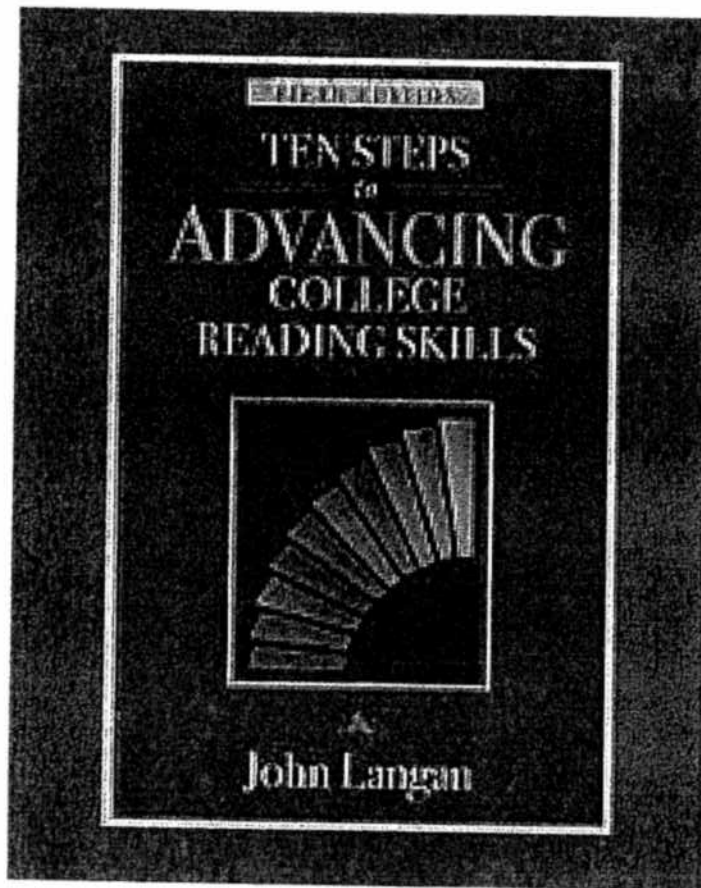


# College Reading

## Chapter 4

### Practice and Mastery Exercises



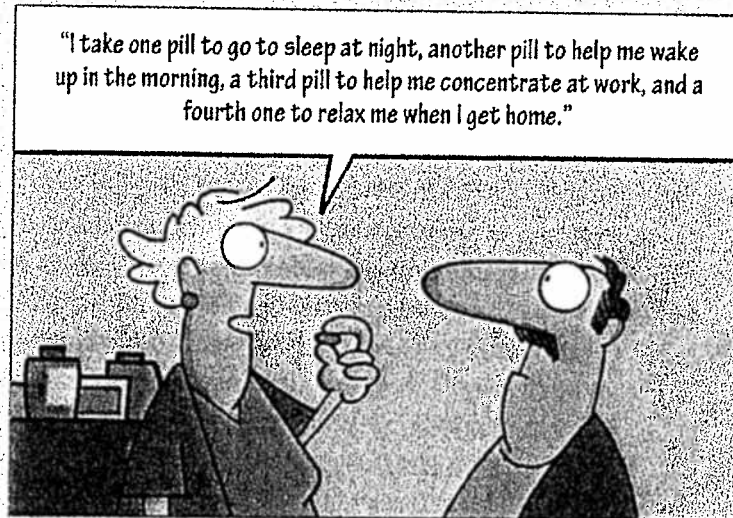
Name \_\_\_\_\_





## REVIEW TEST 2

- A. Look at the cartoon below, and then, in the space provided, answer the question that follows.



- \_\_\_\_\_ 1. Which sentence best expresses the implied main idea of the cartoon?
- The speaker has become dependent on pills.
  - The speaker has major health problems.
  - The speaker has decided to stop taking pills.
  - The speaker's doctor has ordered her to take the pills.
- B. In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.
- \_\_\_\_\_ 2. <sup>1</sup>One of the most common sleep disorders is insomnia. <sup>2</sup>Such things as noise, light, temperature, stress, nasal congestion, allergies, indigestion, pain, worrying, and the snoring of a sleep partner are factors that contribute to insomnia, which affects about 58 percent of American adults in any given year. <sup>3</sup>In narcolepsy, another sleep disorder, a person has sudden and irresistible "sleep attacks" that last about fifteen minutes. <sup>4</sup>Sleep paralysis sometimes accompanies narcoleptic episodes. <sup>5</sup>Apnea is a dangerous sleep disorder in which the air passages are obstructed, causing cessation of breathing as often as ten times an hour or more. <sup>6</sup>This dangerous disorder can lead to high blood pressure, heart attacks, and strokes. <sup>7</sup>Three other sleep

disorders—sleep terrors, bed-wetting, and sleepwalking—occur during deep sleep, are more common among children, and may be related to immaturity of the nervous system.

- A. Many things contribute to insomnia.
- B. There are a number of sleep disorders.
- C. Apnea presents several dangers to a person who has it.
- D. Several sleep disorders are more common among children.

3. <sup>1</sup>For many working-class couples, the first baby in the family arrives just nine months after marriage. <sup>2</sup>They hardly have time to adjust to being husband and wife before being thrust into the demanding roles of mother and father. <sup>3</sup>The result can be financial problems, bickering, and interference from in-laws. <sup>4</sup>The young husbands may not be ready to “settle down,” and they resent getting less attention from their wives. <sup>5</sup>In contrast, middle-class couples often postpone the birth of their first child, which gives them more time to adjust to each other. <sup>6</sup>On average, their first baby arrives three years after marriage. <sup>7</sup>Their greater financial resources also work in their favor, making life as parents a lot easier and the marriage more pleasant.

- A. Couples may have a good deal of difficulty in adjusting to their roles as husband and wife.
- B. Middle-class couples postpone having children for several reasons.
- C. Social class makes a significant difference in how couples adjust to the arrival of children.
- D. Financial resources are a major key to the success of a marriage.

C. In the space provided, write out, in your own words, the implied main idea of the following paragraph.

<sup>1</sup>There is a story about a prisoner sentenced to a life of punitive labor—all day long he turned the crank of a machine that provided light for a nearby city.

<sup>2</sup>It was monotonous, tedious, and tending to toil. <sup>3</sup>But when he looked out the small window of the prison, he could see illuminated lights on the horizon. <sup>4</sup>Even though he was exhausted each evening, he knew he'd spent his day in a useful enterprise.

<sup>5</sup>After years of work, another inmate told him: “You’re a fool! <sup>6</sup>You’re not creating light—that’s from the electric generator across town. <sup>7</sup>When you turn that crank, all you’re doing is pushing paddles through sand in a drum. <sup>8</sup>What you’ve been doing is completely worthless.”

<sup>9</sup>As it turned out, this was true—the crank was unrelated to the production of light.

<sup>10</sup>When the prisoner believed he was doing something useful, he'd felt at peace; but when his illusion was burst, he grew despondent, eventually sickened, and died.

Implied main idea: \_\_\_\_\_



### REVIEW TEST 3

A. In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

\_\_\_\_\_ **4.** <sup>1</sup>Have you ever caught yourself dozing off after lunch, while trying to work or study? <sup>2</sup>A common reaction to the body's natural mid-day sleepiness is to consume caffeine or sugar, but these remedies will only provide temporary energy and increase fatigue later on. <sup>3</sup>Studies show that "power naps" of twenty to thirty minutes reduce stress, increase energy, and improve mental focus. <sup>4</sup>In fact, the brains of people who nap regularly are more active than those of people who don't. <sup>5</sup>Naps can also decrease the risk of heart disease. <sup>6</sup>Experts agree that you should take a nap at the same time each day, approximately eight hours after waking up in the morning, and eight hours before going to sleep at night. <sup>7</sup>Your nap shouldn't last longer than thirty minutes; otherwise, you will enter a deeper sleep that will make you feel groggy and listless. <sup>8</sup>If you suffer from a severe lack of sleep, naps will not fix your problem, but they will aid you more than artificial stimulants. <sup>9</sup>If you are still not convinced that naps are good for you, consider the example set by these creative people: Albert Einstein, Thomas Edison and Winston Churchill. <sup>10</sup>All of these men were nap enthusiasts known for their great accomplishments. <sup>11</sup>A coincidence? <sup>12</sup>Take a nap and find out!

- A. Einstein, Edison, and Churchill all owed their success to their habit of taking daily naps.
- B. People who don't benefit from an afternoon nap are not doing it correctly.
- C. A healthy way to regain energy during the day is to take a short, well-timed afternoon nap.
- D. The abuse of caffeine and sugar is a major health problem for many people.

\_\_\_\_\_ **5.** <sup>1</sup>Filmmakers know that our attention is most likely to be drawn to the central portion of the movie screen. <sup>2</sup>We expect elements within the frame to be balanced, with dominant elements near the center or slightly above the

center, in the case of most medium shots. <sup>3</sup>When a director's purpose is to achieve realism, most shots will be balanced in this way since that is what he or she knows the audience expects. <sup>4</sup>But when a sense of drama is needed, the "norm" is usually violated. <sup>5</sup>Dominant figures or elements may be placed near the edge of the screen, perhaps even fading out of the picture. <sup>6</sup>To create a sense of dominance or power, important elements may be emphasized by placing them in the top third of the screen. <sup>7</sup>Also, using a low camera angle can make a figure on the screen appear more dominant or menacing, as it looks down on us or on other characters or objects. <sup>8</sup>The opposite effect can be achieved by placing characters in the lower portion of the frame. <sup>9</sup>Characters placed this way look especially vulnerable or helpless, and even more so if the rest of the screen is empty or stark in contrast to the lonely figure at the bottom of the screen.

- A. Filmmakers use different areas of the screen and camera angles to communicate ideas and moods.
- B. There are several steps filmmakers must take to complete a film.
- C. Filmmakers use the central portion of the movie screen when presenting realistic situations.
- D. Artists in all fields use tricks of the trade in their work.

- B. In the space provided, write out, in your own words, the implied main idea of the following paragraph.

#6  
<sup>1</sup>Many people think of the hippopotamus as a harmless, playful beast. <sup>2</sup>But it kills more people per year than crocodiles and poisonous snakes combined. <sup>3</sup>Hippos have been known to upset boats and kill the swimming passengers, using their strong jaws and sharp teeth to attack and rip their victims apart. <sup>4</sup>In one case, a hippo turned over a canoe carrying a safari hunter, and ripped off the man's head and shoulders. <sup>5</sup>These fierce animals also pose a considerable threat on land, since they feel particularly vulnerable out of water. <sup>6</sup>If you get between a hippo and its favorite river, or between a mother and its calf, then watch out! <sup>7</sup>A hippo can weigh over five thousand pounds and can run as fast as eighteen miles per hour, which makes it a difficult predator to escape. <sup>8</sup>People can usually avoid danger by keeping their distance from these creatures. <sup>9</sup>However, some hippos in Niger, Africa, recently went out of their way to make trouble. <sup>10</sup>Traveling in marauding hordes, these rogue animals threatened fishermen, destroyed rice fields, and attacked cattle. <sup>11</sup>The government was forced to kill the animals before they did any more damage.

*Implied main idea:* \_\_\_\_\_

- C. The central idea of the following passage is implied rather than stated, and the passage is followed by four sentences. In the space provided, write the letter of the sentence that best expresses the unstated central idea.

<sup>1</sup>Although it is only 3 percent of the population, the upper class possesses more than half of the wealth in the United States. <sup>2</sup>This class consists of both the old rich and the new rich. <sup>3</sup>The old rich are families, such as the Rockefellers, that have been wealthy for generations. <sup>4</sup>Examples of the new rich include Bill Gates of Microsoft and TV talk show host Oprah Winfrey.

<sup>5</sup>People in the upper-middle class are distinguished from those above them primarily by their lesser wealth and power and from those below them by their highly successful and profitable careers as doctors, lawyers, midsized business owners, and corporate executives. <sup>6</sup>Many have advanced degrees and live comfortably with sky-high incomes, the envy of their professional peers.

#7  
<sup>7</sup>The middle class comprises the largest class in the United States and is much more diverse in occupation than the upper-middle class. <sup>8</sup>It is made up of people with college educations or at least high-school diplomas. <sup>9</sup>They work in low- to mid-level white-collar occupations as average professionals, small-business owners, salespersons, managers, teachers, secretaries, bank clerks, and cashiers. <sup>10</sup>They have achieved the middle-class dream of owning a suburban home.

<sup>11</sup>The working class consists mainly of those who have little education and whose jobs are manual and carry little prestige. <sup>12</sup>The working class is also marked by having more part-time workers and union members than other classes. <sup>13</sup>Some working-class people, such as construction workers, carpenters, and plumbers, are skilled workers and may make more money than some members of the middle class, such as secretaries and teachers. <sup>14</sup>Other working-class people are unskilled, such as migrant workers, janitors, and dishwashers. <sup>15</sup>There are also many women in this class working as domestics, cleaners, and waitresses.

<sup>16</sup>The lower class is characterized by joblessness and poverty. <sup>17</sup>It includes the chronically unemployed, welfare recipients, and the impoverished aged. <sup>18</sup>These people suffer the indignity of living in rundown houses, wearing old clothes, eating cheap food, and lacking proper medical care. <sup>19</sup>Very few have finished high school. <sup>20</sup>They may have started out in their youth with poorly paying jobs that required little or no skill, and their earning power began to drop when they reached their late twenties.

choices on next page →

Which sentence best expresses the implied central idea of the passage?

- (1)
- A. People in the United States work at a wide range of jobs that pay a variety of incomes.
  - B. It is unfair that the upper class possesses more than half of the wealth in the United States.
  - C. In order to be considered middle- or upper-class, a person must have a college education.
  - D. On the basis of income and education, people in the United States can be divided into a number of social classes.



#### REVIEW TEST 4

Before modern times, family life in quiet rural villages was peaceful and loving, right? Wrong! In the following richly detailed selection from the textbook *Sociology*, Seventh Edition, by Rodney Stark, the common romantic image of preindustrial rural life is shown to be far from true.

To help you continue to strengthen your skills, the reading is followed by questions not only on implied ideas and central points but also on what you've learned in previous chapters.

#### 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 (°).

- dowry* (1): the goods, money, or estate that a bride brings to her husband
- devastating* (3): overwhelming
- abounded with* (3): had plenty of
- grudgingly* (7): with reluctance
- perforated* (9): penetrated
- radically* (10): greatly



## PERSONAL RELATIONSHIPS IN THE NOT-SO-GOOD OLD DAYS

Rodney Stark

### Relations between Husbands and Wives

1 Only in modern times have most people married for love. In the good old days, most married for money and labor—marriage was an economic arrangement between families. How much land or wealth did the man have? How large a dowry<sup>o</sup> would the bride bring to her spouse? Emotional attachments were of no importance to parents in arranging marriages, and neither the bride nor the groom expected emotional fulfillment from marriage.

2 Shorter [a historical researcher] noted an absence of emotional expression between couples and doubted that more than a few actually felt affection. The most common sentiments seem to have been resentment and anger. Not only was wife-beating commonplace, but so was husband-beating. And when wives beat their husbands, it was the husband, not the wife, who was likely to be punished by the community. In France, a husband beaten by his wife was often made to ride backward through the village on a donkey, holding the donkey's tail. He had shamed the village by not controlling his wife properly. The same practice of punishing the husband was frequently employed when wives were sexually unfaithful.

The most devastating<sup>o</sup> evidence of 3 poor husband-wife relations was the reaction to death and dying. Just as the deaths of children often caused no sorrow, the death of a spouse often prompted no regret. Some public expression of grief was expected, especially by widows, but popular culture abounded with<sup>o</sup> contrary beliefs. Shorter reported the following proverbs:

*The two sweetest days of a fellow in life,  
Are the marriage and burial of his wife.*

*Rich is the man whose wife is dead  
and horse alive.*

Indeed, peasants who rushed for 4 medical help whenever a horse or cow took sick often resisted suggestions by neighbors to get a doctor for a sick wife. The loss of a cow or a horse cost money, but a wife was easily replaced by remarriage to a younger woman who could bring a new dowry. . . .

### Bonds between Parents and Children

Besides the lack of emotional ties to 5 infants and young children, emotional bonds between parents and older children were also weak. First, most of the children left the household at an early age. Second, when they did so, it

was largely a case of "out of sight, out of mind." If a child ventured from the village, he or she was soon forgotten, not just by the neighbors but by the parents as well. All traces of those who moved away were lost. According to Shorter, a French village doctor wrote in his diary in 1710 that he had heard about one of his brothers being hanged but that he had completely lost track of the others.

6. Finally, even the children who stayed in the village did not come to love their parents. Instead, they fought constantly with their parents about inheritance rights and about when their parents would retire, and they openly awaited their parents' deaths. Shorter concluded that dislike and hatred were typical feelings experienced by children who stayed at home.

#### Peer Group Bonds

7. Surely people in traditional societies must have liked someone. Unfortunately for our image of traditional family life, the primary unit of society and attachment was not the family but the peer group. The family provided for reproduction, child rearing (such as it was), and economic support (often grudgingly), but emotional attachments were primarily to persons of the same age and sex *outside* the family.

8. Wives had close attachments to other wives, and husbands to other husbands. Social life was highly segregated by sex and was based on childhood friendships and associations. For example, a group



of neighborhood boys would become close friends while still very young, and these friendships remained the primary ties of these people all their lives. The same occurred among women. While this no doubt provided people with a source of intimacy and self-esteem, it hindered the formation of close emotional bonds within the family.

A woman would enter marriage<sup>9</sup> expecting to share her feelings not with her husband but with her peers. Men reserved intimate feelings for their peers, too. In this way the weak boundaries defining the household were perforated<sup>o</sup> by primary relations beyond the family. Thus, outsiders determined much that went on within a household. Husbands and wives often acted to please their peers, not one another.

Of course, sometimes people loved<sup>10</sup> their children, and some couples undoubtedly fell in love. But most evidence indicates life in the preindustrial household was the opposite of the popular, nostalgic image of quiet, rural

villages where people happily lived and died, secure and loved, amidst their large families and lifelong friends. It was instead a nasty, spiteful, loveless life that no modern person would willingly

endure. Indeed, as industrialization made other options possible, the family changed radically<sup>9</sup> because no one was willing to endure the old ways any longer.

## Reading Comprehension Questions

### Vocabulary in Context

\_\_\_\_\_ In the excerpt below, the word *ventured* (vēn' chərd) means

- #8
- A. refused to go.
  - B. briefly went away.
  - C. dared to go.
  - D. stole money or goods.

"... it was largely a case of 'out of sight, out of mind.' If a child ventured from the village, he or she was soon forgotten." (Paragraph 5)

\_\_\_\_\_ In the excerpt below, the word *hindered* (hɪn' dərd) means

- #9
- A. expanded.
  - B. got in the way of.
  - C. learned from.
  - D. helped.

"... [childhood] friendships remained the primary ties of these people. ... While this no doubt provided people with a source of intimacy and self-esteem, it hindered the formation of close emotional bonds within the family." (Paragraph 8)

### Central Point and Main Ideas

\_\_\_\_\_ Which sentence best expresses the central point of the selection?

- #10
- A. People should marry for love.
  - B. The main ties in preindustrial families were economic, with the primary emotional bonds being between peers.
  - C. Life was difficult in preindustrial society.
  - D. Social life in preindustrial society, based on childhood associations, was highly segregated by sex.

- \_\_\_\_\_ The main idea of paragraph 3 is that in preindustrial times,
- # 11
- A. proverbs were colorful.
  - B. many children died.
  - C. poor husband-wife relations could be seen in the reaction to a spouse's death.
  - D. people whose spouses died, especially widows, were expected to show some grief.

- \_\_\_\_\_ The main idea of paragraphs 5 and 6 is best expressed in the
- # 12
- A. first sentence of paragraph 5.
  - B. second sentence of paragraph 5.
  - C. first sentence of paragraph 6.
  - D. last sentence of paragraph 6.

- \_\_\_\_\_ Which sentence best expresses the main idea of paragraphs 8 and 9?
- # 13
- A. Wives had close attachments to other wives.
  - B. Men reserved intimate feelings for their peers.
  - C. Women didn't expect to share their feelings with their husbands.
  - D. Social life was segregated by sex and was reserved for peers, who thus got in the way of family life.

### Supporting Details

- \_\_\_\_\_ Which of the following would *not* be a factor in a preindustrial marriage?
- # 14
- A. How much land the groom owned
  - B. How much money the groom had
  - C. The bride and groom's emotional attachment
  - D. The size of the bride's dowry

Just as the main idea of a paragraph is supported by major details, so is the central point of a longer selection. Following is an outline of the selection. Fill in the missing major detail.

#### **Personal Relationships in the Not-So-Good Old Days**

- A. The ties between husbands and wives were mainly economical; the most common sentiments among them seem to have been negative ones.
- B. The emotional bonds between parents and children were weak.
- C. \_\_\_\_\_

### Implied Main Ideas

\_\_\_\_\_

Which sentence best expresses the implied main idea of paragraph 2?

# 15

- A. In preindustrial times, husbands and wives did not show love to each other.
- B. In preindustrial times, husbands and wives disliked each other.
- C. There were more instances of wife-beating than of husband-beating.
- D. Bad feelings between married couples often led to wife-beating and also to husband-beating, for which the beaten husband was usually blamed.

\_\_\_\_\_

Which sentence best expresses the implied main idea of paragraph 4?

# 16

- A. Wives were of less value to husbands than cows or horses were.
- B. Wives got sick less often than cows or horses did.
- C. Husbands whose wives died always married again.
- D. Doctors charged more to heal humans than they charged to heal animals.

### Discussion Questions

1. What is your reaction to this reading? Do its facts surprise you? Why or why not?
2. The author writes that "when wives beat their husbands, it was the husband, not the wife, who was likely to be punished. . . . He had shamed the village by not controlling his wife properly." Do you think there are still men today who feel they are supposed to "control" their wives? Explain.
3. In paragraph 7, Stark states that in the traditional family "the primary unit of society and attachment was not the family but the peer group." Does this statement apply at all to our society? At which stages or in what situations might people today feel closer to their peers than to their family members?
4. The author writes, "Only in modern times have most people married for love." Do you think love is the only thing people consider today when choosing a mate? What other factors might be important to consider when selecting a potential life partner?

*Note:* Writing assignments for this selection appear on page 677.

## IMPLIED MAIN IDEAS: Mastery Test 1

In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

\_\_\_\_\_ #17  
<sup>1</sup>One form of jumping to conclusions is putting words into a speaker's mouth. <sup>2</sup>Because we are so sure of what others mean or are going to say, we simply don't listen to what they actually say. <sup>3</sup>Sometimes we don't even hear them out. <sup>4</sup>Instead of listening, we leap to a meaning that they may not have intended to communicate. <sup>5</sup>Another form of jumping to conclusions is rejecting others' ideas too early as boring or misguided. <sup>6</sup>We decide that others have nothing valuable or useful to say. <sup>7</sup>We simply tune out and hear nothing because we decide early on that we can spend our mental effort in a better way.

- A. We "tune out" in several ways.
- B. For several reasons, we might find it difficult to listen to others.
- C. There is more than one way to jump to conclusions.
- D. Communication problems are common in relationships.

\_\_\_\_\_ #18  
<sup>1</sup>The first farm animals were sheep and goats, the most suitable species for driving in small flocks while people might still be traveling. <sup>2</sup>For millennia wild animals had been slaughtered on the spot, but then some bright person realized that sheep and goats could be captured and driven home, thereby saving the effort of dragging their carcasses. <sup>3</sup>Evidently, once the animals were alive at home, it became clear that they could be kept alive for longer periods to serve as dietary insurance policies—ready meat on the hoof. <sup>4</sup>It was only a matter of time before stocks of sheep and goats were kept alive to reproduce so that there might be a continuous supply without hunting.

- A. Little by little, humans came to own and breed livestock.
- B. Sheep and goats were the most suitable species for traveling flocks.
- C. At first, humans slaughtered wild animals on the spot and dragged them home.
- D. Keeping livestock is easier than hunting.

\_\_\_\_\_ #19  
<sup>1</sup>The divorce rate in the United States is estimated to be as high as 57.7 percent, and the average length of new marriages is 26 months. <sup>2</sup>Sixty-two percent of our citizens are obese. <sup>3</sup>Emotional neglect of children has increased 330 percent in the last decade. <sup>4</sup>One in four women has been sexually molested. <sup>5</sup>Suicide is on

(Continues on next page)

# 19

the rise. <sup>6</sup>One out of every six people in America will have a serious, function-impairing episode of depression in a lifetime. <sup>7</sup>Antidepressant and anxiety-reducing remedies are now a multibillion-dollar business. <sup>8</sup>Violence is evident everywhere, and 25 percent of us fall prey to violent crimes. <sup>9</sup>Teenagers commit about four thousand murders a year. <sup>10</sup>Half of our children have experimented with alcohol by the time they reach the eighth grade, and a fourth have experimented with drugs.

- A. American society is overmedicated.
- B. American society is troubled in many ways.
- C. American society is marked by too much violence.
- D. Children and teenagers are at risk in American society.

# 20

When an eyewitness is asked a question by a police officer or an attorney, the wording of the question can affect the way the witness recalls the information. <sup>2</sup>In one experiment, the participants were shown a film of two cars crashing into each other. <sup>3</sup>Some were then asked the question, "About how fast were the cars going when they *smashed into* each other?" <sup>4</sup>On average, these people estimated the speed to be 41 miles per hour. <sup>5</sup>Another group was asked, "About how fast were the cars going when they *bumped into* each other?" <sup>6</sup>This group estimated the speed at about 37 miles per hour. <sup>7</sup>For a third group, the word *contacted* was used instead of *bumped into*. <sup>8</sup>The average estimated speed for this group was only 32 miles per hour. <sup>9</sup>When the witness is a child, the likelihood of error is even greater because children's memories are highly vulnerable to the influence of others. <sup>10</sup>In one experiment, 5- to 7-year-old girls who had just had a routine physical examination were shown an anatomically explicit doll. <sup>11</sup>The girls were shown the doll's genital area and asked, "Did the doctor touch you here?" <sup>12</sup>Three of the girls who did not have a vaginal or anal exam said that the doctor had in fact touched them in the genital area, and one of those three made up the detail "The doctor did it with a stick."

- A. The recall of information by an eyewitness can be influenced by the person asking the questions.
- B. Eyewitnesses often deliberately invent details in an effort to please the person questioning them.
- C. Witnesses interpreted the word "smashed" differently than they interpreted the words "bumped" or "contacted."
- D. The testimony of eyewitnesses should not be admitted in court.

## IMPLIED MAIN IDEAS: Mastery Test 2

In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

— 21 <sup>1</sup>It is difficult to do the intense, active thinking that clear writing demands. <sup>2</sup>(Perhaps television has made us all so passive that the active thinking necessary in both writing and reading now seems doubly hard.) <sup>3</sup>It is frightening to sit down before a blank sheet of paper and know that an hour later, nothing on it may be worth keeping. <sup>4</sup>It is frustrating to discover how much of a challenge it is to transfer thoughts and feelings from one's head onto a sheet of paper. <sup>5</sup>It is upsetting to find that an apparently simple writing assignment often turns out to be complicated. <sup>6</sup>But writing is not an automatic process: we will not get something for nothing, and we cannot expect something for nothing.

- A. Writing is hard work.
- B. Writing offers rich rewards.
- C. Anything worthwhile requires patience and effort.
- D. Television is making active thinking more difficult than ever.

— 22 <sup>1</sup>In college, students experience a lot of stress around exam time. <sup>2</sup>Knowing that, researchers took saliva samples from healthy college students before, during, and after final exams. <sup>3</sup>They tested the saliva for the presence of a substance which fights infection. <sup>4</sup>The tests showed that the infection-fighter was at its lowest level during the exam period. <sup>5</sup>In addition, many of the students developed colds during final exams. <sup>6</sup>In a related study, older adults who were receiving flu shots were interviewed. <sup>7</sup>About half of those adults reported living with a high degree of stress. <sup>8</sup>Six months after receiving the shot, blood tests showed that the group that had reported having little stress in their lives had a far higher degree of immunity than the highly-stressed group. <sup>9</sup>The adults living with more stress were at much greater risk for catching flu.

- A. Flu epidemics could be eliminated if more people would learn how to deal with stress.
- B. College students who do not prepare ahead of time for exams are more likely to get sick.
- C. Older adults often have to cope with a high degree of stress.
- D. Apparently, the more stressed a person is, the lower his or her immunity to disease.

(Continues on next page)



23 Primary relationships—with our relatives, friends, or neighbors—are very precious to us. <sup>2</sup>As research has shown, they are particularly helpful when we are going through stressful life events. <sup>3</sup>They help ease recovery from heart attacks, prevent childbirth complications, make child rearing easier, lighten the burden of household finances, and cushion the impact of job loss by providing financial assistance and employment information. <sup>4</sup>However, secondary relationships have their own special benefits. <sup>5</sup>Our close friends may not help us, for instance, get as good a job as our acquaintances can. <sup>6</sup>Our friends move in the same social circle as we do, but our acquaintances, to whom we have only weak ties, move in different circles. <sup>7</sup>As a result, we may already be aware of the job openings known to our friends, but we may not know of the many other job opportunities our acquaintances can tell us about.

- A. Primary relationships and secondary relationships each have their own special benefits.
- B. Primary and secondary relationships are necessary for our very survival.
- C. Secondary relationships can be invaluable if we are looking for jobs.
- D. We would probably not be able to get through stressful life events without primary relationships.

24 The United States buys goods from other nations at such a frenzied pace that it has become the largest debtor nation in the world. <sup>2</sup>When you add up what we pay for the products we buy from other nations and what we receive for the products we sell to those nations, at the end of the year we end up about \$600 billion short. <sup>3</sup>Year after year, we sell less than we buy. <sup>4</sup>These mountains of debt have been piling up, and this cannot go on indefinitely. <sup>5</sup>Just as individuals must repay what they borrow or else get into financial trouble—and perhaps financial ruin—so it is with nations. <sup>6</sup>To finance the **national debt** (the total amount the U.S. government owes), we pay about \$180 billion a year in interest. <sup>7</sup>These billions are money that we cannot use to build schools and colleges, hire teachers, pay for medical services or job programs for the poor, operate Head Start, or pay for any other services that help to improve our quality of life.

- A. Government officials have refused to tell American citizens the truth about our financial crisis.
- B. America imports many more products than it exports.
- C. It is possible for entire countries as well as individuals to get into financial trouble.
- D. Our huge national debt has gotten us in financial trouble and threatens our quality of life.

### IMPLIED MAIN IDEAS: Mastery Test 3

- A. In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

\_\_\_\_\_ <sup># 25</sup> <sup>1</sup>When a person does something that causes you discomfort or inconvenience, you may think of him or her as being a jerk, geek, airhead—or perhaps some other more colorful label. <sup>2</sup>Seeing a person as a “jerk” puts the person in an entirely negative light. <sup>3</sup>Such labeling involves overgeneralizing, perhaps on the basis of only a single event. <sup>4</sup>In reality, we all perform our share of “jerklike” behaviors. <sup>5</sup>But if we label someone else as the jerk, we see ourselves as being somewhat superior. <sup>6</sup>We then feel more justified in becoming angry with this person, since he or she is the essence of badness, rather than just a person who chose a behavior that we consider to be undesirable.

- A. People may use a negative label for someone who causes discomfort or inconvenience.
- B. It is unfair to label someone negatively on the basis of a single event.
- C. We tend to judge others in ways that make us feel superior.
- D. To justify our own anger or discomfort, we may use unfair labels that make us feel superior.

\_\_\_\_\_ <sup># 26</sup> <sup>1</sup>Feedback to workers should be timely. <sup>2</sup>Timely feedback is that which occurs soon after a behavior occurs—the sooner the better. <sup>3</sup>Although an annual performance evaluation may be important for other reasons, it is not very effective as a feedback mechanism. <sup>4</sup>The feedback must also be accurate. <sup>5</sup>To maintain motivation and performance, give positive feedback to people doing the best work and negative feedback to people doing the poorest work. <sup>6</sup>If people receive inappropriate feedback, the entire system looks foolish and will fail. <sup>7</sup>It is also discouraging to give the same feedback to everyone. <sup>8</sup>Not everyone can be doing the best job (or the worst, either). <sup>9</sup>If everyone receives the same feedback, then the feedback becomes meaningless, or worse. <sup>10</sup>If the better workers are receiving the same feedback as the poorer workers, the better workers may become unmotivated, and their performance may drop. <sup>11</sup>Why perform well if you earn the same feedback (and rewards) as those doing less well?

- A. Positive feedback is a very useful tool in managing motivation and performance.
- B. To be effective, job feedback must be timely and accurate.
- C. An annual performance evaluation is a poor feedback tool.
- D. To be timely, feedback should be given as soon as possible after what is being evaluated takes place.

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### IMPLIED MAIN IDEAS: Mastery Test 4

- A. In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

# 27  
\_\_\_\_\_ <sup>1</sup>Anybody can go to college if he or she really wants to. <sup>2</sup>I didn't have any money, but I worked nights, lifted myself up by my bootstraps, and got a college degree. <sup>3</sup>If I could do it, anyone can!" <sup>4</sup>Is that assumption necessarily true? <sup>5</sup>What if a person has a large family to support and is living up to or beyond the limits of his or her income? <sup>6</sup>What if a person hasn't had the good fortune to be born with great mental abilities? <sup>7</sup>The exceptions could go on and on. <sup>8</sup>"I work because I need the money. <sup>9</sup>Wendy shouldn't be working here. <sup>10</sup>Her husband makes good money, so she doesn't even have to work." <sup>11</sup>Isn't this person assuming that what is true for one is true for all? <sup>12</sup>Couldn't there be other reasons for working besides the quest for money? <sup>13</sup>How about the need to socialize with others or the need to make a contribution? <sup>14</sup>Every individual's situation is different.

- A. Not everybody can go to college if he or she really wants to.
- B. What is true for one person or situation is never true for anyone else.
- C. What is true for one person in a situation may or may not be true for someone else.
- D. People are more alike than they realize.

# 28  
\_\_\_\_\_ <sup>1</sup>Every wage earner covered under the Social Security Act pays a tax; the employer also pays a tax, which is equal to that paid by the employee. <sup>2</sup>The amount that one can expect to receive each month in old-age insurance benefits depends on one's average monthly earnings. <sup>3</sup>Also, the size of the benefits depends on the number of years one has worked. <sup>4</sup>If a person retires at 65, the monthly benefits are greater than if he or she retires at 62. <sup>5</sup>These benefits are a retirement annuity. <sup>6</sup>In other words, they are paid to the wage earner from the date of retirement to the time he or she dies. <sup>7</sup>In addition, when a wage earner dies, Social Security provides payments to his or her spouse, to dependent parents, and to children until they are 18 years of age (21 if they are in school). <sup>8</sup>Further, payments are made to a wage earner (and dependents) if he or she is totally disabled and unable to work.

- A. Social Security pays retirement annuities, which are paid to the wage earner from the date of retirement until death.
- B. Both wage earners and employers make payments to Social Security.
- C. The government makes direct payments to various individuals and institutions.
- D. A complicated set of rules governs the funding and payment of Social Security.

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**IMPLIED MAIN IDEAS: Mastery Test 5**

- A. In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the following paragraphs.

\_\_\_\_\_ <sup>#</sup>29 <sup>29</sup>  
<sup>1</sup>A line graph shows changes, especially changes over specific time periods. <sup>2</sup>It might show outdoor temperatures hour by hour, or weight loss week by week. <sup>3</sup>Bar graphs display and compare amounts: the higher or longer a bar, the greater the amount. <sup>4</sup>A bar graph might show, for instance, the number of male and female smokers in several age groups, or death rates from various causes. <sup>5</sup>A circle or "pie" graph shows parts of a whole. <sup>6</sup>Each sector of the circle—each wedge of the pie—is one part. <sup>7</sup>Circle graphs are often used for budgets: 50 percent for rent, 25 percent for food, and so on. <sup>8</sup>They're also used for polls: for instance, 45 percent "yes," 40 percent "no," and 15 percent "undecided."

- A. The sectors of a circle graph look like wedges of a pie.  
 B. Line graphs, bar graphs, and circle graphs are used to show different kinds of information.  
 C. Line graphs are the most useful kind of graph.  
 D. We often see line graphs, bar graphs, and circle graphs in newspapers, magazines, and textbooks.

\_\_\_\_\_ <sup>#</sup>30 <sup>30</sup>  
<sup>1</sup>One condition of society that lies at the roots of political conflict in America is scarcity. <sup>2</sup>Society has limited resources, but people have unlimited appetites, so there is never enough money in even the wealthiest countries. <sup>3</sup>This scarcity creates conflict over how the available resources will be distributed. <sup>4</sup>How will taxes be used? <sup>5</sup>Who will be eligible for welfare benefits? <sup>6</sup>How much will those eligible for benefits receive? <sup>7</sup>These issues best demonstrate the conflict over scarcity. <sup>8</sup>The other condition of society that creates political conflict is differences in values. <sup>9</sup>People don't see things the same way and therefore bring to politics a wide range of conflicting values—about abortion, the environment, defense spending, crime and punishment, the poor, the economy, and almost everything else imaginable.

- A. Political conflict in America is rooted in two general conditions of society.  
 B. People view politics in differing ways.  
 C. Conflict in America is a natural outcome of our many differences in values.  
 D. Because of the scarcity of available resources, conflict is inevitable.

\_\_\_\_\_ <sup>#</sup>31 <sup>31</sup>  
<sup>1</sup>Verbal irony, which is often tongue-in-cheek, involves a discrepancy between the words spoken and what is actually meant. <sup>2</sup>For example, "I just heard you got the highest grade on the final exam. <sup>3</sup>I guess that news ruined your day." <sup>4</sup>If the ironic comment is designed to be hurting or insulting, it qualifies as *sarcasm*. <sup>5</sup>An illustration is the comment "Congratulations! You failed the final exam." <sup>6</sup>In *dramatic irony*, the discrepancy is between what the speaker says

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CONT.

and what the author means or what the audience knows. <sup>7</sup>For instance, in Shakespeare's *King Lear*, the old king gives all his wealth to two cold-blooded daughters who flatter and manipulate him with false words; he then entrusts himself to their care. <sup>8</sup>He banishes the daughter who so truly loves him that she will tell him nothing but the truth. <sup>9</sup>The audience watches Lear make this catastrophic misjudgment and waits for tragedy to unfold.

- A. Irony occurs in several forms.
- B. Shakespeare made good use of irony.
- C. Sarcasm is a type of irony with a biting quality.
- D. Dramatic irony adds power to a work of fiction.

- B. Read the following textbook passage and, in the space provided, write the letter of the sentence that best expresses the implied main idea.

\_\_\_\_\_ <sup>1</sup>In early human history, life used to be short, and women gave birth to many children. <sup>2</sup>Because only women get pregnant, carry a child for nine months, give birth, and nurse, for a considerable part of their lives women were limited in what they could do. <sup>3</sup>To survive, an infant needed a nursing mother. <sup>4</sup>With a child at her breast or in her womb and one on her hip or on her back, a woman was encumbered physically. <sup>5</sup>Thus women everywhere took on the tasks associated with the home and child care, while men took over hunting large animals and other tasks that required more speed and longer absence from the base camp.

\* 32

<sup>6</sup>Men gained both power and prestige. <sup>7</sup>They made and controlled the weapons used for hunting and warfare. <sup>8</sup>They left the camp to hunt animals, returning triumphantly with prey. <sup>9</sup>Leaving the camp, they also made contact with other tribes and accumulated possessions in trade. <sup>10</sup>Men also gained prestige by returning with prisoners from warfare. <sup>11</sup>In contrast, little prestige was given to the routine activities of women, who didn't do such showy and triumphant things and were not seen as risking their lives for the group. <sup>12</sup>The men's weapons, their items of trade, and the knowledge they gained from their contacts with other groups became sources of power.

<sup>13</sup>The result was that men took over society, creating a fundamental change in the relations of the sexes. <sup>14</sup>As women became subject to the decisions of men, men justified their dominance. <sup>15</sup>They developed ideas that because biology gives men superior strength, it also imbues manhood with superiority. <sup>16</sup>To avoid "contamination" by females, who had become a lower class of people, men shrouded some of their activities in secrecy and established rules and rituals that excluded women.

- A. Men's dominance in society is rooted in biology.
- B. In early human history, women everywhere took on the tasks associated with the home and child care.
- C. Because they were physically stronger than women, men came to believe that they were superior to women.
- D. It is natural for women today to feel inferior to men.

## IMPLIED MAIN IDEAS: Mastery Test 6

In the space provided, write the letter of the sentence that best expresses the implied main idea of each of the textbook passages that follow.

\* 33

\_\_\_\_\_ <sup>1</sup>According to recent research, bad moods descend upon us an average of three out of every ten days. <sup>2</sup>The most effective way to banish a sad or bad mood is by changing what caused it in the first place—if you can figure out what made you upset and why. <sup>3</sup>“Most bad moods are caused by loss or failure in work or intimate relationships,” says psychologist Randy Larsen. <sup>4</sup>“The questions to ask are: What can I do to fix the failure? <sup>5</sup>What can I do to remedy the loss? <sup>6</sup>Is there anything under my control that I can change? <sup>7</sup>If there is, take action and solve it.” <sup>8</sup>Rewrite the report. <sup>9</sup>Ask to take a makeup exam. <sup>10</sup>Apologize to the friend whose feelings you hurt. <sup>11</sup>If there’s nothing you can do, accept what happened and focus on doing things differently next time. <sup>12</sup>“In our studies, resolving to try harder actually was as effective in improving mood as taking action in the present,” says Larsen.

<sup>13</sup>Another way of changing a bad mood is to change the way you think about what happened—by putting a positive spin on it. <sup>14</sup>This technique, called *cognitive reappraisal*, or *reframing*, helps you look at a setback in a new light: What lessons did it teach you? <sup>15</sup>What would you have done differently? <sup>16</sup>Could there be a silver lining or hidden benefit?

<sup>17</sup>If you can’t identify or resolve the problem responsible for your emotional funk, the next-best solution is to concentrate on altering your negative feelings. <sup>18</sup>For example, try setting a quick, achievable goal that can boost your spirits with a small success. <sup>19</sup>Clean out your drawer; sort through the piles of paper on your desk; send an e-mail or text message to an old friend.

<sup>20</sup>Another good option is to start exercising. <sup>21</sup>In studies of mood regulation, exercise consistently ranks as the single most effective strategy for banishing bad feelings. <sup>22</sup>Numerous studies have confirmed that aerobic workouts, such as walking or jogging, significantly improve mood. <sup>23</sup>Even nonaerobic exercise, such as weight lifting, can boost spirits, improve sleep and appetite, and produce feelings of mastery and accomplishment.

- A. Some mood-boosting strategies are more effective than others.
- B. Most bad moods are caused by loss or failure at work or in intimate relationships and can be relieved through cognitive reappraisal or exercise.
- C. Learning effective mood-boosting, mood-regulating strategies can help us pull ourselves out of an emotional slump.
- D. The most important thing to ask when suffering from a bad mood is “What can I do to fix the failure or remedy the loss?”

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\_\_\_\_\_ <sup>1</sup>What's the best way to improve children's performance in the classroom? <sup>2</sup>According to a recent study published in the journal *Pediatrics*, children who had more than 15 minutes of recess a day showed better behavior in class than those who had little or none. <sup>3</sup>Although disadvantaged children were more likely to be denied recess, the association between better behavior and recess time held up even after researchers controlled for a number of variables, including sex, ethnicity, public or private school, and class size. <sup>4</sup>The lead researcher, Dr. Romina M. Barros, believes the findings are important because many schools do not view recess as essential to education. <sup>5</sup>In the *Pediatrics* study, 30 percent of school children were found to have little or no daily recess. <sup>6</sup>Also, teachers often punish children by taking away recess privileges. <sup>7</sup>That strikes Dr. Barros as illogical. <sup>8</sup>"Recess should be part of the curriculum," she says. <sup>9</sup>"You don't punish a kid by having them miss math class, so kids shouldn't be punished by not getting recess." <sup>10</sup>In a similar study, Harvard researchers found that the more physical fitness tests children passed, the better they did on academic tests. <sup>11</sup>The study, of 1,800 middle school students, suggests that children can benefit academically from physical activity during gym class and recess.

<sup>12</sup>These findings are echoed by laboratory studies. <sup>13</sup>Young rats denied opportunities for rough-and-tumble play develop numerous social problems in adulthood. <sup>14</sup>They fail to recognize social cues and the nuances of rat hierarchy; they aren't able to mate. <sup>15</sup>By the same token, people who play as children "learn to handle life in a much more resilient and vital way," said Dr. Stuart Brown, the author of the new book *Play: How It Shapes the Brain, Opens the Imagination and Invigorates the Soul*. <sup>16</sup>Brown calls play "a fundamental biological process" and works with educators and legislators to promote the importance of preserving playtime in schools. <sup>17</sup>"From my viewpoint, it's a major public health issue," he says. <sup>18</sup>"Teachers feel like they're under huge pressures to get academic excellence to the exclusion of having much fun in the classroom. <sup>19</sup>But playful learning leads to better academic success than the skills-and-drills approach."

- # 34
- A. Recent studies suggest that children can benefit academically from playtime at school.
  - B. According to one researcher, many schools do not view recess as essential to education.
  - C. Laboratory studies with rats echo the idea that play is important for children.
  - D. Because teachers are under huge pressure to get academic excellence, they often fail to let children have fun in the classroom.

