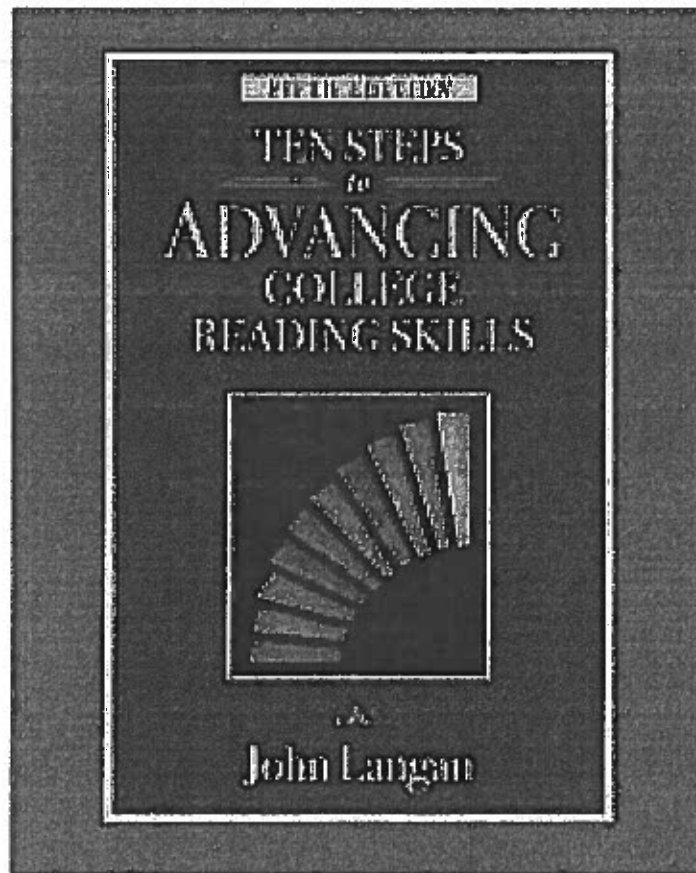


College Reading

Chapter 5

Practice and Mastery Exercises



Name _____



REVIEW TEST 1

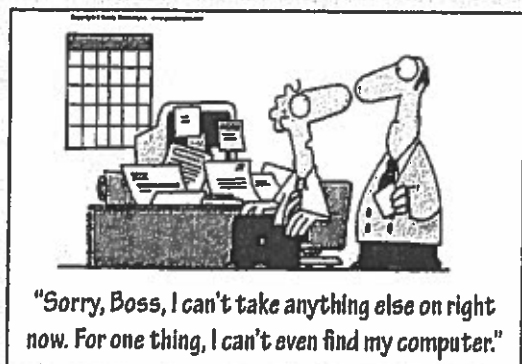
To review what you've learned in this chapter, fill in the blanks in the following items.

1. _____ are words or phrases (like *first of all* or *another* or *then* or *finally*) that show the relationships between ideas. They are like signs on the road that guide travelers.
 2. Words such as *for one thing*, *also*, and *furthermore* are known as _____ words. They tell us the writer is presenting one or more ideas that continue the same line of thought as a previous idea.
 3. Words such as *then*, *next*, and *after* are known as _____ words. They tell us *when* something happened in relation to when something else happened.
 4. Transitions show the relationships between ideas in sentences. Patterns of organization show the relationships between _____ in a paragraph or longer passage.
 5. The main idea of a paragraph often indicates its _____.
- a. Pattern of organization
b. Time
c. Transitions
d. Addition
e. Supporting details

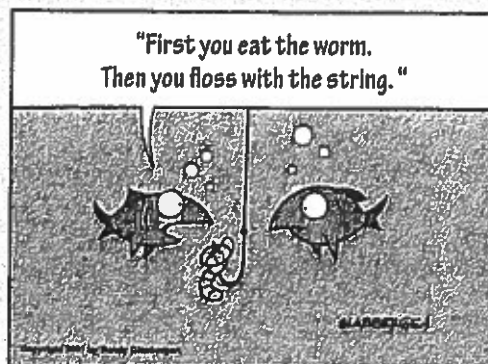


REVIEW TEST 2

A. (1–2.) What kinds of transitions are used in the following cartoons?



_____ 6. A. addition B. time



_____ 7. A. addition B. time

- B. Fill in each blank with one of the words in the box. Use each transition once. Then write the letter of the word in the space provided.

A. after

B. also

C. before

8. Many students today have very little access to books in their homes. They _____ have no quiet, comfortable place to read, free from the televisions that are turned on loud a good deal of the time.
9. _____ the invention of television, people probably spent more of their leisure time reading.
10. _____ people are fired, it is common for them to lapse into a period of mental pain and depression. Many experience a sharp sense of loss—both of the job they held and of the coworkers and friends they knew as part of the job.

- C. Read the textbook paragraph below, and then answer the questions that follow.

¹To turn a corpse into a mummy, ancient Egyptians first washed the body with water from the Nile River. ²Next they removed all organs except the heart, which was thought to house a person's spirit. ³Following organ removal, they rinsed the body cavity with wine, stuffed it, and covered the body with salty powder. ⁴After the body dried in this powder for thirty-five to forty days, they replaced the stuffing with salty powder and linen soaked in a plant-derived glue. ⁵Then they closed all incisions, covered the skin with glue, wrapped the entire body in linen, and placed a mask (of either the dead person or an Egyptian god) on the mummy's head. ⁶Finally, they placed the mummy inside a coffin (decorated to resemble a person) and sealed the coffin inside a tomb, along with food and other items that they believed the dead person would need or desire in the afterlife.

11. The relationship of sentence 2 to sentence 1 is one of
A. addition. B. time.
12. The paragraph is organized as a
A. list of items.
B. series of events or stages.



REVIEW TEST 3

A. Fill in each blank with the appropriate transition from the box. Use each transition once.

A. first

B. next

C. until

D. while

¹I do not like to write. ²In fact, I dislike writing so much that I have developed a series of steps for postponing the agony of doing writing assignments. ³13 I tell myself that to proceed without the proper equipment would be unwise. ⁴So I go out to buy a new pen. ⁵This kills at least an hour. ⁶14 I begin to stare at the blank page. ⁷Before long, however, I realize that writing may also require thought; so I begin to think deeply about my subject. ⁸Soon I feel drowsy. ⁹This naturally leads to the conclusion that I need a nap because I can't throw myself into my writing. 15 I am at my very best. ¹⁰After a refreshing nap, I again face the blank page. ¹¹It is usually at this stage that I actually write a sentence or two—disappointing ones. ¹²I wisely decide that I need inspiration, perhaps from an interesting magazine or a television movie. ¹³If thoughts of my writing assignment should interfere 16 I am reading or watching TV, I comfort myself with the knowledge that, as any artist knows, you can't rush these things.

_____ 17 The pattern of organization of the above selection is
A. list of items. B. time order.

B. Below are the beginnings of five passages. Label each one with the letter of its pattern of organization. (You may find it helpful to underline the transition or transitions in each item.)

A List of items

B Time order

_____ 18 ¹There are certain steps which, taken in order, will help you remember your dreams. ²The first step is to place a notebook and pencil beside your bed. ³The second is to make up your mind, before going to sleep, that you will remember what you are going to dream. . . .

_____ 19 ¹Weeds may seem harmful in the garden, but they have great value in nature. ²Some so-called weeds serve as food. ³Dandelions, for instance, are often eaten as greens. ⁴Other weeds are sources of drugs, medicines, and dyes. ⁵Also, many weed seeds make up an important part of the diet of songbirds, game birds, and other types of wildlife. . . .

20. *The Glass Menagerie*, the well-known play by Tennessee Williams, opens with the narrator of the play. ²Tom introduces himself, briefly discusses the play, and explains that the other characters will be his mother, his sister, and a gentleman caller. ³Tom then walks onto the set of a dining room and takes a seat, and his mother, Amanda, begins to speak. . . .

21. ¹People considering adopting a dog or cat should ask themselves a few important questions. ²First of all, do they really want the responsibility of caring for an animal for the next ten to fifteen years? . . .

22. ¹Abraham Lincoln took an unusual path to the Presidency. ²He lost his first job and then declared bankruptcy. ³Later on, he suffered a nervous breakdown. . . .

A. List of Items

B. Time Order



REVIEW TEST 4

Here is a chance to apply your understanding of addition and time relationships to a full-length reading. The following story tells of a child of uneducated teen parents who has become a champion of literacy in her own community. To help you continue to strengthen your skills, the reading is followed by questions not only on what you've learned in this chapter 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 (°).

brawling (2): fighting

frigid (16): cold

refuge (17) : shelter

renovation (42): restoring to good condition

penalty (47): fee charged as a punishment

JULIA BURNEY: THE POWER OF A WOMAN'S DREAM

Beth Johnson

1 Julia Burney was afraid of many things as a child. Mostly, she was afraid of Fridays.

2 Fridays were the days her parents headed out to the bars. Julia would go to bed but lie awake for hours, too tense to sleep. Eventually her mother and father would return home, and then the brawling^o would begin.

3 Voices would grow louder. Crashes would echo through the apartment. There would be the sound of blows and cries.

4 "Call the police!" her mother would often scream. "He's killing me!"

5 "You call the cops and I'll beat you too!" her father would shout.

6 "Julia Mae, do something!" the younger children would shriek.

7 And eight-year-old Julia, the oldest of what were eventually twelve siblings (two died in infancy), would try to dodge her father's fist to reach the phone. If she made it, and if the phone hadn't been disconnected, she would dial the number of the police department.

8 And then, she remembers, it was as if a miracle happened.

9 "The moment the officers appeared, everything changed. My dad would sit up, listen to them, and act right. My home would be peaceful again.

10 "So that became my dream," Julia says today. "Someday, I would do that for another child."



Julia keeps this photograph of herself in a ragged dress to remind herself of the poverty she grew up in. She is shown with her younger sister, and her mother and father, who were 13 and 17 when she was born.

11 Julia would achieve her dream. But she had a lot to go through first.

12 Julia lived in Racine, Wisconsin. Her parents were hardly more than children themselves; when Julia was born, her mother was 13 and her father 17. Neither had finished junior high school. Neither could read or write well.

13 Julia's memories of her parents are bittersweet.

14 "They were hard-working people," she says. "They had plenty of common sense, what my father called 'motherwit.' He'd say, 'You might have more schooling than I do, but I have motherwit.' And he did.

15 "But they were so young when they had us, and there were so many of us," she goes on. "Imagine all those mouths to feed! I am amazed that they accomplished what they did. With all they had to cope with, I can understand why they drank. But alcohol ruined a large portion of our lives. I loved my parents, but I hated their drinking."

16 The family's poverty was crushing. The electricity was turned off so many times that Julia says today, "I grew up in the dark." During many frigid Wisconsin winters, her family tried to warm itself with space heaters, candles, and extra layers of clothing.

17 By contrast, school was a welcome refuge for Julia. Her first readers introduced her to Dick, Jane, and Spot, and to a lifelong love affair with books. "Reading came naturally to me," she says. "But any encouragement to read stopped at our front door." Her parents were supportive of their children attending school. But the idea of reading for pleasure was so foreign that they did not understand it in Julia. More than that was the problem of money.

18 "To my parents, a book might as well have cost a million dollars," she explains. "If I did bring home a school book, they were afraid I'd lose it or damage it. So up it would go on top of the refrigerator, where it would be safe."

19 But Julia found a place where she could read to her heart's content. That place was her Aunt Ruby's house, where she would often go to babysit. Aunt Ruby had many books, as well as magazines like *True Stories* that Julia read to learn about "love and life and romance—stuff my parents didn't talk about."

20 Julia says today, "I learned to read at school. I learned to *love* reading at Aunt Ruby's."

21 Julia's love of reading helped her become a girl determined to prepare for a better future. She simply ignored peers who suggested she should not care about her schooling. Also, drink and drugs attracted her not at all. "You know how most kids at least try cigarettes? Not me. I have never smoked even one cigarette. Never tasted alcohol. Never used an ounce of marijuana. I looked at my parents' example and thought, 'That's what I'd become.'"

22 But Julia had her own kind of weakness. Her parents had never been ones to show affection. "To them, putting a roof over our heads and food on the table was love. But I wanted someone to *tell* me." When Julia was 17, a boy came along. He told Julia, "I love you." She soon found herself pregnant with her first child.

23 "I confused sex with love," she says today. "And eventually, I was raising four kids on my own."

24 Adjusting to motherhood was not as difficult for Julia as it might have been for another teenager. She'd been taking care of babies since she was just



Julia Burney today

a small child herself. When her first child was born, Julia transferred to a school that offered night classes in order to earn her high-school diploma. She started working, usually two jobs at once, to support her children. On her eighteenth birthday, she moved out of her parents' house and into her own apartment. Despite the challenges, she maintained a loving, disciplined home for her children, who are all successful professional people today.

25 As the years went on, Julia worked as a restaurant chef and then as a teacher's assistant. In 1979, she was hired as a clerk by the Racine police department. Five years later, she fulfilled her early dream of becoming a police officer. She was especially skilled at dealing with calls to homes where fighting was going

on. As she dealt with the parents and comforted the children, Julia noticed something that many other officers might have missed: If there were any books in the house at all, they were on top of the refrigerator.

The sight tore at her heart. She 26 knew what the children in those homes were being denied: not only books, but the hopes and dreams that books could inspire.

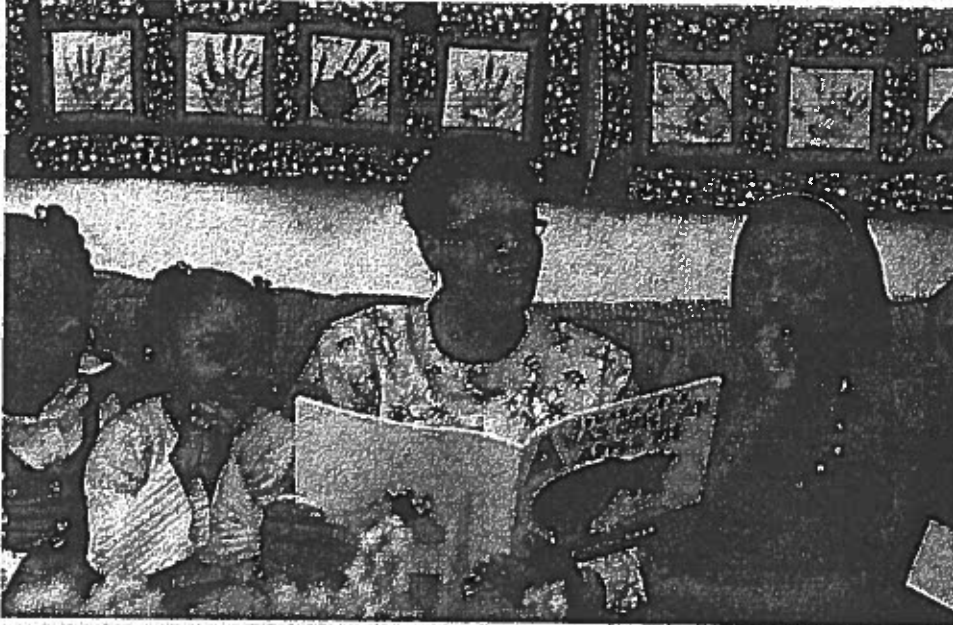
"I knew from the time I was a little 27 girl that reading was power," she says. "My parents were crippled by their inability to read well. You *cannot* thrive in this society without reading well. I arrest people who are unable to read their rights, and I think how hopeless life must look for them."

Julia herself not only enjoys reading, 28 but her love of books has benefited her professionally. She speaks beautifully, with a large vocabulary at her command. At the police station, she was frequently complimented on her clearly written arrest reports. "I write well because I read," she says. "If you read, you learn to write. You absorb the style, you learn good grammar, you learn to talk properly. Using language well becomes second nature."

Remembering all these things, a 29 vision came to Julia. She wanted to do for these children what her Aunt Ruby had done for her. "I knew I had to get books into these children's hands. But I didn't know where the books were going to come from."

She adds, "But then I went on a 30 burglary call, and God gave them to me."

- 31 It was on a night in 1997 that Julia responded to a false alarm at a Racine warehouse. When the warehouse owner unlocked the door to let the officers in, Julia saw a beautiful sight: boxes and boxes of children's books. The books had slight imperfections, so they were going to be shredded and recycled. The warehouse owner agreed to let her have them.
- 32 Julia and some of her fellow officers began hauling the books around in the trunks of their squad cars. When they had any contact with children, out would come the books. They gave books away during school visits, at the police station, even during traffic stops. At Christmas, the officers hosted a book give-away. Children came to it pulling wagons and carrying bags to take their precious books home.
- 33 After the Christmas book give-away, the Cops 'n Kids program began to take on a life of its own. The local newspaper, the *Journal-Times*, did a story about Julia's efforts. In response, people called to ask how they could help. Some businesses held drives to collect used books. Others donated money. Individuals volunteered their time to help sort the books. Police officers loaded bags of books into their squad cars every morning. They gave them out in local parks, on patrol, and on calls. Children who had formerly been afraid of the police began chasing squad cars down the street, yelling, "Can I have a book?"
- 34 All this was wonderful. But it still wasn't enough for Julia. She wanted a place for children to come: a peaceful, comfortable center where kids could experience the joy of reading.
- 35 She began searching for a building. Then she spotted it—a brick building, in the middle of the inner city, that had been boarded up for twenty-eight years. Faced with the irresistible force of Julia's energy, the building's owner donated it to Cops 'n Kids.
- 36 Meanwhile, the *Journal-Times* article had been picked up by the Associated Press and reprinted all over the world. In January of 1999, Julia received a call from a producer of NBC's *Today* show. *Today* wanted Julia to come to New York to be interviewed by the show's host, Katie Couric. The producer also wanted to send a camera crew to Racine to take pictures of officers handing books out to kids on the streets.
- 37 To the producer's astonishment, Julia said no. "I said, thank you very much, but I'm too busy to come to New York. And besides, we don't pass books out on the sidewalk in the middle of the winter in Wisconsin! Do you know how cold it gets here? If you want to do this story, you ought to come here next summer when you can do it right."
- 38 The producer tried again. "She said, 'Julia, do you understand—this is the *Today* show? The biggest morning show in the country?'"
- 39 Julia said she understood. But she still wasn't coming to New York.
- 40 And the following July, the *Today* show came to Racine. Katie Couric interviewed Julia and did a touching episode on her efforts to bring books to her community's neediest children.



The children who come to the Reading Center love to hear Julia read their favorite books aloud.

41 Julia had great faith in the Cops 'n Kids idea. But what happened next was almost too much for even her to believe.

42 Producers at *The Oprah Winfrey Show* contacted Julia and told her she had received one of Oprah's "Use Your Life" awards. In September 2000, Julia appeared on *Oprah* to accept the \$100,000 award and explain her dreams for the center. With the award money, she was able to buy supplies for the renovation^o of the building. The Racine community came out in force to provide volunteer labor for the job. Many police officers and firefighters contributed their time. Members of the local labor unions worked for free. Businesses and churches raised funds for new windows. High-school kids ripped out old drywall

and painted. Gradually, the run-down building became a clean, solid home for Cops 'n Kids. There wasn't much inside the building but books and some mismatched furniture, but it was a start.

Then in March 2001, Julia got another 43 call from the *Oprah* organization. The producers wanted her to be on the show again, they said, to update the audience on the center. Julia was picked up in a limousine and taken to Chicago, where *Oprah* is filmed. She was given a room in a hotel and then told that there would be a delay in filming the show.

For the next three days, Julia waited 44 impatiently in her hotel room. She kept getting calls from the producer, saying, "We'll be filming soon—get dressed!" But when she was all ready, she'd get another call, saying that another

problem had come up and that she would have to wait a little while longer.

45 Finally the real call came—it was time to tape the show. Julia went to the studio and walked onstage with Oprah. At that point, Oprah confessed that Julia had been told a white lie—In fact, a whole string of them. She wasn't there to do an update on the program. Instead, during the past three days, an army of people had been very, very busy in Racine. Julia was then invited to look at the Cops 'n Kids Reading Center over a video monitor onstage.

46 The bare rooms of the center had been filled with beautiful sofas, easy chairs, craft tables, and office furniture. Colorful paintings hung on the walls. Thick rugs covered the floors. Artists had covered one huge wall with a bright mural. A baby grand piano stood in the auditorium. There was a complete computer lab. Even the smallest details had been taken care of, down to a basket of warm socks to cover the feet of little readers. Watching the video, Julia sobbed with joy. Many people in the audience shared her happy tears.

47 The next June, the Cops 'n Kids Reading Center officially opened for business. And today, it is as busy as it is beautiful. Racine's children, from preschoolers through eighth-graders, stream through its doors every day. More than 5,000 books are waiting there for the children to read and borrow. Because the books are donated to the Center, the children are not fined if they lose or damage one. "We talk about the responsibility of keeping the book safe," Julia explains. "We

help the children learn to care for books, but without a penalty."

48 But the Center is far more than a library. Retired teachers offer tutoring. Children produce works of art in a crafts room. Plays, concerts, parties, and authors' book-signings take place in the auditorium. Writing classes encourage children to get their thoughts down on paper. Student teachers from a nearby college come in to help. Doctors and nurses and dentists volunteer their time to check the kids' hearing and vision and teeth. Guest readers come in often, sometimes from local schools. "The kids love seeing their teachers and principals come into *their* neighborhood," Julia says.

49 And Julia loves to see a wide variety of people become involved with the Center and its kids. "Every time another person sits down with the children, the kids are learning *life skills*. Not just book skills. These kids are as smart and capable as any other children, but they can't aspire to be something that they've never seen."

50 She explains by giving an example. "The first guest reader we had here was Mark Hertzberg, the head photographer from the Racine newspaper. He read the book *Goodnight, Moon*. The kids could see him and talk to him and realize that yes, he's a real person, a dad and a husband who also happens to be a newspaper photographer. And now they can think, 'Hey, maybe I'd like to be a photographer' instead of 'maybe I'll be a drug dealer.' Because before, dealing drugs might have been the only 'career' they really knew about."



Julia shares the delight of children who have created artwork to take home.

51 Other life skills are taught as the need comes up. When Julia realized that the older children didn't understand how a newspaper is organized, she quickly organized a class on newspaper reading, and the Racine paper began donating five copies to the Center each day. Now the older children routinely keep up with the news. Other children, members of a book club, munch on pizza as they discuss a story they've all read. And every day, volunteers sit in rocking chairs and read stories aloud to any youngsters who want to listen. "I'm a grown woman, and it still hurts to remember that no one ever read to me," Julia says. "These children won't have to say that."

52 As Julia talks, those old memories keep surfacing: the books atop her

family's refrigerator, the longing for someone to read to her. It seems that Julia can never quite forget the little girl that she once was.

"Every little girl that walks in here— 53 she's me," she says today. "Every child living in a house without books—that's me too. There are none that are poorer than I was. One of my earliest goals was to own a bottle of Ivory Liquid. We washed our dishes with the same powdered detergent we washed our clothes with. When I first saw dishwashing liquid, I wanted that so bad!"

Because it helps her understand 54 and reach the children around her, Julia never tries to whitewash her own difficult past. "I tell the children, 'Maybe the phone and the lights have been cut

become a Racine police officer herself. She now devotes all of her time and energy to the Cops 'n Kids Reading Center.

59 Julia tells whoever asks that she is repaying the debt she owes to her beloved aunt. "I believe in these children,

because Aunt Ruby believed in me," she says. "I may not be around when these children are adults. But I know I've passed on the help I received. I'm just doing what I would want done for me."

Reading Comprehension Questions

Vocabulary in Context

1. In the excerpt below, the word *thrive* (*thrīv*) means

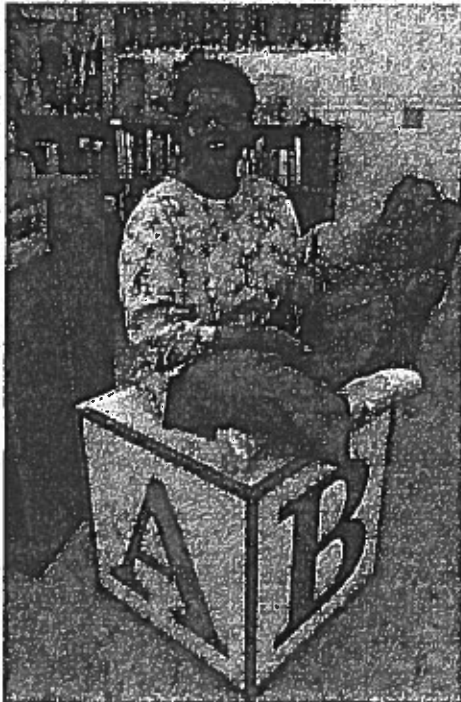
- 23
- A. succeed.
 - B. argue.
 - C. escape.
 - D. fail.

"I knew from the time I was a little girl that reading was power," she says. "My parents were crippled by their inability to read well. You *cannot* thrive in this society without reading well." (Paragraph 27)

Central Point and Main Ideas

24 Which sentence best expresses the implied central point of the selection?

- A. Despite being raised by poor, uneducated parents, Julia Burney developed a passionate love for books that endures to this day.
- B. The Cops 'n Kids Reading Center of Racine, Wisconsin, has created a unique bond between the community's police and children.
- C. After learning to love reading during a difficult childhood, police officer Julia Burney founded an inner-city reading and cultural center.
- D. The Cops 'n Kids Reading Center has brought its founder, Julia Burney, national attention.



From humble beginnings in an abandoned inner-city building, the Cops 'n Kids Reading Center Reading Center has become a warm, beautiful place. Julia and her best friends—children's books—continue to be the heart and soul of the center.

off at your house. Maybe your parents are drinking and fighting. Maybe your clothes are raggedy. Maybe your house is full of cockroaches. Maybe you and your brothers and sisters all have to sleep in one bed. That's okay. That's how Ms. Burney lived, too.' And the children say, 'Naaaw, you didn't!' So I show them a photograph I keep in my office." That photo shows Julia as a young girl, standing with her parents. The hem is hanging out of her dress, and her coat has lost all its buttons but one.

"They look at the picture, and I tell 55 them, 'That's how I grew up. But what's important is that now I have my own house, and my own car, and a good job. Your job now is to think what you want when you grow up, and to go to school and get it.'" Then she hugs them, and that night she asks God to help the children achieve their dreams.

If you want to see one answer to 56 Julia Burney's prayers, look no further than 8th and Villa Streets in Racine, Wisconsin. There stands a handsome brick building, bursting with books and cozy sofas, soft chairs, quilts to snuggle up with, crayons and paints and hugs and love, and—always—children. Children by the dozen come trooping into the reading center that they call "Ms. Burney's place." They run to her with their report cards, shyly hand her thank-you notes they have created for her, and ask her to read them a story. They never leave disappointed.

Twenty-four hours a day, the big 57 plate-glass window at the front of the Center is brightly lit. It has been "adopted" by the local Barnes & Noble store, and it is always colorfully decorated with a display of books to suit the season: spring, Christmas, St. Patrick's Day, Halloween, autumn. In the darkness of inner-city Racine, that window glows like a beacon, a symbol of Julia Burney's loving commitment to the children of her city.

In February 2001, after twenty-two 58 years of service, Julia retired from the police force. She proudly turned her badge over to her daughter, Vanessa, who has

25. The implied main idea of paragraphs 4–7 is
- Julia's father and mother fought only when they were drunk.
 - At a young age, Julia felt responsible for keeping peace in her home.
 - The phone bill in Julia's parents' house was often unpaid.
 - Julia's brothers and sisters were often beaten.

26. The main idea of paragraphs 13–15 is
- stated in paragraph 13.
 - stated in the first sentence of paragraph 14.
 - stated in the first sentence of paragraph 15.
 - unstated.

Supporting Details

27. When Julia visited homes in her work as a police officer, she often noticed that
- the electricity was turned off.
 - the houses were very cold.
 - the children were afraid of police.
 - there were no books in the house.
28. According to Julia, she writes well because
- her Aunt Ruby made her write essays.
 - her reading has taught her to write.
 - she learned a great deal correcting her children's homework.
 - she took adult education courses in writing.

Transitions

29. The relationship of the third sentence below to the second sentence is one of
- addition.
 - time.

"Julia's love of reading helped her become a girl determined to prepare for a better future. She simply ignored peers who suggested she should not care about her schooling. Also, drink and drugs attracted her not at all." (Paragraph 21)

- Which word from the following sentence indicates a time transition?
- But*
 - next*
 - almost*
 - even*

"But what happened next was almost too much for even her to believe." (Paragraph 41)

Name _____ Date _____
Section _____ SCORE: (Number correct) _____ x 10 = _____ %

RELATIONSHIPS I: Mastery Test 1

A. Fill in each blank with an appropriate transition from the box. Use each transition once. Then, in the space provided, write the letter of the transition you have chosen.

A. after B. another C. for one thing
D. later E. soon

Hint: Make sure that each word or phrase that you choose fits smoothly into the flow of the sentence. Test your choices by reading each sentence to yourself.

- _____ 31. ¹A philosopher once said that life is "nasty, brutish, and short." ²He might have been writing about early English settlers in the American colonies. ³_____, the majority of the new arrivals died quickly. ⁴They were wiped out by malaria, typhoid, and dysentery. ⁵Children born in the colonies had a short life expectancy as well. ⁶Half of them died before they reached the age of 20. ⁷Furthermore, the chances were slim that a colonist would have a long, happy marriage. ⁸Most marriages ended within seven years, due to the death of one partner.
- _____ 32. ¹The female hummingbird does all the work of raising its young. ²It collects tiny bits of leafy material, which it then weaves together with silk from spider webs to form a nest the size of a ping-pong ball. ³When the nest is ready, it lays two eggs no larger than jelly beans. ⁴_____ the babies hatch, the mother catches tiny spiders and insects to feed them.
- _____ 33. ¹Online social networks, designed to help friends connect and meet new people, have been very competitive. ²One early network, Friendster, began in 2002. ³Then the social network Myspace was launched and soon attracted more people. ⁴In 2004, Facebook started and four years _____ was the most popular social networking site. ⁵Now Facebook has over 200 million active users worldwide.
- _____ 34. ¹A man who pleaded guilty to illegal trading of \$20 million with Swiss banks received a \$30,000 fine and a suspended sentence. ²A few days later, the same judge heard _____ case, one in which an unemployed shipping clerk pleaded guilty to stealing a television set worth \$100. ³The judge sentenced the clerk to one year in jail.

(Continues on next page)

35. ¹Suppose a fish dies and settles to the bottom of a lake. ²The bottom is covered with soft sediments—fine materials, such as sand or mud. ³The fish's body sinks into this material, and water currents sweep over the fish and gradually bury it. ⁴Other sediments then settle on top, and the soft parts of the fish _____ decay. ⁵But the bones are left buried in sediment. ⁶More and more layers of sediment pile up. ⁷Water may add minerals that act like glue. ⁸Over numerous years, the old sediments harden into rock. ⁹And inside the rock is a fossil—the bones of the fish.

B. (6–9.) Fill in each blank with an appropriate transition word from the box. Use each transition once.

A. also
D. second

B. final

C. first of all

¹A review of the ways the United States deals with its garbage reveals the ongoing problems that we face in getting rid of and limiting our waste. ²(6) 36 _____, most of the 500,000 tons of waste generated each day in the United States is buried in landfills. ³Landfills are expensive to construct, fill up rapidly, and can contaminate ground water. ⁴A (7) 37 _____ method, incineration, is cheaper and theoretically can pay for itself by producing energy in the form of electricity or steam. ⁵The initial construction expense, however, is enormous, and mechanical problems are common. ⁶(8) 38 _____ disturbing is the potential threat incinerators pose to public health because of the dangerous toxic gases they emit during burning. ⁷The (9) 39 _____ and most important way to deal with our garbage problem lies in recycling—a process that can reduce the amount of garbage produced in the first place. ⁸It has been estimated that up to 80 percent of our garbage can be eliminated through separation and recycling. ⁹To succeed, this method will have to be much more widely used than it is now.

40. The pattern of organization of the above selection is
A. list of items.
B. time order.

RELATIONSHIPS I: Mastery Test 2

- A. Fill in each blank with an appropriate transition from the box. Use each transition once. Then, in the spaces provided, write the letter of the transition you have chosen.

A. after	B. also	C. another
D. before	E. eventually	

41. ¹ _____ going to the doctor's office, write down all your questions. ²Then, when you are face to face with the doctor, use this list of questions to find out everything you want to know about your condition.
42. ¹The legend of Faust tells of a scholar who is approached by the Devil. ²The Devil successfully tempts Faust to sell his soul in exchange for power and knowledge. ³For a while, Faust enjoys all sorts of pleasures; _____, though, he dies and becomes the Devil's property for eternity.
43. ¹A chimp by the name of Sherman participated in an interesting math experiment. ²He was given two pairs of cups containing chocolates. ³One pair contained five candies—three in one cup and two in the other. ⁴The second pair held only four candies—three in one and only one in the other. ⁵Sherman chose the pair of cups with the most chocolates 90 percent of the time. ⁶_____ chimp, Lana, can match the numbers 1, 2, or 3 with a picture of the matching number of boxes 80 percent of the time.
44. ¹According to people who have survived long falls, the acceleration of gravity is heart-stoppingly fast. ²A body accelerates roughly twenty miles an hour for every second it's in the air. ³In just one second, it's falling twenty miles an hour. ⁴_____ two seconds, speed is up to forty miles an hour, and so on, up to a hundred and thirty miles an hour, when the body is said to reach terminal velocity.
45. ¹Some strange and disturbing events have happened around extra-high-voltage electrical lines. ²The lines often glow a weird blue. ³_____, they can cause unconnected fluorescent bulbs to light up. ⁴Perhaps more scary, however, is the fact that many people near the extra-high-voltage lines have gotten unexpected shocks. ⁵People living near such wires, for instance, have complained about getting shocks when touching wire fences or farm machines. ⁶Some have even complained of receiving shocks from damp clotheslines and while sitting on the toilet.

(Continues on next page)

B. Read the passage and then answer the question that follows.

¹The modern police department of today is the product of hundreds of years of evolution. ²The origins of policing can be traced back to England in the twelfth century. ³During this time, criminals were tracked down by groups of armed citizens led by the "Shire Reeve"—"leader of the county." ⁴Our modern word *sheriff* is derived from these early words. ⁵Centuries later, as towns grew, law enforcement fell to the hands of bailiffs, or watchmen. ⁶The bailiff's job was to alert people to theft by yelling loudly when a crime occurred. ⁷Once alerted, townsfolk would track down the culprit—often beating and torturing him on the spot. ⁸This system worked with limited success until the 1720s, when gin was invented. ⁹Then, the availability of cheap alcohol increased crime and created the need for better law enforcement. ¹⁰Finally, in 1829 Robert Peel created the first true police force by securing funds and hiring a thousand handpicked officers. ¹¹Peel's "bobbies" were given uniforms and instructed to patrol London's streets. ¹²Eventually, they became the model for police departments worldwide.

46. The main pattern of organization of the passage is
 A. list of items. B. time order.

C. (7-10.) Fill in each blank with an appropriate transition word from the box. Use each transition once. Then answer the question that follows.

A. during

B. finally

C. then

¹Salmon may migrate thousands of miles, but no matter how far they go, they (7) 47. return to the rivers in which they were spawned, to produce the next generation. ²Their journey is an amazing feat. ³One of the longest of those return journeys is in the Yukon River in Canada, where salmon travel nearly two thousand miles. ⁴They travel day and night, with occasional rests in quiet pools. ⁵At first, they swim at speeds of ten to twenty miles a day, but (8) 48. accelerate to as much as sixty miles a day, using their strong tails to propel them. ⁶(9) 44. their entire journey, they eat nothing. ⁷After a month, they arrive at their birthplace, sickly and battered. ⁸The female soon deposits her eggs, and the male, waiting nearby, releases his sperm. ⁹Within days, both adults will die.

50. The pattern of organization of the above selection is
 A. list of items. B. time order.

Name _____ Date _____
Section _____ SCORE: (Number correct) _____ x 10 = _____ %

RELATIONSHIPS I: Mastery Test 5

Read each textbook passage and answer the questions or follow the directions provided.

A. ¹When a president needs to appoint someone to the Supreme Court, the first step is to find a list of good candidates. ²Next, the president shortens the list, considering the political impact of each candidate's appointment and his or her fitness to serve. ³Then each candidate on the short list is thoroughly investigated by the Federal Bureau of Investigation. ⁴Weighing numerous political and ideological factors, as well as the chances for Senate confirmation, the president formally nominates a candidate. ⁵The nominee meets informally with members of the Senate Judiciary Committee. ⁶The committee then holds a formal hearing, takes a vote, and passes the nomination on to the full Senate. ⁷Finally, the full Senate then approves or rejects the nomination by a simple majority vote.

5 1. The pattern of organization of the above selection is
A. list of items.
B. time order.

5 2. A transition that introduces one of the major details of the paragraph is _____.

B. ¹What causes people to join groups? ²One reason is for security, a factor that leads people to form neighborhood-watch groups. ³Another common reason for joining a group is a desire to be with others who share one's interests and values. ⁴Some people, for instance, join computer support groups to share ideas, knowledge, and software. ⁵Managers may join service groups, such as Rotary Clubs, to exchange ideas with other managers. ⁶Individuals may also form groups to acquire power that is difficult if not impossible to attain alone. ⁷Membership in a union or employee association, for example, provides workers with influence that they lack as individual employees. ⁸Goal accomplishment is a further reason people join groups. ⁹Mountain climbers and astronauts generally function in groups.

5 3. The pattern of organization of the above selection is
A. list of items.
B. time order.

5 4. A transition that introduces one of the major details of the paragraph is _____.

(Continues on next page)

- C. ¹There are three main ways people respond to those who offend or annoy them. ²One of the most common ways people deal with negative situations is through passive behavior. ³Passive people are those who do not share their opinions, feeling, or emotions when they are upset. ⁴Instead of trying to get an offensive individual to stop hurting them, passive people will often remain silent, allowing the unfair or unkind actions to continue. ⁵Another way people address a negative situation is through aggressive behavior. ⁶Aggressive people lash out at those who have hurt them—with little regard for the situation or the feelings of those they are attacking. ⁷Aggressive behavior is judgmental, harsh, and hurtful. ⁸The final way of dealing with conflicts is through assertive behavior. ⁹Assertive people, like those who are aggressive, also actively address the cause of their problem—but they do it differently. ¹⁰Instead of yelling at the person who has offended them, assertive people will discuss what has annoyed them, and then work to find a way to fix it.

55. The pattern of organization of the above selection is
- A. list of items.
 - B. time order.

- C. ¹Jargon—a specialized vocabulary used by a particular group, such as lawyers, teenagers, or musicians—has several benefits for group members. ²One benefit of jargon is that it provides a way of setting insiders apart from outsiders because only the insiders know what it means. ³Teens, borrowing from Internet shorthand, enjoy leaving their parents in the dark with remarks like “BRB” (be right back), “YTB!” (you’re the best!) or “BTW” (by the way.) ⁴Another benefit is that jargon strengthens the ties between insiders. ⁵They use it to communicate only with each other, not with anyone else. ⁶Musicians know their fellow performers will know that an “axe” is a guitar, a “busker” is a street musician, and “woodshedding” means to practice. ⁷In addition, jargon is an important way for a group to maintain its identity and project a clear form of authority. ⁸Clients want to think lawyers know more about the law than they do, so they feel some reassurance when lawyers talk about “statutes” (laws), “billable hours” (how the lawyer will charge them), and “plaintiff” (the person bringing a case against another). ⁹Last, jargon gives individual group members a sense of belonging, and so it raises their self-esteem.

56. The pattern of organization of the above selection is
- A. list of items.
 - B. time order.

RELATIONSHIPS I: Mastery Test 6

Read each textbook passage and then answer the questions or follow the directions provided.

- A. ¹Consumer products are commonly divided into categories that reflect buyers' behavior. ²One category is convenience goods (such as milk and newspapers) and convenience services (such as fast-food restaurants), which are consumed rapidly and regularly. ³They are relatively inexpensive and must be purchased frequently and with little expenditure of time and effort. ⁴Another category is shopping goods (such as stereos and tires) and shopping services (such as insurance). ⁵Shopping goods and services are more expensive and are purchased less frequently than convenience goods and services. ⁶Consumers often compare brands, sometimes in different stores. ⁷The last category is specialty goods (such as wedding gowns) and specialty services (such as catering for wedding receptions). ⁸Specialty goods are extremely important and expensive purchases. ⁹Consumers usually decide on precisely what they want and will accept no substitutes. ¹⁰They will often go from store to store, sometimes spending a great deal of money and time to get a specific product.

- 57 The pattern of organization of the above selection is
A. list of items. B. time order.

2. The second major detail is signaled with the transition _____

- 58 The total number of major details is
A. two. B. three. C. four.

- B. ¹Although people move through courtship in different ways, researchers have identified a number of stages common to the process. ²First, relationships begin when two individuals feel attraction toward each other. ³In this early stage, both people show interest in each other and choose to spend time together. ⁴Then, after a period of "dating," both partners declare themselves a couple, telling their friends and relatives about the new person in their lives. ⁵Next, couples make a commitment to each other. ⁶Here, expectations become more serious, and partners agree to have an exclusive relationship with each other. ⁷Eventually, both partners begin coordinating their activities so that they function as a couple in important matters. ⁸In this stage, schedules, finances, and career plans are mutually decided. ⁹Finally, the couple makes a permanent commitment to marry or cohabitate.

- 59 The pattern of organization of the above selection is
A. list of items. B. time order.

(Continues on next page)