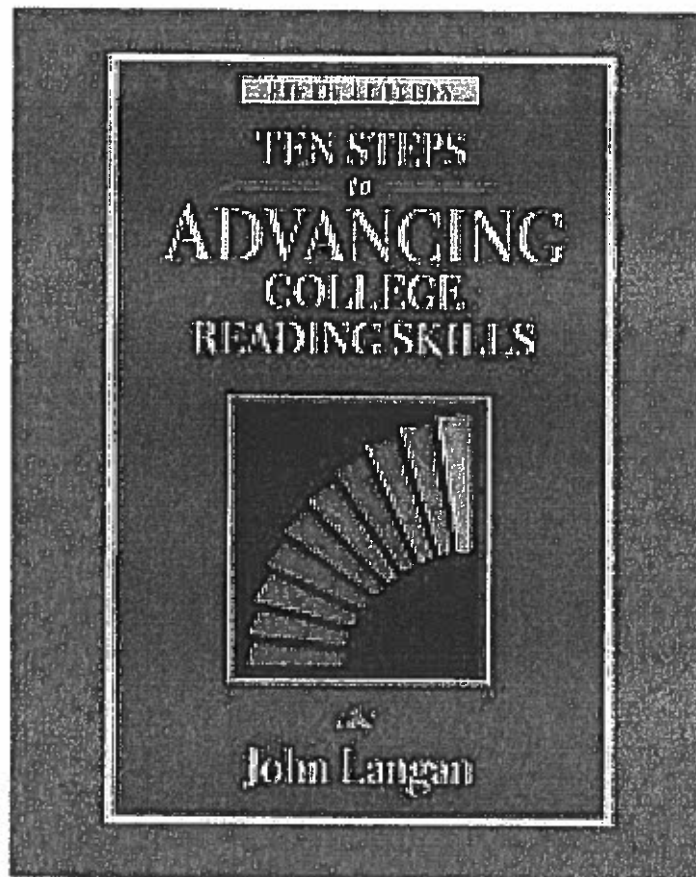


College Reading

Chapter 2

Practice and Mastery Exercises



Name _____

A. TOPIC

C. BEGINNING

B. POINT

D. LIST WORDS



REVIEW TEST 1

To review what you've learned in this chapter, answer the following questions by filling in the blank or writing the letter of the correct answer.

1. To become an active reader, you need to think as you read by constantly asking yourself the question, "What is the _____?"
2. One strategy that will help you find the main idea is to look for the _____—the general subject of a selection.
- _____ 3. What kind of writing typically provides many topics and subtopics that will help you find main ideas?
A. Magazines B. Fiction books C. Textbooks
4. *Two benefits, three reasons, four steps, five effects* are all examples of _____ that can help you find main ideas.
5. While a main idea may appear at any point within a paragraph, in textbooks it most often appears at the _____.



REVIEW TEST 2

A. In each of the following groups, one statement is the general point, and the other statements are specific support for the point. Identify each point with a **P** and each statement of support with an **S**.

6. _____ A. In urban areas, infant mortality is 25 percent higher than the national average.
- _____ B. Urban children face greater risks than other children.
- _____ C. Forty percent of urban children live below the poverty level.
- _____ D. Between 30 and 50 percent of urban children are inadequately immunized.

7. ____ A. The night before a fox hunt, "earth stoppers" roam the countryside filling in fox holes and other burrows to prevent a hunted fox from escaping underground.
- ____ B. During the hunt, the fox is pursued—sometimes for hours—by dozens of hounds followed by mounted hunters; a fox caught by hounds is torn apart.
- ____ C. Many fox hunters practice "blooding," a ritual in which blood from a killed fox is smeared on the cheeks of children attending their first hunt.
- ____ D. There are good reasons to find fox hunting bizarre and cruel.

B. Each group of statements below includes one topic, one main idea, and two supporting details. In the space provided, label each item with one of the following:

- A. T — for the topic of the paragraph
- B. MI — for the main idea
- C. SD — for the supporting details

Group 1

- ____ 8. Lack of exercise leads to "older" joints and muscles.
- ____ 9. Signs of aging.
- ____ 10. Smoking and spending a great deal of time in the sun lead to wrinkling.
- ____ 11. Everyday habits can produce signs of aging.

Group 2

- ____ 12. Many students now do much of their learning using online computers.
- ____ 13. Modern technology is changing the very nature of our educational system.
- ____ 14. Technology's effect on education.
- ____ 15. Students have begun to use wireless reading devices that can hold the information in thousands of books.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |



REVIEW TEST 3

A. The main idea appears at various places in the following paragraphs. Write the number of each main idea in the space provided.

16 ____ . ¹Individuals sometimes develop amazing strengths by uniting to overcome trouble. ²At the end of World War II, for example, a group of six children who had lost their parents, their homeland, and their native language were freed from a concentration camp. ³They were so strongly attached to one another that they refused to be separated even when one became ill with a contagious disease. ⁴In the refugee hostel, they resisted being singled out for treats. ⁵At mealtimes, each made certain the other five had food before eating. ⁶Only after several months had passed and they knew their safety was assured did they show the competitiveness and need for attention normal children do.

17 ____ . ¹Among the tasks of public schools is the teaching of reading, writing, and arithmetic. ²Evidence makes clear, though, that public schools often do not succeed in teaching the basic skills. ³As many as one young adult in three is functionally illiterate—that is, unable to read at an eighth-grade level. ⁴The rate of functional illiteracy among minority youth is even higher than the national average: about 40 percent. ⁵Few seventeen-year-olds can express their thoughts effectively in writing. ⁶Even when their spelling and grammar are adequate, they use short, childlike sentences and cannot organize coherent paragraphs. ⁷And although young adults can perform basic mathematical operations, they have trouble using these operations to solve problems. ⁸Less than half can read a federal income tax table, and just 1 percent can balance a checkbook.

18 ____ . ¹After experiencing an extremely shocking event, some people will continue to reexperience it through dreams and recollections. ²They may even reexperience it through a flashback—the sudden feeling that one is back in the traumatic experience. ³They may also feel a sense of emotional “numbness,” as if their bodies have shut down in order to protect them from further emotional damage. ⁴They may avoid any stimuli that remind them of the traumatic event. ⁵This collection of symptoms, called posttraumatic stress disorder (PTSD), afflicts people who have experienced any of various seriously damaging experiences. ⁶PTSD is best known because of its association with Vietnam and Iraqi War veterans. ⁷But it is also often found in individuals who have been victims of violent crimes such as rape or extreme child abuse.

- B. (4.) The author has stated the central point of the following textbook selection in one sentence. Find that sentence, and write its number in the space provided.

A Medical Mystery

¹Medical researchers were perplexed. ²Reports were coming in from all over the country indicating that women, who live longer than men, were twice as likely to die after coronary bypass surgery. ³Medical records at one hospital showed that of almost 2,300 coronary bypass patients, 4.6 percent of the women died as a result of the surgery, compared with only 2.6 percent of the men.

⁴Initial explanations were based on biology. ⁵Coronary bypass surgery involves taking a blood vessel from one part of the body and stitching it to a coronary artery on the surface of the heart. ⁶This operation was supposedly more difficult to perform on women because of their smaller hearts and coronary arteries. ⁷But researchers who tested this theory soon found that the operation was not more difficult to perform on women.

⁸As the researchers continued to probe, a surprising answer slowly unfolded: The cause of the greater number of deaths of women after bypass surgery was sexual discrimination by physicians. ⁹They simply did not take the chest pains of their women patients as seriously as those of their men patients. ¹⁰Physicians were ten times more likely to give men exercise stress tests and radioactive heart scans. ¹¹And they sent men to surgery on the basis of abnormal stress tests but waited until women showed clear-cut symptoms of coronary heart disease before recommending surgery. ¹²Being referred for surgery later in the course of the disease decreases the chances of survival.

19 _____ is the number of the sentence that states the central point.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

**REVIEW TEST 4**

Here is a chance to apply your understanding of main ideas to a textbook passage. Read the passage below, and then answer the questions that follow on main ideas. There are also vocabulary questions to help you continue practicing the skill of understanding vocabulary in context.

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 (°).

tangible (1): concrete

afloat (7): out of difficulty

perception (7): judgment

longitudinal survey (7): a study that follows the same people over a period of time

HOW DUAL-EARNER COUPLES COPE

Diane E. Papalia and Sally Wendkos Olds

1 The growing number of marriages in which both husband and wife are gainfully employed presents both opportunities and challenges. A second income raises some families from poverty to middle-income status and makes others affluent. It makes women more independent and gives them a greater share of economic power, and it reduces the pressure on men to be providers; 47 percent of working wives contribute half or more of family income. Less tangible° benefits may include a more equal relationship between husband and wife, better health for both, greater

self-esteem for the woman, and a closer relationship between a father and his children.

However, this way of life also creates 2 stress. Working couples face extra demands on time and energy, conflicts between work and family, possible rivalry between spouses, and anxiety and guilt about meeting children's needs. Each role makes greater or lesser demands at different times, and partners have to decide which should take priority when. The family is most demanding, especially for women, when there are young children. Careers are especially

demanding when a worker is getting established or being promoted. Both kinds of demands frequently occur in young adulthood.

3 Men and women tend to be stressed by different aspects of the work-family situation. Among 314 spouses with relatively high income and education, husbands were more likely to suffer from overload (perhaps because they had not been socialized to deal with domestic as well as occupational responsibilities). Women, on the other hand, were more likely to feel the strain of conflicting role expectations—for example, the need to be aggressive and competitive at work but compassionate and nurturing at home.

4 Temporary withdrawal from social interaction after a busy workday helped settle men down and softened the effects of overload. "Talking things over" seemed to worsen their stress, perhaps because they were uncomfortable expressing feelings or because the outcome of such discussions might be even greater demands. For both men and women, the most successful way of coping was rethinking the way they looked at the situation.

5 Dual-income couples fall into three patterns: conventional, modern, and role sharing. In a conventional marriage, both partners consider household chores and childcare "women's work." The husband may "help," but his career comes first; he earns more than his wife and sees it as "her choice" to add outside employment to her primary domestic role. In modern



couples, the wife does most of the housework, but the husband shares parenting and wants to be involved with his children. In the role-sharing pattern, characteristic of at least one-third of dual-income marriages, both husband and wife are actively involved in household and family responsibilities as well as careers. However, even among such couples, tasks tend to be gender-typed: wives buy the groceries and husbands mow the lawn.

6 Men, on average, earn more and have more powerful positions than women. But in general, the burdens of the dual-earner lifestyle fall most heavily on the woman. Women tend to work more hours—20 percent more in industrialized countries and 30 percent more in less developed countries. Women put in a longer "second shift" at home, as well. Although men's participation has

been increasing, even husbands in non-traditional marriages still do only one-third of the domestic work. A Swedish study found that working women with three or more children put in one and a half times as many hours as men at home and on the job. A father is most likely to take on childcare when his work schedule is different from his wife's.

7 Women's personal activities tend to suffer more than men's, probably owing to the disproportionate time they put into domestic work, and in the long run the compromises women make to keep the dual-earner lifestyle afloat^o may weaken the marriage. An unequal division of work may have contributed to the higher degree of marital distress reported by wives in a study of three hundred mostly managerial and professional dual-earner couples. On the other hand, unequal roles are not necessarily seen as inequitable; it may be a perception^o of unfairness that contributes most to marital instability. A national longitudinal survey^o of 3,284 women in two-income families found greater likelihood of divorce the more hours the woman worked, but only when the wife had a nontraditional view of marriage. Nontraditional wives who work full time may feel more resentment

of their husbands' failure to share equally in household tasks, whereas traditional wives may be more willing to accept additional burdens.

What spouses perceive as fair may 8 depend on how much money the wife's earnings contribute, whether she thinks of herself as someone who supplements her husband's income, and what meaning and importance she and her husband place on her work. Whatever the actual division of labor, couples who agree on that division and who enjoy a more harmonious, caring, involved family life are more satisfied than those who don't.

Family-friendly policies in the 9 workplace can help alleviate the strains experienced by dual-earner families. A flexible work environment is one that could include part-time, flextime, and shared jobs. Supportive companies might also provide more at-home work (without loss of fringe benefits), more affordable high-quality childcare, and tax credits or other assistance to let new parents postpone returning to work. One encouraging change is the Family and Medical Leave Act, which requires businesses with fifty or more workers to offer twelve weeks of unpaid leave for the birth or adoption of a child.

Reading Comprehension Questions

Vocabulary in Context

20. _____ In the sentence below, the word *socialized* (sō'shə-līzd') means

- A. afraid.
- B. taught through experience.
- C. paid well.
- D. strong enough.

"Among 314 spouses with relatively high income and education, husbands were more likely to suffer from overload (perhaps because they had not been socialized to deal with domestic as well as occupational responsibilities)." (Paragraph 3)

21. _____ In the sentence below, the word *conventional* (kən-věn'shə-nəl) means

- A. convenient.
- B. happy.
- C. traditional.
- D. modern.

"In a conventional marriage, both partners consider household chores and childcare 'women's work.'" (Paragraph 5)

22. _____ In the excerpt below, the word *disproportionate* (dīs'prə-pôr'shə-nīt) means

- A. unequal in size.
- B. too short.
- C. equal.
- D. late.

"Women's personal activities tend to suffer more than men's, probably owing to the disproportionate time they put into domestic work . . ." (Paragraph 7)

23. _____ In the sentence below, the word *inequitable* (īn-ĕk'wī-tə-bəl) means

- A. fair.
- B. surprising.
- C. ideal.
- D. unequal.

"On the other hand, unequal roles are not necessarily seen as inequitable; it may be a perception of unfairness that contributes most to marital instability." (Paragraph 7)

Main Ideas

24. _____ The main idea of paragraphs 1 and 2 is the
A. first sentence of paragraph 1.
B. second sentence of paragraph 1.
C. first sentence of paragraph 2.
D. last sentence of paragraph 2.
25. _____ The main idea of paragraph 3 is its
A. first sentence.
B. second sentence.
C. third sentence.
26. _____ The main idea of paragraph 5 is its
A. first sentence.
B. second sentence.
C. third sentence.
D. last sentence.
27. _____ The main idea of paragraph 6 is its
A. first sentence.
B. second sentence.
C. third sentence.
D. fourth sentence.
28. _____ The topic of paragraph 9 is
A. companies that support at-home work.
B. the strains experienced by dual-earner families.
C. family-friendly policies in the workplace.
D. the Family and Medical Leave Act.
29. _____ The main idea of paragraph 9 is its
A. first sentence.
B. second sentence.
C. third sentence.
D. last sentence.

A. P
B. S

Name _____ Date _____
Section _____ SCORE: (Number correct) _____ x 5 = _____ %

MAIN IDEAS: Mastery Test 1

A. In each of the following groups, one statement is the general point, and the other statements are specific support for the point. Identify each point with a P and each statement of support with an S.

A. — 30. While traveling in different countries, there are some things to do and some things to avoid doing.

— 31. In Tibet, you should greet people by sticking out your tongue, the same way as the natives do.

— 32. In Japan, you should not look at a person directly in the eye for more than a few seconds, which the Japanese consider rude.

— 33. In Greece, you should refrain from waving your hand to say goodbye because hand-waving is regarded as an insult.

B. — 34. By relieving tension, laughing can prevent an angry eruption.

— 35. Instead of allowing anger to build, a person should deal with anger-arousing situations as they arise.

— 36. Sometimes the best way to deal with particular people or situations that arouse anger is to avoid them as much as possible.

— 37. Different coping strategies can help people to curb their anger.

C. — 38. In ancient Greece, women could not vote or hold public office.

— 39. The women of ancient Greece lived under very strict constraints in family and civic life.

— 40. A wife in ancient Greece was expected to do little else than bear and raise children and be a housekeeper.

— 41. After marriage, a woman had no independent standing; she was her husband's responsibility.

(Continues on next page)

- B. Each group of statements below includes one topic, one main idea, and two supporting details. In the space provided, label each item with one of the following:

A → T — for the topic of the paragraph
B → MI — for the main idea
C → SD — for the supporting details

Group 1

- ____ 42. Through its life and death, a tree will serve a variety of important functions.
- ____ 43. Functions of a tree.
- ____ 44. While alive, a tree provides food, nesting sites, shade, wind protection, and concealment for wildlife.
- ____ 45. After a tree begins to die, stored nutrients are released, and it continues to provide protection and food for many forms of plant and animal life.

Group 2

- ____ 46. In cultures where most working people are thin and tanned from outdoor labor, being pale and overweight indicates wealth and high status.
- ____ 47. Physical signs of wealth.
- ____ 48. At some points in history, long fingernails for men and women demonstrated that, unlike common laborers, the person did not have to work with his or her hands.
- ____ 49. In different societies and stages of history, different physical attributes have indicated a person's status.

A. P

B. S

Name _____ Date _____
Section _____ SCORE: (Number correct) _____ x 5 = _____ %

MAIN IDEAS: Mastery Test 2

A. In each of the following groups—all based on textbook selections—one statement is the general point, and the other statements are specific support for the point. Identify each point with a P and each statement of support with an S.

1. ~~50~~. In the summer, tenement apartments were so hot the Boston Board of Health recommended that mothers take their babies to the rooftops at night.
~~51~~. For many immigrants in the late 19th century, their first American home was less appealing than the place they had left behind.
~~52~~. In the winter, the tenements were so cold that people went to work even when they were sick just so they could get warm.
~~53~~. One tenement had 170 children but only a 14-foot-square yard for them to play in.
2. ~~54~~. There were ten women in the House of Representatives in 1970 and only one woman in the Senate.
~~55~~. In North Carolina, only a virgin could charge a man with rape.
~~56~~. Divorced women were regarded as high risks by insurance companies, and they had trouble getting credit cards.
~~57~~. In the early 1970s, women still had a long way to go in terms of gaining equal rights.
3. ~~58~~. The introduction of handguns in Europe in the early 1300s had a great impact on road travel.
~~59~~. The handgun allowed fourteenth-century travelers to protect themselves from highwaymen who robbed and assaulted travelers.
~~60~~. In the 1300s, most road travelers (being right-handed) kept their handguns under their left arms, leading to the common practice of keeping to the right side of the road.
~~61~~. Later in the fourteenth century, villages and towns began to hire men who could use handguns to protect travelers on sections of roadway; this practice was the forerunner of modern highway patrols.

(Continues on next page)

- B. Each group of statements below includes one topic, one main idea, and two supporting details. In the space provided, label each item with one of the following:

A → T — for the topic of the paragraph
B → MI — for the main idea
C → SD — for the supporting details

Group 1

- b2. _____ Certain behaviors are considered especially serious signs that a child may later engage in violent criminal acts.
b3. _____ "Red flags" in childhood for future criminal behavior.
b4. _____ Cruelty to animals, such as beating or torturing pets, is often a sign of serious psychological problems in children.
b5. _____ Children who show a fascination with setting fires have a strong tendency to later engage in violent criminal behavior.

Group 2

- b6. _____ Adults seek out spicy or bitter foods to stimulate their smaller supply of taste buds.
b7. _____ Sensitivity to flavors.
b8. _____ The difference in the sensitivity to flavors between children and adults lies in the taste buds, the tiny taste receptors that line the tongue.
b9. _____ Young children's tongues are loaded with taste buds and are especially sensitive; therefore, sour or spicy flavors seem too intense to them.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
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| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

MAIN IDEAS: Mastery Test 3

The main idea may appear at any place within each of the five paragraphs that follow. Write the number of each main idea sentence in the space provided.

— 70 ¹A century ago, medical practice left much to be desired. ²In the late 1800s, surgeons still operated with bare hands, wearing the same clothes they had worn on the street. ³Their shoes carried into the surgery room the debris of the streets and hospital corridors. ⁴Spectators were often permitted to observe operations, gathering around the patient within touching distance of the incision. ⁵Surgeons used surgical dressings made from pressed sawdust, a waste product from the floors of sawmills. ⁶Surgical instruments were washed in soapy water, but not heat-sterilized or chemically disinfected. ⁷The mortality rate following operations in many hospitals was as high as 90 percent.

— 71 ¹Many ancient cultures believed that garlic had magical healing qualities, and it was used for health purposes thousands of years ago in Egypt, Greece, and India. ²Modern scientists have found that eating garlic really does have several valuable health benefits. ³Allicin, the same substance that gives garlic its odor, kills bacteria, viruses, and funguses. ⁴Cloves of garlic also contain selenium, a nutrient that helps prevent the oxidation in cells which can lead to cancer. ⁵Garlic has also been shown to lower blood pressure. ⁶It can help reduce the chance of heart attack or stroke by thinning the blood, which prevents clots from forming. ⁷In addition, garlic can clear the sinuses and relieve cold symptoms; like commercial decongestants, it thins mucus so sinuses and lungs can flush themselves out more easily.

— 72 ¹Police officers complain that many of the criminals they arrest end up very soon on the streets to commit crimes again. ²Judges argue that because of the technicalities of the law, they are forced to free many defendants, some of whom may be guilty as charged. ³Government officials lament that they don't have the funds or space to build new prisons. ⁴And many citizens charge that the police, the judges, or the government officials are not doing their jobs well. ⁵Clearly, the way the huge problem of crime is being handled angers and frustrates many segments of our society.

(Continues on next page)

73. _____

¹When we speak of a "close friend," we usually mean an intimate friend, not a friend who is standing close by. ²However, according to researchers who study human behavior, there are in fact four "distance zones" in human interaction. ³Intimate distance is the closest zone, eighteen inches or less. ⁴This is the zone of making love, for instance, and also of physical confrontations ("in your face!"). ⁵Second is personal distance, eighteen inches to four feet, which is used for everyday conversations with friends. ⁶Then there is social distance, four to seven feet, which we use for most interactions with strangers, such as buying something in a store. ⁷The fourth zone is public distance, twelve feet or more. ⁸A public speaker or a singer at a concert is usually at least twelve feet from the nearest audience members.

74. _____

¹Have you ever wondered why products come in the colors they do? ²For instance, why is toothpaste often green or blue and shampoo often golden-yellow? ³Manufacturers pick the colors that are associated with qualities consumers value in certain products. ⁴For example, it's known that blue symbolizes purity to most people and that green is refreshing. ⁵These are both desirable qualities in toothpastes. ⁶Manufacturers also know that golden-yellow symbolizes richness (as in real gold or egg yolks), so they frequently choose this color for shampoos and cream rinses—products in which consumers value richness. ⁷Baby products, such as body lotion, are often tinted pink because that is a color commonly associated with softness and gentleness—the very qualities consumers want for a baby's care.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

MAIN IDEAS: Mastery Test 4

The main idea may appear at any place within each of the five paragraphs that follow. Write the number of each main idea sentence in the space provided.

75 — ¹One writer spent nine hundred hours over the course of eight years watching the action in singles bars and learning about male-female relationships. ²Although men may think of themselves as the aggressors, says this writer, it is really women who make the decisions when a courtship is beginning. ³He has observed that women are the ones who pick a potential mate out of the crowd. ⁴They position themselves near the man they've selected and, with a glance or a smile, invite him to make contact. ⁵Similarly, as conversation begins, the woman initiates each increasingly intimate stage. ⁶Her continuing eye contact, moving closer, and touching the man all signal her permission for him to make further advances. ⁷In most cases, the woman's signals are so subtle that the man is only subconsciously aware of them.

76 — ¹In everyday advertising, one observes many obvious attempts to package and sell products and ideas (toothpaste, aspirin, presidential candidates) through clever influence tactics. ²Many people claim that such blatant attempts at persuasion are so pitifully obvious that they are not much affected by them. ³Nevertheless, the sales of one cigarette brand increased seven times during a four-year period of heavy advertising. ⁴A toy company increased its sales twenty-four times after it began to advertise extensively on television. ⁵And one venerable but nearly forgotten cereal brand experienced a sudden 30 percent increase in sales when a well-known natural-foods enthusiast began plugging this rather bland cereal. ⁶There are many other advertising success stories as well. ⁷It appears that tremendous numbers of consumers are influenced by advertising, despite their claims to the contrary.

77 — ¹Pedal error occurs when the driver of an automobile mistakenly presses down on the accelerator instead of the brake pedal. ²This leads to unintended acceleration, which, in turn, can frequently result in an accident. ³It seems as though stepping on the wrong pedal would be an unlikely occurrence. ⁴However, an analysis of pedal error shows that this mistake is easier to make than you might think. ⁵A driver sometimes turns his upper body a little to the left at the same moment that he moves his right foot toward the brake pedal. ⁶The driver might turn his upper body to the right to look in the left side mirror or to reach for his seatbelt. ⁷Or, if he is in reverse, he might look

(Continues on next page)

over his left shoulder to make sure that it is safe to back up. ⁸This turning of the upper body could cause his right foot to move slightly to the right. ⁹As he unconsciously moves his foot to the right, he may end up hitting the accelerator rather than the brake. ¹⁰Instead of stopping and remaining stationary, the car in fact begins to accelerate. ¹¹Believing that his foot is on the brake, the driver presses his foot down harder in an effort to stop the car. ¹²Obviously, this action only makes the problem worse.

78 —

¹It appears that some pioneer women had more to fear from insects than from Indian attacks. ²One of the most terrifying assaults of nature involved grasshoppers. ³Swarms would appear suddenly, in huge clouds, and devour everything in sight. ⁴If a housewife tried covering her garden with gunnysacks, the bugs simply went under them, or ate their way through them. ⁵After they ate the crops, the grasshoppers moved into the barns and houses. ⁶They ate all the food and devoured clothing, window curtains, furniture, fence boards, and cabin sidings. ⁷In the summer, flies or gnats swarmed over everything. ⁸In a desperate attempt to drive away mosquitoes, plainswomen burned buffalo chips—they could stand the smell better than the bugs could. ⁹In the Southwest, women were instructed to place their beds at least two feet away from the walls, lest they wake up covered with scorpions. ¹⁰Fleas were also a terrible problem, and some settlers burned their houses down when the fleas became too burdensome. ¹¹But American settlers had a yen for permanence, and a sturdy house that lasted forever was also a permanent abode for vermin.

79 —

¹The American author Mark Twain is famous for the humor in his writing. ²His novels, stories, and essays have brought laughter to millions. ³However, Twain's own life in the sixteen years leading up to his death in 1910 was marked more by sorrow than humor, as he faced several personal tragedies. ⁴He had invested a significant amount of money in the development of a mechanical typesetting machine. ⁵In 1894 the project failed, and his investment was lost. ⁶In addition, a publishing company that he had begun ten years earlier went bankrupt. ⁷So at the age of 59, this once-rich man went on a two-year worldwide lecture tour in order to earn money. ⁸He took his wife with him on this tour but left his three daughters at home in Hartford, Connecticut. ⁹While he was gone, his favorite daughter, Susy, died of meningitis, an inflammation of the brain and spinal cord. ¹⁰Although his wife, Olivia, was ten years younger than he, she had a long history of health problems and died in 1904. ¹¹In December 1909, just five months before Twain's own death, his daughter Jean died. ¹²Only one of his three daughters outlived him.

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| e. Sentence 5 | abc. Sentence 10 | |

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| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

MAIN IDEAS: Mastery Test 5

- A. The main idea may appear at any place within each of the three paragraphs that follow. Write the number of each main idea sentence in the space provided.

80 — . ¹Just as there are rules of the road for drivers of cars, trucks, and buses, there are "rules of the sidewalk" for pedestrians. ²The sociologist Erving Goffman points out that, for one thing, pedestrians on a sidewalk keep to their right, relative to an imaginary dividing line in the middle of the sidewalk. ³Thus people sort themselves into lanes going in opposite directions, as on a vehicular roadway. ⁴And people who are walking slowly often tend to stay closer to the buildings, while to their left, in a "passing lane," are the people who are moving more quickly. ⁵Also, like drivers, pedestrians scan the route ahead so that they can swerve around obstacles—say, a puddle or a hole in the walkway—and so that they will not collide with anyone else. ⁶If a head-on collision seems possible, pedestrians will make eye contact and maneuver to keep out of each other's way. ⁷Goffman notes one obvious difference, though: rules of the road are often codified in laws and regulations, whereas rules of the sidewalk are informal social customs.

81 — ¹When labor-management disputes are reported on news broadcasts, listeners sometimes think that mediation and arbitration are simply two interchangeable words for the same thing. ²But mediation and arbitration are very different processes, with different outcomes, though both involve the use of a neutral third party. ³In mediation, the third party (called a mediator) is brought in to assist in the negotiations so that the opponents will keep talking to each other. ⁴Mediators can only make suggestions about how to resolve a dispute; neither side is obliged to accept them. ⁵In arbitration, on the other hand, the third party—the arbitrator—is called in to settle the issue, and the arbitrator's decision is final and binding on both sides.

82 — ¹A biological virus can attach itself to a human host cell and take charge, using the cell's functions to make the substances needed to form new virus particles, which then leave that cell and spread, repeating the process in other cells. ²Biological viruses cause many diseases—some minor, like the common cold; but some life-threatening, like polio or AIDS. ³Biological viruses may kill the host cell or make the cell itself malignant, or the virus may set off a dangerously violent response in the immune system. ⁴Biological viruses reproduce and spread in various ways, and they may be very hard to

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treat because they can take forms that the immune system cannot detect. ⁵Computer viruses are programs designed to attach themselves to ordinary software, take it over, and then reproduce and spread. ⁶A computer virus can do its damage by attacking the startup program, at which point antivirus devices cannot yet detect it; or by attacking the operating system; or by attacking applications such as databases. ⁷In any case, the virus can distort or kill computer memory. ⁸A computer virus, as the name implies, is very much like a biological virus.

- B. (4.) The author has stated the central point of the following textbook selection in one sentence. Find that sentence, and write its number in the space provided.

Bug Protection

¹Almost all insects will flee if threatened. ²Many insects, however, have more specialized means of defense. ³Roaches and stinkbugs, for example, secrete foul-smelling chemicals that deter aggressors. ⁴Bees, wasps, and some ants have poisonous stings that can kill smaller predators and cause pain for larger ones. ⁵The larvae of some insects have hairs filled with poison. ⁶If a predator eats one of these larvae, it may suffer a toxic reaction. ⁷Insects that defend themselves by unpleasant or dangerous chemicals gain two advantages. ⁸On one hand, they often deter a predator from eating them. ⁹On the other hand, predators learn not to bother them in the first place.

¹⁰Other insects gain protection by mimicry, or similarity of appearance. ¹¹In one kind of mimicry, insects with similar defense mechanisms look alike, and predators learn to avoid them all. ¹²Bees and wasps mimic each other in this way. ¹³In another kind of mimicry, insects with no defenses of their own mimic the appearance of stinging or bad-tasting insects. ¹⁴Predators avoid the mimic as well as the insect with the unpleasant taste or sting. ¹⁵For example, syrphid flies look like bees but do not sting.

¹⁶Another kind of defense based on appearance is camouflage, or the ability to blend into surroundings. ¹⁷Many kinds of insects and animals have distinctive color markings that make them difficult to see. ¹⁸Predators have trouble locating prey that looks like its background. ¹⁹An insect is more likely to survive and produce offspring if it is camouflaged than if it is not.

83. _____ is the number of the sentence that states the central point.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
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| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |

MAIN IDEAS: Mastery Test 6

A. The main idea may appear at any place within each of the three paragraphs that follow. Write the number of each main idea sentence in the space provided.

84 _____ ¹An old saying has it that "Many hands make light the work." ²Thus we might expect that three individuals can pull three times as much as one person and that eight can pull eight times as much. ³Research reveals that persons individually average 130 pounds of pressure when tugging on a rope. ⁴However, in groups of three, they average 351 pounds (only 2.5 times the solo rate); and in groups of eight, only 546 pounds (less than 4 times the solo rate). ⁵One explanation is that faulty coordination produces group inefficiency. ⁶However, when subjects are blindfolded and believe they are pulling with others, they also slacken their effort. ⁷Apparently when we work in groups, we cut down on our efforts, a process termed social loafing.

85 _____ ¹Criminal and civil cases, the two types of court cases, differ in significant ways. ²Criminal cases involve the enforcement of criminal laws, that is, laws against acts such as murder and robbery. ³The case is brought by a government—a state or the federal government—against someone who is charged with committing a crime. ⁴The government, then, is the prosecutor, and the accused is the defendant. ⁵The defendant will be found "guilty" or "not guilty," usually by a jury. ⁶A civil case involves a legal dispute between individuals and organizations, such as businesses. ⁷One party to the case, the plaintiff, has filed a complaint against the other party, the defendant. ⁸Civil lawsuits arise, for example, over personal injuries (as in automobile accidents), disagreements about contracts, and—more and more often these days—medical malpractice. ⁹There is no verdict of "guilty" or "not guilty" in a civil case; instead, a jury, a judge, or a panel of judges will decide in favor of the plaintiff or the defendant.

86 _____ ¹In one tribe in New Guinea, aggression is encouraged in boys from early infancy. ²The child cannot obtain nourishment from his mother without carrying on a continuous battle with her. ³Unless he grasps the nipple firmly and sucks vigorously, his mother will withdraw it and stop the feeding. ⁴In his frantic effort to get food, the child frequently chokes—an annoyance to both himself and his mother. ⁵Thus the feeding situation itself is "characterized by anger and struggle rather than by affection and reassurance" (Mead, 1939). ⁶The people of another New Guinea tribe are extremely peaceful and do

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everything possible to discourage aggression. ⁷They regard all instances of aggression as abnormal. ⁸A similar tribe—the Tasaday of the Philippines—has been discovered. ⁹These people are extremely friendly and gentle. ¹⁰They possess no weapons for fighting or food-gathering; in fact, they are strict vegetarians who live off the land. ¹¹Evidence of this sort suggests that, rather than being basically aggressive animals, human beings are peaceful or aggressive depending upon their early childhood training.

B. (4.) The author has stated the central point of the following textbook selection in one sentence. Find that sentence, and write its number in the space provided.

¹Those who are fortunate enough not to live in poverty may equate “being poor” with “not having enough money to buy the things I’d like.” ²Certainly, being poor does mean doing without many of life’s material pleasures. ³But the impact of poverty goes far beyond the inability to buy goods.

⁴One fundamental effect of poverty is that the poor often live in sub-standard housing. ⁵They rent from landlords who may neglect the property, even to a criminal extent. ⁶The houses are often unsafe, with dangerous electrical wiring, non-functioning plumbing, and inadequate heat.

⁷Poverty also profoundly affects people’s ability to receive an education. ⁸Public schools in poor areas are under-funded, poorly staffed, and supplied with outdated textbooks and sparse supplies. ⁹Classrooms are crowded and often chaotic; the schools function more as warehouses than as places of education. ¹⁰Children coming out of these schools are inadequately prepared for college, so they rarely advance beyond high school.

¹¹A third way in which poverty profoundly affects people’s lives is in the area of employment. ¹²Without the career preparation that quality education provides, poor people are often qualified only for jobs with no future, no benefits, and a high chance of being laid off. ¹³When the poor do lose their jobs, they must deal with the tangled mess of unemployment insurance and welfare, adding stress and the increasing sense of failure to their lives.

57. _____ is the number of the sentence that states the central point.

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| a. Sentence 1 | ab. Sentence 6 | abd. Sentence 11 |
| b. Sentence 2 | ac. Sentence 7 | abe. Sentence 12 |
| c. Sentence 3 | ad. Sentence 8 | |
| d. Sentence 4 | ae. Sentence 9 | |
| e. Sentence 5 | abc. Sentence 10 | |