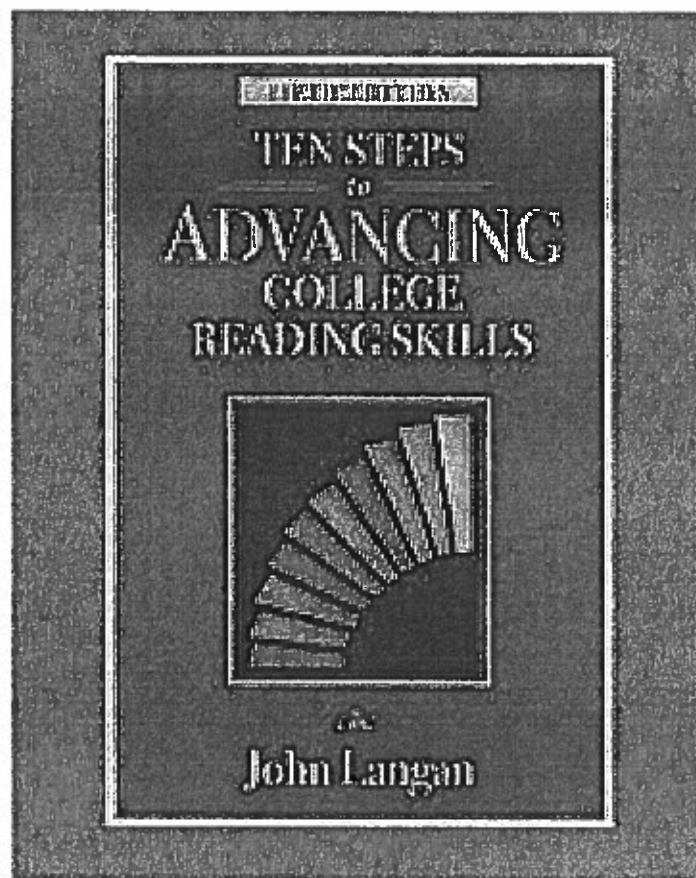


# College Reading

## Chapter 3

### Practice and Mastery Exercises



Name \_\_\_\_\_



**Study notes:**

Warning coloration—the bright coloring sometimes shared by different species that effectively warns predators of a distasteful and often poisonous meal.

**Example—**

- A. Since poisoning your predator is little comfort if you're eaten, the bright colors warn your predator beforehand.
- B. After being stung when trying to eat a bee, a toad will avoid brightly colored bees.
- C. Different species of dangerous animals have similar warning coloration, such as the bee.

**REVIEW TEST 4**

How important to an infant's basic development is the care it receives? This question is addressed in the following selection from the college textbook *Psychology*, by Mary M. Gergen and others. Read the passage and then answer the supporting-detail questions that follow.

To help you continue to strengthen your work on the skills taught in previous chapters, there are also questions on vocabulary in context and main ideas.

**Words to Watch**

Below are some words in the reading that do not have strong context support. Each word is followed by the number of the paragraph in which it appears and its meaning there. These words are indicated in the article by a small circle (°).

*innate* (3): inborn

*mutually* (3): in a manner in which giving and receiving are equal

*reinforcer* (4): reward causing a positive response

*reciprocated* (9): returned

## BABY LOVE

*Mary M. Gergen et al.*

1 At the base of an infant's social life is its first experience of love. During the first two years, infants normally acquire a basic sense of attachment. By **attachment**, we mean a feeling of dependence, trust, and the desire to be physically close to the major caregiver, usually the mother. Developmentalists such as Erik Erikson believe that the basic trust formed during this period provides the foundation for all other social and emotional development.

2 We do not know how quickly infants develop attachment. Psychologists had once believed that infants in the first few weeks of life were not yet able to distinguish their mother from other people, but recent research indicates that they are able to. By six months or so, they have clearly developed attachment. One indication of this is that many infants will cry if their mothers disappear from sight. Also, children often will show fear and distress in the presence of a stranger. The presence of a caretaker will soothe them.

3 What is the basis of the infant's attachment to its mother? Some learning theorists believe that the attachment between mother and child develops because of the child's ability to cry and smile. Crying and smiling are innate<sup>o</sup> responses in infants; these responses reflect the child's need states, which

the child communicates in a primitive way to parents. The child cries when in distress, and the parent relieves the distress. At this point, the child smiles (which in a sense rewards the parent's actions). The behaviors of parents and infants are mutually<sup>o</sup> reinforcing—the infant provides smiles and the parent provides food and care—so both parties become attached.

4 For some time, psychologists thought that the nourishment provided by the parent was the principal reinforcer<sup>o</sup> for infants, but research suggests that the physical comfort provided by parents may be even more important. Harry and Margaret Harlow conducted several experiments on infant monkeys who were separated from their mothers at birth and reared with surrogate, or substitute, mothers. In some cases, the surrogate mother was made of wire with a wooden block for a head. This was not a very cozy mother to cuddle up to. In other cases, the surrogate mother had a soft, cuddly, terry-cloth body. In one experiment, the infant monkeys were raised in a cage with both the terry-cloth "mother" and the wire "mother." However, only the wire mother was equipped with a milk bottle, so nourishment came from the wire mother alone.

5 The Harlows and their associates observed the behavior of the infants and

discovered an important tendency. The infant monkey had become attached to the terry-cloth mother, even though the wire mother provided the food. If an infant monkey was frightened (by sounds, lights, or a new object), it would seek the security of the terry-cloth mother. It would feed from the wire mother's bottle, but it spent most of its time with the cloth-covered mother. Also, when an infant monkey proceeded to investigate the cage, it would keep one foot on the terry-cloth mother and would return and cling to this surrogate mother whenever frightened. These results suggest that contact comfort is in many ways more important for attachment than nourishment.

6 Even though the terry-cloth mothers provided the infant monkeys with security, these monkeys did not develop into normal adults. While they were less disturbed than monkeys raised only with wire mothers, as adults they exhibited disturbed behavior. They constantly rocked, sucked on themselves, and behaved in an aggressive manner when released into a group of monkeys. This behavior lasted through their adult lives.

7 Obviously, the terry-cloth and wire mothers were not enough. Attachment to real monkeys seemed important for the young monkeys to develop into proper adults. But need the mother be present for this to occur? Harry Harlow looked at this question as well. He found that infant monkeys that were separated from their mothers and raised with other



infants showed more clinging behavior and tended to be more timid as adults than normally reared monkeys. These infants showed some negative effects of being raised without a mother, but they were not so badly affected as infants who were raised completely isolated from other monkeys.

8 Of course, you may have doubts about generalizing to humans from experiments with monkeys. This is a reasonable doubt. But we should note that apes and monkeys are our closest nonhuman relatives. Thus, we may suspect that some similarities might exist. Also, studies of children brought up in orphanages show that those who are not given the opportunity to form strong attachments to caregivers suffer from social and emotional difficulties.

9 Harlow also tested whether or not the effects of early isolation could be reversed. In one study, he placed young monkeys who had not been isolated with older monkeys that had been isolated. The younger monkeys showed a lot of clinging behavior, and very little aggressive behavior. The usual response of the younger monkeys was to cling and attach themselves to the older monkeys. Over time, the isolates reciprocated<sup>9</sup> this behavior, and after six months the isolates behaved much like the younger monkeys. The younger monkeys apparently provided nonthreatening models to the isolates.

10 Studies of young children in orphanages have shown that giving loving attention and care to formerly neglected babies improves their lives significantly. Listless, dull babies became lively, normal youngsters when they were lovingly cared for. In one study, the children who did not receive loving care became mentally retarded and remained institutionalized all of their

lives, while the others who were cared for developed into normal adults living in the community. We should point out that this series of studies merely observed some orphanages; it was not an experiment. It would appear that the effects of the early experience of isolation may be correctable. Recently, a review of twenty studies on early separation of mothers from their children indicated that children do not usually suffer permanent harm from this experience. What seems to matter is that someone gives loving care to the infants.

We have emphasized attachment 11 to the principal caretaker, but typically by one year of age children extend their attachments to others, such as the father, grandparents, and other caretakers. Also at this time the fear of strangers, which peaks around eight months, begins to decrease, and will be reduced markedly by the time the child is eighteen months old. The attachment to others provides the foundation for future social relationships.

## Reading Comprehension Questions

### Vocabulary in Context

- \_\_\_\_\_ 1. In the sentence below, the word *listless* (lĭst'lis) means
- A. well-cared for.
  - B. tall.
  - C. bright.
  - D. inactive.

"Listless, dull babies became lively, normal youngsters when they were lovingly cared for." (Paragraph 10)

- \_\_\_\_\_ 2. In the excerpt below, the word *markedly* (mār'kĭd-lē) means
- A. not at all.
  - B. very noticeably.
  - C. only rarely.
  - D. unfortunately.

". . . at this time the fear of strangers . . . begins to decrease, and will be reduced markedly by the time the child is eighteen months old." (Paragraph 11)

### Main Ideas

- \_\_\_\_\_ 3. The main idea of paragraph 3 is expressed in the
- A. first sentence of the paragraph.
  - B. second sentence of the paragraph.
  - C. third sentence of the paragraph.
- \_\_\_\_\_ 4. The main idea of paragraphs 4 and 5 is expressed in the
- A. last sentence of paragraph 3.
  - B. first sentence of paragraph 4 and the last sentence of paragraph 5.
  - C. second sentence of paragraph 4 and the first sentence of paragraph 5.

### Supporting Details

- \_\_\_\_\_ 5. The authors define *attachment* as
- A. dependence, trust, and desire to be close to the major caregiver.
  - B. a parent's feeling for his or her child.
  - C. children's fear in the presence of a stranger or strangers.
  - D. the negative effects of early isolation.
- \_\_\_\_\_ 6. Some learning theorists believe that infants and mothers form attachments to each other
- A. in all situations.
  - B. because their behaviors reinforce one another.
  - C. because the mother provides smiles.
  - D. when the child is in distress.

- \_\_\_\_\_ 7. In forming an attachment,
- touch appears to be more important than food.
  - isolation is best.
  - monkeys prefer wire mothers over terry-cloth mothers.
  - food appears to be more important than touch.
- 8-10. Add the details missing in the following partial outline of the reading. Do so by filling in each blank with the letter of one of the sentences in the box below.

*Details Missing from the Outline*

- Monkey and human studies show that it's possible to overcome the negative effects of previous isolation or neglect.
- Studies of young children in orphanages have shown that loving attention and care can greatly improve the lives of previously neglected children.
- Experiments in which surrogate, nonliving mothers were provided for isolated monkeys suggest that for attachment, contact comfort is more important than nourishment.

Central point: Psychologists' experiments and studies suggest much about the development of infants and young children.

- The Harlows' experiments with monkeys suggest important conclusions about how attachments are formed.
  - (8) 1. \_\_\_\_\_
  2. Experiments showed that there are fewer but still some negative effects in being raised without a mother but with other infant monkeys.
- (9) B. \_\_\_\_\_
  1. When Harlow placed previously isolated older monkeys with young normal monkeys, the isolates' behavior became much like that of the normal monkeys.
  - (10) 2. \_\_\_\_\_
  3. A review of twenty studies on early separation of mothers and children indicates that the negative effects of such separation can be overcome with loving care.



## SUPPORTING DETAILS: Mastery Test 1

A. Answer the supporting-detail questions that follow the textbook passage.

<sup>1</sup>People who have no or low self-control share common traits. <sup>2</sup>First, they seem to have an unwillingness or inability to defer gratification. <sup>3</sup>Given a choice between getting five dollars today or fifteen dollars if they wait sixty days, they'll take the five dollars today. <sup>4</sup>People with weak self-control often pursue immediate gratification through such risky behaviors as too much smoking, drinking, or gambling, as well as by engaging in unprotected sex with strangers. <sup>5</sup>Second, they lack persistence in a course of action. <sup>6</sup>They prefer actions that are simple and easy, such as getting money without working or obtaining sex without establishing a relationship. <sup>7</sup>They tend to have poor work records, high rates of absenteeism when employed, unstable marital and family relationships, and other problems caused by an unwillingness to "work" at life. <sup>8</sup>At school, they usually learn little and quit early. <sup>9</sup>They lack all skills that require practice and training—they won't know how to fix a car or play a trumpet. <sup>10</sup>Finally, people with a lack of self-control are selfish. <sup>11</sup>Self-centered, indifferent, and insensitive to the suffering and needs of others, they impose loss and suffering on others. <sup>12</sup>They wreak havoc on all in their path without a qualm.

- \_\_\_\_\_ | 1. The first sentence provides  
A. the main idea.  
B. a major detail.  
C. a minor detail.
- \_\_\_\_\_ | 2. Sentences 3 and 4 provide  
A. the main idea.  
B. major details.  
C. minor details.
- \_\_\_\_\_ | 3. Sentence 5 provides  
A. the main idea.  
B. a major detail.  
C. a minor detail.
- \_\_\_\_\_ | 4. How many major supporting details does the paragraph include?  
A. Two  
B. Three  
C. Four  
D. Five

*(Continues on next page)*

## SUPPORTING DETAILS: Mastery Test 2

A. Answer the supporting-detail questions that follow the textbook passage.

<sup>1</sup>All speakers have several vocal characteristics. <sup>2</sup>Pitch refers to the highness or lowness of your voice. <sup>3</sup>Fortunately, most people speak at a pitch that is about right for them, although a few persons talk using notes that are too high or too low for their voice. <sup>4</sup>The volume or loudness of your voice is another vocal characteristic. <sup>5</sup>Each person, regardless of size, can make his or her voice louder. <sup>6</sup>If you have trouble talking loudly enough to be heard in a large classroom, work on increasing pressure from the abdominal area on exhalation. <sup>7</sup>The rate of speech of our voice is the speed at which we talk. <sup>8</sup>Although most of us utter between 140 and 180 words per minute, the optimal rate is a highly individual matter. <sup>9</sup>The test of rate is whether listeners can understand what you are saying. <sup>10</sup>The tone, the timbre, or the sound of your voice is known as its quality. <sup>11</sup>The best vocal quality is a clear, pleasant-to-listen-to voice. <sup>12</sup>Problems of quality include nasality (too much resonance in the nose on vowel sounds), breathiness (too much air escaping during phonation), harshness (too much tension in the throat and chest), and hoarseness (a raspy sound to the voice).

- 15 In general, the major details of this paragraph are
- A. sounds.
  - B. types of voices.
  - C. pitches of voices.
  - D. vocal characteristics.
- 16. Specifically, the major details of the paragraph are
- A. sound and voices.
  - B. pitches that are about right, too high, and too low.
  - C. pitch, volume, rate of speech, quality.
  - D. tone, timbre, sound, and quality of the voice.
- 17. Sentence 1 provides
- A. the main idea.
  - B. a major detail.
  - C. a minor detail.
- 18 Sentence 4 provides
- A. the main idea.
  - B. a major detail.
  - C. a minor detail.

(Continues on next page)

### SUPPORTING DETAILS: Mastery Test 3

A. Answer the supporting-detail questions that follow the textbook passage.

<sup>1</sup>More has been written on the fall of Rome than on the death of any other civilization. <sup>2</sup>While scholars are still debating this issue today, most agree that a number of factors led to Rome's demise at the hands of Germanic attackers in 476 A.D. <sup>3</sup>First, Rome was vulnerable to outside attackers because of internal political instability. <sup>4</sup>The Roman constitution did not have a clear law of succession. <sup>5</sup>As a result, each time a ruler died, civil war would break out—killing thousands and causing great political struggle. <sup>6</sup>Another factor that made Rome ripe for conquest was severe economic turmoil. <sup>7</sup>Rome's economy relied heavily upon slave labor. <sup>8</sup>However, years of harsh work and poor living conditions reduced the population of Rome's slaves. <sup>9</sup>Fewer slaves working on farms meant that the empire had fewer goods for trade and less food for its citizens. <sup>10</sup>Rome was also weakened by a lack of manpower. <sup>11</sup>The empire's long borders required more soldiers than were available to protect it from attack. <sup>12</sup>In addition, the need for soldiers abroad meant that there were fewer people to keep peace and order within the empire.

19. The main idea is expressed in sentence
- A. 1.
  - B. 2.
  - C. 4.
  - D. 12.

20. The major supporting details of this paragraph are
- A. events.
  - B. effects.
  - C. theories.
  - D. factors.

21. The second major detail of the paragraph is introduced in sentence
- A. 2.
  - B. 4.
  - C. 6.
  - D. 8.

22. The third major detail of the paragraph is introduced in sentence
- A. 7.
  - B. 8.
  - C. 9.
  - D. 10.

### SUPPORTING DETAILS: Mastery Test 5

A. Answer the supporting-detail questions that follow the textbook passage.

<sup>1</sup>Heuristics (pronounced *hyoo-ris'tiks*) are rules of thumb that help us to simplify problems. <sup>2</sup>They do not guarantee a solution, but they may bring it within reach. <sup>3</sup>A very simple heuristic method is hill-climbing. <sup>4</sup>In this process, we try to move continually closer to our final goal without ever digressing or going backward. <sup>5</sup>On a multiple-choice test, for example, one useful strategy in answering each question is to eliminate the alternatives that are obviously incorrect. <sup>6</sup>Even if this does not leave you with the one correct answer, you are closer to a solution. <sup>7</sup>Or in trying to balance a budget, each reduction in expenses brings you closer to the goal and leaves you with a smaller deficit to deal with. <sup>8</sup>Another heuristic method is the creation of subgoals. <sup>9</sup>By setting subgoals, we can often break a problem into smaller, more manageable pieces, each of which is easier to solve than the problem as a whole. <sup>10</sup>A student whose goal is to write a history paper might set subgoals by breaking down the work into a series of separate tasks: choosing a topic, doing the research, preparing an outline, writing the first draft, editing, rewriting, and so on.

- 23 \_\_\_\_\_ The main idea is expressed in sentence  
A. 1.  
B. 3.  
C. 4.  
D. 8.
- 24 \_\_\_\_\_ The major supporting details of this paragraph are  
A. events.  
B. reasons.  
C. methods.  
D. questions.
- 25 \_\_\_\_\_ The first major detail of the paragraph is introduced in sentence  
A. 2.  
B. 3.  
C. 4.  
D. 5.
- 26 \_\_\_\_\_ The second major detail of the paragraph is introduced in sentence  
A. 5.  
B. 7.  
C. 8.  
D. 10.

(Continues on next page)

- B. (5–10.) Complete the outline of the following textbook passage by filling in the main idea and the major supporting details.

<sup>1</sup>According to social researcher Herbert Gans, there are five basic types of urban dwellers. <sup>2</sup>First are the cosmopolites—the intellectuals, professionals, and artists who have been attracted to the city. <sup>3</sup>They value the city's conveniences and cultural benefits. <sup>4</sup>The second type is the singles. <sup>5</sup>Roughly between the ages of 20 and their early 30s, the singles have not decided to settle in the city permanently. <sup>6</sup>For them, urban life is a stage in their life course. <sup>7</sup>Businesses and services, such as singles bars and apartment complexes, cater to their needs and desires. <sup>8</sup>After they marry, many singles move to the suburbs. <sup>9</sup>The next type of urban dweller is the ethnic villagers. <sup>10</sup>Feeling a sense of identity, working-class members of the same ethnic group band together. <sup>11</sup>They form tightly knit neighborhoods that resemble villages and small towns. <sup>12</sup>Family- and peer-oriented, they try to isolate themselves from the dangers and problems of urban life. <sup>13</sup>A fourth type of urban dweller is the deprived. <sup>14</sup>Destitute, emotionally disturbed, and having little income, education, or work skills, the deprived live in neighborhoods that are more like urban jungles than urban villages. <sup>15</sup>Some of them stalk those jungles in search of prey. <sup>16</sup>Neither predator nor prey has much hope for anything better in life—for themselves or for their children. <sup>17</sup>Finally, there are the trapped. <sup>18</sup>Some were trapped when an ethnic group "invaded" their neighborhood and they could not afford to move. <sup>19</sup>Others are "downwardly mobile"; they started in a higher social class but because of mental or physical illness, alcohol or other drug addiction, or other problems, they drifted downward. <sup>20</sup>Many are elderly and are not wanted elsewhere. <sup>21</sup>Like the deprived, the trapped suffer from high rates of assault, mugging, and rape.

(27) Main idea: \_\_\_\_\_

(28) Major detail 1: \_\_\_\_\_

(29) Major detail 2: \_\_\_\_\_

(30) Major detail 3: \_\_\_\_\_

(31) Major detail 4: \_\_\_\_\_

(32) Major detail 5: \_\_\_\_\_

- |               |                  |                  |                  |
|---------------|------------------|------------------|------------------|
| a. Sentence 1 | ab. Sentence 6   | abd. Sentence 11 | cd. Sentence 16  |
| b. Sentence 2 | ac. Sentence 7   | abe. Sentence 12 | ce. Sentence 17  |
| c. Sentence 3 | ad. Sentence 8   | bc. Sentence 13  | de. Sentence 18  |
| d. Sentence 4 | ae. Sentence 9   | bd. Sentence 14  | bcd. Sentence 19 |
| e. Sentence 5 | abc. Sentence 10 | be. Sentence 15  | bce. Sentence 20 |

**SUPPORTING DETAILS: Mastery Test 4**

**A. (1–6.) Complete the outline of the following textbook passage by filling in the main idea and the major supporting details.**

<sup>1</sup>Psychologists believe that people progress through a sequence of stages as they make changes in their lives. <sup>2</sup>The first stage of change is precontemplation. <sup>3</sup>Whether or not they're aware of a problem behavior, people in this stage have no intention of making a change in the next six months. <sup>4</sup>Busy college students in good health, for instance, might never think about getting more exercise. <sup>5</sup>The second stage of change is contemplation. <sup>6</sup>Individuals in this stage are aware they have a problem behavior, but are torn between the positives of the new behavior and the amount of time and energy required to change. <sup>7</sup>For instance, students in a health class may start thinking about exercising but struggle to balance potential benefits with the effort of getting up early to jog or go to the gym. <sup>8</sup>In the next stage—preparation—people intend to change a problem behavior in the next month. <sup>9</sup>Some focus on a master plan. <sup>10</sup>For instance, they might look into fitness classes, gyms, or other options for working out. <sup>11</sup>Others might start by making small changes, such as walking to classes rather than taking a campus shuttle bus. <sup>12</sup>Next comes the action stage—people are modifying their behavior according to their plan. <sup>13</sup>For instance, they might be jogging or working out at the gym three times a week. <sup>14</sup>In the maintenance stage, individuals have continued to work at changing their behavior and have avoided relapse for at least six months. <sup>15</sup>Lastly comes the termination stage. <sup>16</sup>While it may take two to five years, a behavior becomes so deeply ingrained that a person can't imagine abandoning it. <sup>17</sup>More than eight in ten college seniors who exercise regularly remain as active, or even more active, after graduation.

33. Main idea: \_\_\_\_\_

34. Major detail 1. \_\_\_\_\_

35. Major detail 2. \_\_\_\_\_

36. Major detail 3. \_\_\_\_\_

37. Major detail 4. \_\_\_\_\_

38. Major detail 5. \_\_\_\_\_

39. Major detail 6. Termination

**Choose from the following to fill in the blanks:**

- |               |                  |                  |                  |
|---------------|------------------|------------------|------------------|
| a. Sentence 1 | ab. Sentence 6   | abd. Sentence 11 | cd. Sentence 16  |
| b. Sentence 2 | ac. Sentence 7   | abe. Sentence 12 | ce. Sentence 17  |
| c. Sentence 3 | ad. Sentence 8   | bc. Sentence 13  | de. Sentence 18  |
| d. Sentence 4 | ae. Sentence 9   | bd. Sentence 14  | bcd. Sentence 19 |
| e. Sentence 5 | abc. Sentence 10 | be. Sentence 15  | bce. Sentence 20 |

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Choose from the following to fill in the blanks:

- |               |                  |                  |                  |
|---------------|------------------|------------------|------------------|
| f. Sentence 1 | ab. Sentence 6   | abd. Sentence 11 | cd. Sentence 16  |
| a. Sentence 2 | ac. Sentence 7   | abe. Sentence 12 | ce. Sentence 17  |
| b. Sentence 3 | ad. Sentence 8   | bc. Sentence 13  | de. Sentence 18  |
| c. Sentence 4 | ae. Sentence 9   | bd. Sentence 14  | bcd. Sentence 19 |
| d. Sentence 5 | abc. Sentence 10 | be. Sentence 15  | bce. Sentence 20 |

B. (7–10.) Complete the map of the following textbook passage by filling in the main idea and the missing major details.

<sup>1</sup>Public speaking is very different from everyday conversation. <sup>2</sup>First of all, speeches are much more structured than a typical informal discussion. <sup>3</sup>A speech usually imposes strict time limitations on the speaker. <sup>4</sup>In addition, for most situations, speeches do not allow listeners to interrupt with questions or commentary. <sup>5</sup>Another difference to keep in mind when speaking to groups is that public speaking generally requires more formal language. <sup>6</sup>Slang, jargon, and bad grammar have little place in public speeches. <sup>7</sup>Audiences usually react negatively to speakers who do not elevate and polish their language when giving a public talk. <sup>8</sup>A third significant difference between public and private discussion is that public speaking requires a different method of delivery. <sup>9</sup>Unlike casual conversation, which is usually quiet, effective public speakers adjust their voices to be heard clearly throughout the audience. <sup>10</sup>Speaking to a group also requires the speaker to assume a more erect posture and avoid distracting mannerisms and verbal habits.

40.

41.

42.

43.

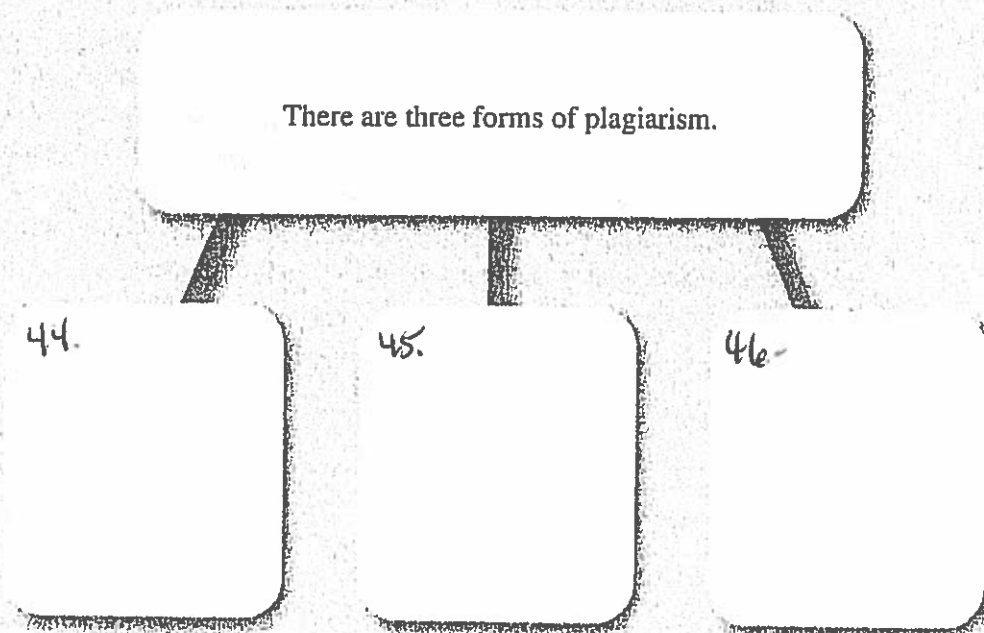
Choose from the following to fill in the blanks:

- |               |                  |                  |                  |
|---------------|------------------|------------------|------------------|
| a. Sentence 1 | ab. Sentence 6   | abd. Sentence 11 | cd. Sentence 16  |
| b. Sentence 2 | ac. Sentence 7   | abe. Sentence 12 | ce. Sentence 17  |
| c. Sentence 3 | ad. Sentence 8   | bc. Sentence 13  | de. Sentence 18  |
| d. Sentence 4 | ae. Sentence 9   | bd. Sentence 14  | bcd. Sentence 19 |
| e. Sentence 5 | abc. Sentence 10 | be. Sentence 15  | bce. Sentence 20 |

### SUPPORTING DETAILS: Mastery Test 6

The main idea of the following textbook passage is **boldfaced**. Complete the map below by filling in the three major details, including brief explanations of each detail.

<sup>1</sup>In Latin, *plagiarism* means "kidnapper." <sup>2</sup>To plagiarize means to use another person's words or ideas as if they were one's own original creations. <sup>3</sup>Quite simply, it is theft. <sup>4</sup>Common thieves steal material goods that legally belong to others and then use this property as if it were rightfully theirs. <sup>5</sup>Plagiarists do the same with words and ideas. <sup>6</sup>This theft can occur in three forms: **global, patchwork, and incremental**. <sup>7</sup>Global plagiarism is stealing all the words and ideas from another source and passing them off as one's own. <sup>8</sup>This is the most blatant kind of plagiarism and is considered to be grossly unethical. <sup>9</sup>Patchwork plagiarism occurs when words and ideas are pilfered from several sources and then patched together. <sup>10</sup>In other words, instead of copying everything from one single source, the thief copies word for word from several sources. <sup>11</sup>In global and patchwork plagiarism, entire sections are copied verbatim. <sup>12</sup>A third kind of plagiarism, incremental plagiarism, occurs when small portions (choice words or phrases) are borrowed from different parts of one source without proper credit being given.

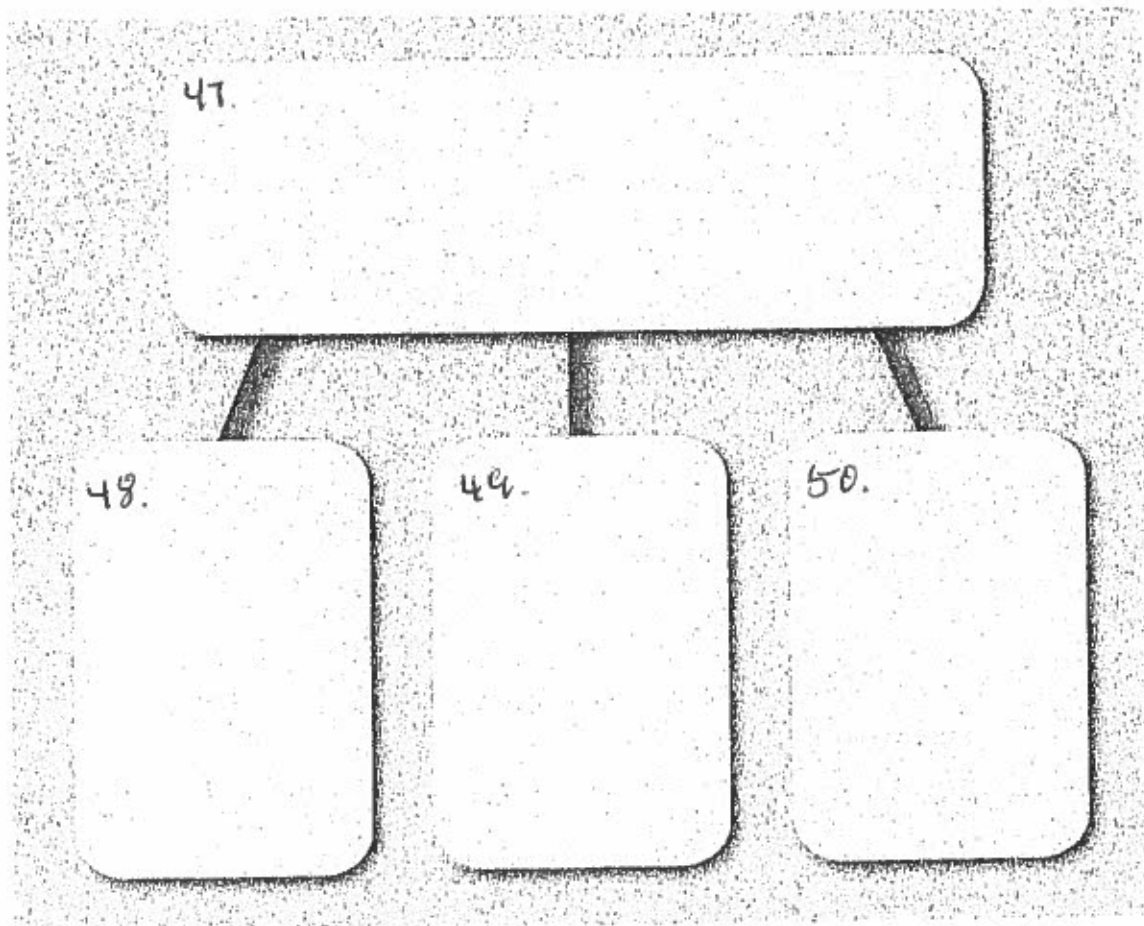


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B. 47-50.) Complete the map of the following textbook passage.

<sup>1</sup>There have always been homeless people in the United States. <sup>2</sup>But the homeless of today are more visible to the general public because they are much more likely to sleep on the streets or in other public places. <sup>3</sup>Today's homelessness has arisen from at least three social forces. <sup>4</sup>One is the increased shortage of inexpensive housing for the poor because of diminishing government subsidy of such housing. <sup>5</sup>Another social force is the decreasing demand for unskilled labor. <sup>6</sup>This decrease, which has occurred since the 1980s, has resulted in extremely high unemployment among young men in general and African Americans in particular. <sup>7</sup>A third social force is the decrease in public welfare benefits that has taken place over the last two decades. <sup>8</sup>These three social forces have enlarged the ranks of the extremely poor, thereby increasing the chances of these people becoming homeless.



Choose from the following to fill in the blanks:

- |               |                  |                  |                  |
|---------------|------------------|------------------|------------------|
| a. Sentence 1 | ab. Sentence 6   | abd. Sentence 11 | cd. Sentence 16  |
| b. Sentence 2 | ac. Sentence 7   | abe. Sentence 12 | ce. Sentence 17  |
| c. Sentence 3 | ad. Sentence 8   | bc. Sentence 13  | de. Sentence 18  |
| d. Sentence 4 | ae. Sentence 9   | bd. Sentence 14  | bcd. Sentence 19 |
| e. Sentence 5 | abc. Sentence 10 | be. Sentence 15  | bce. Sentence 20 |