, or 9 million people each year. Clearly, easing world hunger is one of the most serious responsibilities facing humanity today.

—Adapted from Macionis, *Sociology*, 13<sup>th</sup> ed., p. 306.

1. While surveying this article, what information would a master reader first note?
  - A) the gross domestic product of the United States
  - B) the per capita product of the United States
  - C) the income of a worker in Ethiopia
  - D) the three section headings and the table

2. What prior knowledge would be most helpful in understanding this passage?
- A) knowledge of world population figures
  - B) an understanding of the term *gross domestic product*
  - C) a view of world markets
  - D) an awareness of foreign debt
3. The topic of this passage is \_\_\_\_\_.
- A) the causes of poverty
  - B) a global view of poverty
  - C) world hunger
  - D) low-income nations
4. The author's primary purpose is to \_\_\_\_\_.
- A) inform the reader about the severity of poverty around the world
  - B) fascinate the reader with examples of different life styles
  - C) persuade the reader to travel more
  - D) describe the benefits of gaining a more global view of the world
5. The author primarily bases his conclusion on \_\_\_\_\_.
- A) facts
  - B) studies
  - C) surveys
  - D) opinions
6. The prefix *sub* means *under*.  
Combining this knowledge with the context, choose the best definition of the term *substandard* as it is used in paragraph 1.
- A) normal
  - B) almost normal
  - C) below normal
  - D) higher than normal
7. According to the context of paragraph 2 and the information in the table, the best definition of *economic productivity* is \_\_\_\_\_.
- A) taxes paid per year
  - B) levies waged in fines
  - C) sales figures
  - D) earnings as a result of labor
8. Which sentence states the main idea of paragraph 2?
- A) Poverty in poor countries is more severe than it is in rich countries.
  - B) One reason that the quality of life differs so much around the world is that economic productivity is lowest in precisely the regions where population is highest.
  - C) The highest-income countries support just 22 percent of humanity.
  - D) In short, for every dollar received by individuals in a low-income country, someone in a high-income country takes home \$34.

9. According to the context of paragraph 3 and in the information in the table, *gross domestic product* is \_\_\_\_\_.
- A) the amount of money earned by those at poverty level
  - B) the amount of overall income earned by a country
  - C) the amount of goods produced within a country
  - D) the types of manufacturing goods produced by a country
10. The root word *capita* means *head*. Combining this knowledge with the context, choose the best definition of the term *per capita* as it is used in paragraph 4.
- A) by each ruler
  - B) by each country
  - C) by each person
  - D) by all people combined
11. Using Table 14.1, which country most likely has the lowest quality of life?
- A) Uruguay
  - B) Ethiopia
  - C) Guinea
  - D) Niger
12. What is the best definition of **distinction** as it is used in paragraph 5?
- A) importance
  - B) difference
  - C) honor
  - D) excellence
13. What is the pattern of thought expressed paragraphs 5 and 6?
- A) comparison and contrast
  - B) cause and effect
  - C) time order
  - D) classification
14. Which sentence states the main idea of paragraph 6?
- A) More important in global perspective, however, is *absolute poverty*, a lack of resources that is life-threatening.
  - B) To be sure, some absolute poverty exists in the United States.
  - C) But such immediately life-threatening poverty strikes only a very small proportion of the U.S. population; in low-income countries, by contrast, one-third or more of the people are in desperate need.
  - D) Because absolute poverty is deadly, one global indicator of this problem is median age at death.

15. What is the relationship expressed by the transitions *but* and *contrast* in the following sentence from paragraph 6?  
“But such immediately life-threatening poverty strikes only a very small proportion of the U.S. population; in low-income countries, by contrast, one-third or more of the people are in desperate need.”
- A) cause and effect
  - B) comparison
  - C) contrast
  - D) time order
16. What is the relationship expressed by the transition *because* in the following sentence from paragraph 6?  
“Because absolute poverty is deadly, one global indicator of this problem is median age at death. In rich societies, most people die after the age of seventy-five; in poor countries, half of all deaths occur among children under the age of ten.”
- A) cause and effect
  - B) comparison
  - C) contrast
  - D) time order
17. What conclusion can be drawn from the information in paragraph 6?
- A) Most people living in absolute poverty live in the United States.
  - B) Children suffer the most from absolute poverty.
  - C) Children suffer the least effects of absolute poverty.
  - D) Thirty-three percent of the world’s population is living in absolute poverty.
18. What inference can be made about the difference between relative poverty and absolute poverty?
- A) They are both equally severe.
  - B) Relative poverty is more severe than absolute poverty.
  - C) Absolute poverty is far worse than relative poverty.
  - D) The poor of all countries suffer equally.
19. Which sentence states the main idea of paragraph 7?
- A) Poverty in poor countries is more widespread than it is in rich nations such as the United States.
  - B) The U.S. government officially classifies 12.5 percent of the population as poor.
  - C) In low-income countries, however, most people live no better than the poor in the United States, and many are far worse off.
  - D) In the world as a whole, at any given time, 17 percent of the people—about 1.4 billion—suffer from chronic hunger, which leaves them less able to work and puts them at high risk of disease.
20. What is the relationship expressed by the transition *however* in the following sentence from paragraph 7?  
“In low-income countries, however, most people live no better than the poor in the United States, and many are far worse off.”
- A) cause and effect
  - B) classification
  - C) comparison
  - D) contrast

21. The prefix *mal* in the word malnourished (paragraph 7) most likely means \_\_\_\_.
- A) good
  - B) away from
  - C) with or together with
  - D) bad
22. According to the way it is used in paragraph 7, the term *chronic* most likely means \_\_\_\_.
- A) temporary
  - B) constant
  - C) having an end
  - D) mild
23. “The U.S. government officially classifies 12.5 percent of the population as poor.”
- This sentence from paragraph 7 is \_\_\_\_.
- A) a statement of fact
  - B) an opinion
  - C) an expert opinion
  - D) both fact and opinion
24. “In low-income countries, however, most people live no better than the poor in the United States, and many are far worse off.”
- This sentence from paragraph 7 is \_\_\_\_.
- A) a statement of fact
  - B) an opinion
  - C) an expert opinion
  - D) both fact and opinion
25. Which sentence states the implied main idea of paragraph 8?
- A) Adults in America consume too much food.
  - B) Adults in America have many health problems.
  - C) Adults in low-income countries consume less food.
  - D) Many adults in low-income countries are malnourished because they consume too little food for the physical labor they perform.
26. What is the primary purpose of paragraph 8?
- A) To reveal the food preferences of wealthier countries.
  - B) To make a comparison that explains why adults in low-income countries are more malnourished than adults in America
  - C) To explain the causes of poverty in low-income countries
  - D) To classify countries as either being wealthy countries or low-income countries.



27. What conclusion can be drawn from paragraph 8?
- A) Americans are obese because they are lazy.
  - B) Workers in poor countries are actually better off because they don't suffer from obesity.
  - C) Workers in poor countries probably suffer many health problems from lack of proper nutrition.
  - D) Americans are unhealthy.
28. The overall purpose of the last paragraph is to \_\_\_\_\_.
- A) list the difficulties of easing world hunger
  - B) provide an example to shock the reader into recognizing the severity of world hunger
  - C) instruct the reader about the causes of poverty
  - D) enthrall the reader with a gripping story
29. The overall pattern of thought used throughout this selection is \_\_\_\_\_.
- A) time order
  - B) classification
  - C) comparison and contrast
  - D) cause and effect
30. The overall tone of this passage is \_\_\_\_\_.
- A) light and humorous
  - B) bitter and sarcastic
  - C) hostile and threatening
  - D) factual and concerned



# ANSWER KEY FOR TEST BANK

## **Chapter 1 A Reading System for Master Readers**

### **1.1 A Reading System for Master Readers - Content**

- 1) D
- 2) B
- 3) C
- 4) D
- 5) A
- 6) B
- 7) D
- 8) B
- 9) D
- 10) D

### **1.2 A Reading System for Master Readers - Application**

- 1) C
- 2) C
- 3) B
- 4) B
- 5) A
- 6) D
- 7) C
- 8) C
- 9) B
- 10) C

### **1.3 A Reading System for Master Readers - Application**

- 1) D
- 2) C
- 3) D
- 5) B
- 6) A
- 7) C
- 8) A
- 9) A
- 10) D

### **1.4 A Reading System for Master Readers - Application**

- 1) B
- 2) B
- 3) C
- 4) C
- 5) D
- 7) B
- 8) B
- 10) C

## **Chapter 2 Vocabulary Skills**

### **2.1 Vocabulary Skills - Content**

- 1) D
- 2) C
- 3) D
- 4) B
- 5) D
- 6) B
- 7) C
- 8) C
- 9) B
- 10) B

### **2.2 Vocabulary Skills - Application**

- 1) D
- 2) A
- 3) B
- 4) A
- 5) C
- 6) B
- 7) A
- 8) D
- 9) B
- 10) C

### **2.3 Vocabulary Skills - Application**

- 1) C
- 2) B
- 3) C
- 4) C
- 5) D
- 6) D
- 7) B
- 8) C
- 9) A
- 10) D

### **2.4 Vocabulary Skills - Application**

- 1) B
- 2) D
- 3) D
- 4) C
- 5) D
- 6) D
- 7) B
- 8) D
- 9) B
- 10) B

## **Chapter 3 Stated Main Ideas**

### **3.1 Stated Main Ideas - Content**

- 1) D
- 2) C
- 3) C
- 4) B
- 5) C
- 6) A
- 7) A
- 8) B
- 9) D
- 10) B

### **3.2 Stated Main Ideas - Application**

- 1) A
- 2) A
- 3) B
- 4) D
- 5) D
- 6) B
- 7) C
- 8) C
- 9) A
- 10) A

### **3.3 Stated Main Ideas - Application**

- 1) C
- 2) D
- 3) C
- 4) B
- 5) A
- 6) D
- 7) C
- 8) B
- 9) A
- 10) B

### **3.4 Stated Main Ideas - Application**

- 1) D
- 2) D
- 3) B
- 4) A
- 5) B
- 6) D
- 7) D
- 8) D
- 9) D
- 10) A

## **Chapter 4 Implied Main Ideas and Implied Central Ideas**

### **4.1 Implied Main Ideas and Implied Central Ideas - Content**

- 1) C
- 2) B
- 3) D
- 4) A
- 5) C
- 6) A
- 7) C
- 8) D
- 9) B
- 10) D

### **4.2 Implied Main Ideas and Implied Central Ideas - Application**

- 1) D
- 2) D
- 3) B
- 4) C
- 5) A
- 6) C
- 7) D
- 8) A
- 9) B
- 10) C

### **4.3 Implied Main Ideas and Implied Central Ideas - Application**

- 1) B
- 2) B
- 3) D
- 4) C
- 5) C
- 6) B
- 7) D
- 8) C
- 9) B
- 10) C

### **4.4 Implied Main Ideas and Implied Central Ideas - Application**

- 1) C
- 2) B
- 3) C
- 4) A
- 5) B
- 6) D
- 7) C
- 8) A
- 9) C
- 10) C

## **Chapter 5 Supporting Details**

### **5.1 Supporting Details - Content**

- 1) D
- 2) B
- 3) D
- 4) C
- 5) A
- 6) A
- 7) D
- 8) C
- 9) C
- 10) B

### **5.2 Supporting Details - Application**

- 1) B
- 2) B
- 3) C
- 4) A
- 5) A
- 6) D
- 7) C
- 8) B
- 9) C
- 10) D

### **5.3 Supporting Details - Application**

- 1) C
- 2) A
- 3) B
- 4) D
- 5) B
- 6) B
- 7) C
- 8) C
- 9) D
- 10) C

### **5.4 Supporting Details - Application**

- 1) A
- 2) C
- 3) D
- 4) B
- 5) D
- 6) B
- 7) C
- 8) C
- 9) A
- 10) B



## **Chapter 6 Outlines and Concept Maps**

### 6.1 Outlines and Concept Maps - Content

- 1) A
- 2) C
- 3) A
- 4) C
- 5) A
- 6) C
- 7) D
- 8) B
- 9) A
- 10) A

### 6.2 Outlines and Concept Maps - Application

- 1) A
- 2) B
- 3) C
- 4) A
- 5) C
- 6) D
- 7) C
- 8) C
- 9) B
- 10) D

### 6.3 Outlines and Concept Maps - Application

- 1) A
- 2) B
- 3) C
- 4) D
- 5) D
- 6) C
- 7) B
- 8) D
- 9) A
- 10) B

### 6.4 Outlines and Concept Maps - Application

- 1) C
- 2) A, B
- 3) D
- 4) D
- 5) B
- 6) C
- 7) B
- 8) C
- 9) A
- 10) C

## **Chapter 7 Transitions and Thought Patterns**

### 7.1 Transitions and Thought Patterns - Content

- 1) D
- 2) B
- 3) D
- 4) B
- 5) B
- 6) B
- 7) A
- 8) C
- 9) C
- 10) D

### 7.2 Transitions and Thought Patterns - Application

- 1) C
- 2) A
- 3) B
- 4) D
- 5) C
- 6) B
- 7) A
- 8) C
- 9) D
- 10) D

### 7.3 Transitions and Thought Patterns - Application

- 1) A
- 2) D
- 3) C
- 4) D
- 5) B
- 6) D
- 7) B
- 8) A
- 9) B
- 10) A

### 7.4 Transitions and Thought Patterns - Application

- 1) B
- 2) C
- 3) D
- 4) B
- 5) C
- 6) D
- 7) A
- 8) C
- 9) D
- 10) B

## **Chapter 8 More Thought Patterns**

### 8.1 More Thought Patterns - Content

- 1) C
- 2) B
- 3) D
- 4) B
- 5) C
- 6) B
- 7) A
- 8) B
- 9) C
- 10) B

### 8.2 More Thought Patterns - Application

- 1) C
- 2) A
- 3) D
- 4) B
- 5) C
- 6) D
- 7) C
- 8) A
- 9) B
- 10) A

### 8.3 More Thought Patterns - Application

- 1) C
- 2) C
- 3) C
- 4) B
- 5) A
- 6) C
- 7) B
- 8) D
- 9) D
- 10) A

### 8.4 More Thought Patterns - Application

- 1) B
- 2) A
- 3) C
- 4) D
- 5) C
- 6) D
- 7) D
- 8) B
- 9) B
- 10) D

## **Chapter 9 Fact and Opinion**

### **9.1 Fact and Opinion - Content**

- 1) A
- 2) B
- 3) D
- 4) C
- 5) B
- 6) A
- 7) D
- 8) B
- 9) B
- 10) C

### **9.2 Fact and Opinion - Application**

- 1) B
- 2) D
- 3) C
- 4) A
- 5) C
- 6) A
- 7) B
- 8) C
- 9) A
- 10) C

### **9.3 Fact and Opinion - Application**

- 1) C
- 2) A
- 3) B
- 4) D
- 5) B
- 6) C
- 7) C
- 8) C
- 9) A
- 10) D

### **9.4 Fact and Opinion - Application**

- 1) B
- 2) A
- 3) C
- 4) C
- 5) C
- 6) B
- 7) D
- 8) A
- 9) C
- 10) D

## **Chapter 10 Tone and Purpose**

### 10.1 Tone and Purpose - Content

- 1) D
- 2) C
- 3) B
- 4) B
- 5) C
- 6) B
- 7) C
- 8) A
- 9) C
- 10) D

### 10.2 Tone and Purpose - Application

- 1) A
- 2) B
- 3) C
- 4) B
- 5) B
- 6) C
- 7) D
- 8) D
- 9) D
- 10) A

### 10.3 Tone and Purpose - Application

- 1) B
- 2) B
- 3) C
- 4) D
- 5) D
- 6) C
- 7) C
- 8) D
- 9) A
- 10) A

### 10.4 Tone and Purpose - Application

- 1) B
- 2) C
- 3) A
- 4) D
- 5) C
- 6) B
- 7) D
- 8) B
- 9) C
- 10) C

## Chapter 11 Inferences

### 11.1 Inferences - Content

- 1) B
- 2) C
- 3) A
- 4) B
- 5) A
- 6) D
- 7) C
- 8) C
- 9) A
- 10) D

### 11.2 Inferences - Application

- 1) D
- 2) B
- 3) A
- 4) A
- 5) A
- 6) A
- 7) A
- 8) A
- 9) C
- 10) A

### 11.3 Inferences - Application

- 1) A
- 2) B
- 3) B
- 4) D
- 5) B
- 6) A
- 7) D
- 8) C
- 9) A
- 10) C

### 11.4 Inferences - Application

- 1) B
- 2) A
- 3) D
- 4) D
- 5) B
- 6) D
- 7) C
- 8) D
- 9) D
- 10) D

## **Chapter 12 The Basics of Argument**

### 12.1 The Basics of Argument - Content

- 1) C
- 2) A
- 3) A
- 4) D
- 5) C
- 6) B
- 7) D
- 8) A
- 9) A
- 10) C

### 12.2 The Basics of Argument - Application

- 1) A
- 2) D
- 3) B
- 4) C
- 5) C
- 6) A
- 7) D
- 8) B
- 9) A
- 10) C

### 12.3 The Basics of Argument - Application

- 1) B
- 2) C
- 3) B
- 4) D
- 5) A
- 6) A
- 7) D
- 8) B
- 9) A
- 10) C

### 12.4 The Basics of Argument - Application

- 1) A
- 2) D
- 3) B
- 4) A
- 5) D
- 6) B
- 7) C
- 8) A
- 9) C
- 10) D

## **Chapter 13 Advanced Argument: Persuasive Techniques**

### 13.1 Advanced Argument: Persuasive Techniques - Content

- 1) C
- 2) B
- 3) A
- 4) D
- 5) B
- 6) D
- 7) C
- 8) D
- 9) A
- 10) B

### 13.2 Advanced Argument: Persuasive Techniques - Application

- 1) B
- 2) A
- 3) A
- 4) B
- 5) C
- 6) A
- 7) B
- 8) D
- 9) A
- 10) A

### 13.3 Advanced Argument: Persuasive Techniques - Application

- 1) A
- 2) C
- 3) D
- 4) B
- 5) A
- 6) C
- 7) C
- 8) A
- 9) D
- 10) C

### 13.4 Advanced Argument: Persuasive Techniques - Application

- 1) B
- 2) B
- 3) D
- 4) C
- 5) D
- 6) A
- 7) A
- 8) C
- 9) B
- 10) D



## COMPREHENSIVE EXAMS

### Midterm Exam

- 1) C
- 2) D
- 3) B
- 4) A
- 5) C
- 6) B
- 7) C
- 8) D
- 9) C
- 10) B
- 11) A
- 12) A
- 13) D
- 14) C
- 15) C
- 16) C
- 17) B
- 18) D
- 19) A
- 20) D
- 21) C
- 22) C
- 23) B
- 24) D
- 25) C

## Final Exam

- 1) D
- 2) B
- 3) B
- 4) A
- 5) A
- 6) C
- 7) D
- 8) A
- 9) B
- 10) C
- 11) D
- 12) B
- 13) A
- 14) A
- 15) C
- 16) A
- 17) B
- 18) C
- 19) A
- 20) C
- 21) D
- 22) B
- 23) A
- 24) C
- 25) D
- 26) B
- 27) C
- 28) B
- 29) C
- 30) D