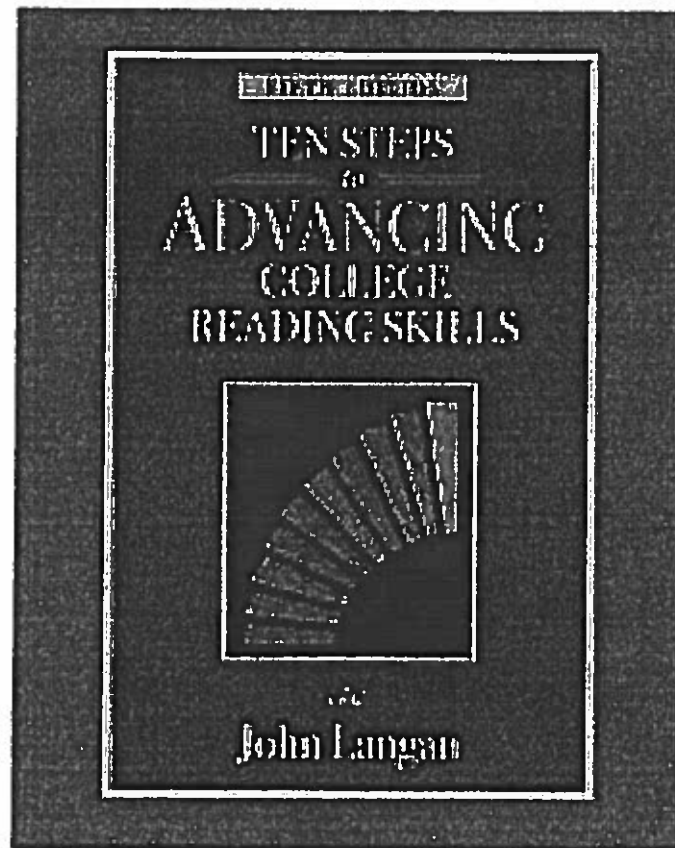


College Reading

Chapter 7

Practice and Mastery Exercises



Name _____



REVIEW TEST 3

A. (1-4.) Read the table below. Then put a check (✓) by the four statements that are most logically supported by the table.

How U.S. Families Are Changing

	1970	1980	1990	2004	Change Since 1970
Marriages	2,159,000	2,390,000	2,443,000	2,187,000	+1.3%
Divorces	708,000	1,189,000	1,182,000	1,108,000	+56%
Married couples	47,500,000	52,300,000	56,300,000	57,719,000	+22%
Unmarried couples	523,000	1,589,000	2,856,000	5,571,000	+1,065%
People living alone	10,851,000	18,296,000	23,000,000	29,586,000	+273%
Married couples with children at home	25,541,000	24,961,000	24,537,000	25,793,000	+1%
Children living with both parents	58,787,000	48,648,000	46,499,000	49,632,000	-16%
Children living with one parent	8,300,000	12,495,000	15,841,000	20,424,000	+246%
Average size of household	3.14	2.76	2.63	2.57	-18%
Married women who are employed	18,475,000	24,980,000	30,970,000	35,845,000	+194%

Source: *Statistical Abstract* 1989, 1992, 2001, 2006; James Hirslin, 2008.

1. — A The number of marriages peaked in 1990 and has declined since then.
2. — B The number of divorces has risen every year since 1970.
3. — C Most unmarried couples eventually get married.
4. — D The number of people living alone nearly tripled between 1970 and 2004.
- E In 2004, the number of unmarried couples was about ten times greater than it was in 1970.
- AB The number of children who live with both parents has risen since 1970.
- AC The largest increase since 1970 has been in married couples.
- AD Since 1970, the number of marriages per year in the United States has stayed about the same, while the number of divorces has increased by over 50%.

- B. Identify each figure of speech as a simile or a metaphor. Then answer each inference question that follows.
- _____ 5. The motivational speaker was like a cup of strong coffee for the drowsy audience.
A. simile B. metaphor
- _____ 6. You can infer that the speaker in sentence 5 above
A. was funny. B. spoke clearly. C. was energizing.
- _____ 7. Paul flatters me so much that I feel as if I'm being force-fed cotton candy.
A. simile B. metaphor
- _____ 8. You can infer that the speaker feels Paul's flattery is
A. excessive. B. deserved. C. amusing.
- _____ 9. The commissioner's explanations were a dense jungle to his listeners.
A. simile B. metaphor
- _____ 10. You can infer that listeners found the commissioner's explanations to be
A. distasteful. B. unconvincing. C. difficult to understand.



REVIEW TEST 4

Here is a chance to apply your understanding of inferences to a recent popular essay. In the selection that follows, journalist Amy Sutherland describes how she used techniques learned from exotic animal trainers to improve her marriage.

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 (°).

- Shamu* (title): a trained killer whale
bromides (2): worn-out remarks
angst-ridden (2): filled with anxiety
mercurial (5): having a changeable personality
pirouette (9): spin around
rapr (10): fascinated
hierarchy (14): a group organized according to rank
alpha (15): first in importance
omnivore (15): one who eats both plant and animal matter
entrenched (27): deep-rooted

WHAT SHAMU^o TAUGHT ME

Amy Sutherland

1 As I wash dishes at the kitchen sink, my husband paces behind me, irritated. "Have you seen my keys?" he snarls, then huffs out a loud sigh and stomps from the room with our dog, Dixie, at his heels, anxious over her favorite human's upset.

2 In the past I would have been right behind Dixie. I would have turned off the faucet and joined the hunt while trying to soothe my husband with bromides^o like "Don't worry, they'll turn up." But that only made him angrier, and a simple case of missing keys soon would become a full-blown angst-ridden^o drama starring the two of us and our poor nervous dog.

3 Now, I focus on the wet dish in my hands. I don't turn around. I don't say a word. I'm using a technique I learned from a dolphin trainer.

4 I love my husband. He's well read, adventurous, and does a hysterical rendition of a northern Vermont accent that still cracks me up after 12 years of marriage.

5 But he also tends to be forgetful, and is often tardy and mercurial^o. He hovers around me in the kitchen asking if I read this or that piece in *The New Yorker* when I'm trying to concentrate on the simmering pans. He leaves wadded tissues in his wake. He suffers from serious bouts of spousal deafness but never fails to hear me when I mutter

to myself on the other side of the house. "What did you say?" he'll shout.

6 These minor annoyances are not the stuff of separation and divorce, but in sum they began to dull my love for Scott. I wanted—needed—to nudge him a little closer to perfect, to make him into a mate who might annoy me a little less, who wouldn't keep me waiting at restaurants, a mate who would be easier to love.

7 So, like many wives before me, I ignored a library of advice books and set about improving him. By nagging, of course, which only made his behavior worse: he'd drive faster instead of slower; shave less frequently, not more; and leave his reeking bike garb on the bedroom floor longer than ever.

8 We went to a counselor to smooth the edges off our marriage. She didn't understand what we were doing there and complimented us repeatedly on how well we communicated. I gave up. I guessed she was right—our union was better than most—and resigned myself to stretches of slow-boil resentment and occasional sarcasm.

9 Then something magical happened. For a book I was writing about a school for exotic animal trainers, I started commuting from Maine to California, where I spent my days watching students do the seemingly impossible: teaching hyenas to pirouette^o on command,

cougars to offer their paws for a nail clipping, and baboons to skateboard.

10 I listened, rapt^o, as professional trainers explained how they taught dolphins to flip and elephants to paint. Eventually it hit me that the same techniques might work on that stubborn but lovable species, the American husband.

11 The central lesson I learned from exotic animal trainers is that I should reward behavior I like and ignore behavior I don't. After all, you don't get a sea lion to balance a ball on the end of its nose by nagging. The same goes for the American husband.

12 Back in Maine, I began thanking Scott if he threw one dirty shirt into the hamper. If he threw in two, I'd kiss him. Meanwhile, I would step over any soiled clothes on the floor without one sharp word, though I did sometimes kick them under the bed. But as he basked in my appreciation, the piles became smaller.

13 I was using what trainers call "approximations," rewarding the small steps toward learning a whole new behavior. You can't expect a baboon to learn to flip on command in one session, just as you can't expect an American husband to begin regularly picking up his dirty socks by praising him once for picking up a single sock. With the baboon you first reward a hop, then a bigger hop, then an even bigger hop. With Scott the husband, I began to praise every small act every time: if he drove just a mile an hour slower, tossed one pair of shorts into the hamper, or was on time for anything.



I also began to analyze my husband 14 the way a trainer considers an exotic animal. Enlightened trainers learn all they can about a species, from anatomy to social structure, to understand how it thinks, what it likes and dislikes, what comes easily to it and what doesn't. For example, an elephant is a herd animal, so it responds to hierarchy^o. It cannot jump, but can stand on its head. It is a vegetarian.

The exotic animal known as Scott is 15 a loner, but an alpha^o male. So hierarchy matters, but being in a group doesn't so much. He has the balance of a gymnast, but moves slowly, especially when getting dressed. Skiing comes naturally, but being on time does not. He's an omnivore^o, and what a trainer would call food-driven.

16 Once I started thinking this way, I couldn't stop. At the school in California, I'd be scribbling notes on how to walk an emu or have a wolf accept you as a pack member, but I'd be thinking, "I can't wait to try this on Scott."

17 On a field trip with the students, I listened to a professional trainer describe how he had taught African crested cranes to stop landing on his head and shoulders. He did this by training the leggy birds to land on mats on the ground. This, he explained, is what is called an "incompatible behavior," a simple but brilliant concept.

18 Rather than teach the cranes to stop landing on him, the trainer taught the birds something else, a behavior that would make the undesirable behavior impossible. The birds couldn't alight on the mats and his head simultaneously.

19 At home, I came up with incompatible behaviors for Scott to keep him from crowding me while I cooked. To lure him away from the stove, I piled up parsley for him to chop or cheese for him to grate at the other end of the kitchen island. Or I'd set out a bowl of chips and salsa across the room. Soon I'd done it: no more Scott hovering around me while I cooked.

20 I followed the students to SeaWorld San Diego, where a dolphin trainer introduced me to least reinforcing syndrome (L. R. S.). When a dolphin does something wrong, the trainer doesn't respond in any way. He stands still for a few beats, careful not to look at the dolphin, and then returns to work. The idea is that any response, positive or

negative, fuels a behavior. If a behavior provokes no response, it typically dies away.

In the margins of my notes I wrote, 21
"Try on Scott!"

It was only a matter of time before 22
he was again tearing around the house searching for his keys, at which point I said nothing and kept at what I was doing. It took a lot of discipline to maintain my calm, but results were immediate and stunning. His temper fell far shy of its usual pitch and then waned like a fast-moving storm. I felt as if I should throw him a mackerel.

Now he's at it again; I hear him 23
banging a closet door shut, rustling through papers on a chest in the front hall and thumping upstairs. At the sink, I hold steady. Then, sure enough, all goes quiet. A moment later, he walks into the kitchen, keys in hand, and says calmly, "Found them."

Without turning, I call out, "Great, 24
see you later."

Off he goes with our much-calmed 25
pup.

After two years of exotic animal 26
training, my marriage is far smoother, my husband much easier to love. I used to take his faults personally; his dirty clothes on the floor were an affront, a symbol of how he didn't care enough about me. But thinking of my husband as an exotic species gave me the distance I needed to consider our differences more objectively.

I adopted the trainers' motto: 27
"It's never the animal's fault." When my training attempts failed, I didn't

blame Scott. Rather, I brainstormed new strategies, thought up more incompatible behaviors, and used smaller approximations. I dissected my own behavior, considered how my actions might inadvertently fuel his. I also accepted that some behaviors were too entrenched, too instinctive to train away. You can't stop a badger from digging, and you can't stop my husband from losing his wallet and keys.

- 28 Professionals talk of animals that understand training so well they eventually use it back on the trainer. My animal did the same. When the training techniques worked so beautifully, I couldn't resist telling my husband what I was up to. He wasn't offended, just amused. As I explained the techniques and terminology, he soaked it up. Far more than I realized.

Last fall, firmly in middle age, 29 I learned that I needed braces. They were not only humiliating, but also excruciating. For weeks my gums, teeth, jaw and sinuses throbbed. I complained frequently and loudly. Scott assured me that I would become used to all the metal in my mouth. I did not.

One morning, as I launched into yet 30 another tirade about how uncomfortable I was, Scott just looked at me blankly. He didn't say a word or acknowledge my rant in any way, not even with a nod.

I quickly ran out of steam and 31 started to walk away. Then I realized what was happening, and I turned and asked, "Are you giving me an L. R. S.?" Silence. "You are, aren't you?"

He finally smiled, but his L.R.S. had 32 already done the trick. He'd begun to train me, the American wife.

Reading Comprehension Questions

Vocabulary in Context

11. In the sentence below, the word *affront* (ə-frūnt') means
- a deliberate insult.
 - a complaint.
 - a reward.
 - a mistake.

"I used to take his faults personally; his dirty clothes on the floor were an affront, a symbol of how he didn't care enough about me." (Paragraph 26)

- _____ |2. In the excerpt below, the word *excruciating* (īk-skrōō'shē-ā'tīng) means
- A. unattractive.
 - B. annoying.
 - C. extremely painful.
 - D. required.

"Last fall, firmly in middle age, I learned that I needed braces. They were not only humiliating, but also excruciating. For weeks my gums, teeth, jaw and sinuses throbbed. I complained frequently and loudly."
(Paragraph 29)

Central Point and Main Ideas

- _____ |3. Which sentence best expresses the central point of the selection?
- A. There are no such things as bad dogs—just bad owners.
 - B. Do not let a spouse's bad habits depress you; just learn to live with them.
 - C. Exotic animals can be trained with a variety of techniques.
 - D. A person can learn a lot about changing a loved one's bad habits by observing the training of exotic animals.

- _____ |4. Which sentence best expresses the main idea of paragraph 27?
- A. Sutherland realized she could not stop her husband from losing his wallet and keys.
 - B. Sutherland learned never to blame her husband.
 - C. Sutherland learned she needed to use smaller approximations to change her husband's behavior.
 - D. Sutherland thought hard about how to train her husband while realizing that there were some behaviors she couldn't train away.

Supporting Details

- _____ |5. The dolphin trainer at Sea World San Diego uses the term "least reinforcing syndrome" to mean
- A. a behavior that makes an undesirable behavior impossible.
 - B. if you know an animal well, you can control its behavior.
 - C. praising an animal will change its behavior.
 - D. not responding in any way to avoid encouraging an unwanted behavior.

Transitions

- _____ |6. The relationship between the two sentences below is one of
- A. addition.
 - B. time.
 - C. cause and effect.
 - D. illustration.

"I listened, rapt, as professional trainers explained how they taught dolphins to flip and elephants to paint. Eventually it hit me that the same techniques might work on that stubborn but lovable species, the American husband." (Paragraph 10)

Patterns of Organization

- _____ |7. The major patterns of organization used in paragraphs 19–25 are time order and
- A. list of items.
 - B. definition and example.
 - C. contrast.
 - D. cause and effect.

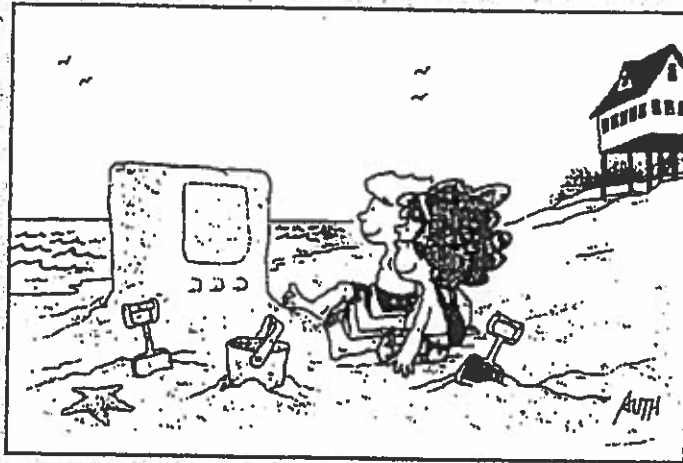
Inferences

- _____ |8. The author suggests that
- A. all animals can be trained to shake hands.
 - B. rewarding good behavior encourages the opposite.
 - C. techniques that work on exotic animals will also work on human beings.
 - D. all behaviors in animals and humans can be drastically changed using some simple techniques.
- _____ |9. On the basis of paragraphs 29–32, we can infer that
- A. Sutherland was angry at her husband for giving her an L.R.S.
 - B. Scott was tired of listening to Sutherland complain about her braces.
 - C. Sutherland now realizes that it was wrong for her to try to train her husband.
 - D. all of the above.

INFERENCES: Mastery Test 1

20

Put a check (✓) by the two inferences that are most logically based on the details in the cartoon below.



- A 1. The children are enjoying themselves.
- B 2. The house was built on stilts so the children could play underneath it.
- C 3. The children probably seldom watch real television.
- D 4. The cartoonist wishes to emphasize how television keeps children from more active play.
- E 5. The cartoonist means to emphasize the children's creativity in building a realistic sand sculpture.

21

Read the passage below. Then check the two inferences that are most logically supported by the information given.

"Does the chili have any meat in it?" the woman asked. "No," answered the waiter. "I'll have chili, then." "The waiter was disappointed, since chili was one of the restaurant's least expensive items. "The lobster special is delicious," he suggested, "and healthy." "The woman shook her head and responded, "Not for the lobster."

- A 1. The woman is a vegetarian.
- B 2. The woman was brought up as a vegetarian.
- C 3. The waiter was hoping to get a larger tip for a more expensive meal.
- D 4. The woman is on a tight budget.
- E 5. The woman was alone.

(Continues on next page)

Read the passage below. Then, in the spaces provided, write the letter of the most logical answer to each question, based on the information given in the passage.

¹Mutual attraction may get us into a love relationship, but it is not the determining factor in making the relationship grow and last. ²Two factors that make relationships endure have to do with expectations and equity. ³When two people first fall in love, they often enjoy a mixture of romantic, sexual, and other intense feelings of love. ⁴In healthy, lasting relationships this passionate love gradually shifts into compassionate love, which blends friendship, intimacy, commitment, and security. ⁵If both people in the relationship anticipate and welcome this shift, the transition is managed comfortably. ⁶Expectations are aligned with reality. ⁷If not, the relationship can become troubled or even end because of this surprise about the nature of love or any number of other unrealistic expectations that can occur. ⁸In addition, each person in the relationship needs to experience a balance between what he/she puts into the relationship and what he/she gets out of it. ⁹Each needs to feel that neither too little nor too much is received when compared with what is given. ¹⁰This equity helps make for a happy relationship.

22

- We can infer that the author of this passage believes
- A. romantic love can be damaging to a relationship.
 - B. the happiest couples are not physically attracted to one another.
 - C. physical attraction is often strongest early in a relationship.

23

- We can conclude that the author of this passage
- A. has learned through personal experience about the uncertainties in relationships.
 - B. believes that realism about love increases the chance of happiness.
 - C. believes that love inevitably fades after people have been together a long time.

24

- We can infer from this passage that the author believes
- A. the changes that people in love go through are sad, but inevitable.
 - B. compassionate love can be richly rewarding.
 - C. people should change partners when feelings of romantic love fade.

25

- We can conclude from the author's remarks that
- A. ideally, people in a relationship will enjoy both giving and receiving.
 - B. a person who really wants a relationship to succeed will ignore his or her own needs.
 - C. there is no such thing as receiving too much from a partner.

INFERENCES: Mastery Test 2

* 26

Put a check (✓) by the two inferences that are most logically based on the information suggested by the cartoon.



- A 1. This is the couple's first date.
- B 2. The woman in the cartoon wants to break up with the man.
- C 3. The woman likes the man more than he likes her.
- D 4. The man is a very independent person.
- E 5. The woman may not like the man comparing their relationship to a hamburger and fries.

Read the following passage. Then put a check (✓) by the two inferences that are most logically based on the information given.

* 27

¹The goal of our lives must be to reach out in kindness, love, and care. ²We must change the world by our relationships with other people—that will be our immortality. ³We will not be remembered for job or financial success. ⁴There is no gravestone that says, "Effective CEO" or "A Multimillionaire." ⁵Hopefully our grave will have words such as "Loving father" or "Devoted daughter" or "Caring husband" or "Beloved sister."

- A 1. Family members should help each other out financially.
- B 2. The writer of this passage is a minister.
- C 3. We will be remembered for how we treated people.
- D 4. Gravestones should describe people's careers.
- E 5. Material success is not the same as human success.

(Continues on next page)

INFERENCES: Mastery Test 4

- A. Following is one of the most famous passages in the English language, from the play *The Tragedy of Macbeth* by William Shakespeare. Shakespeare has the king, Macbeth, speak the words below upon hearing of the death of his wife. Her death adds to the despair Macbeth feels as his power over the kingdom slips away from him.

First read the passage carefully, noting the definitions as necessary. Then, in the spaces provided, write the letter of the most logical answer to each question on the basis of the information in the passage.

strut: walk pompously

fret: worry

... Out, out, brief candle!
Life's but a walking shadow, a poor player
That struts^o and frets^o his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

28

- The metaphor of the "brief candle" that goes out refers to
- A. the life of Macbeth's wife.
 - B. any human life, including Macbeth's.
 - C. both A and B.

29

- In the metaphor of life as "a walking shadow," Macbeth suggests mainly that life is
- A. flimsy and insubstantial.
 - B. ghostly.
 - C. too mysterious to understand.

30

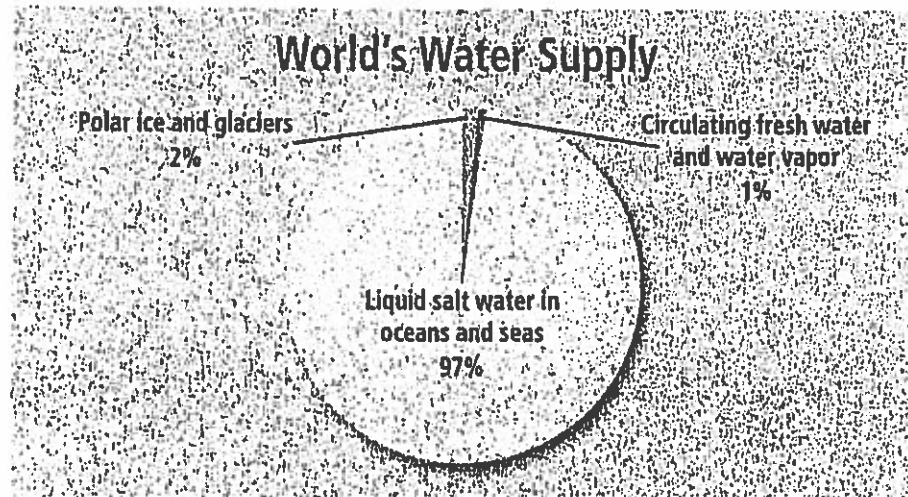
- By saying life is a "poor player/That struts and frets his hour upon the stage/And then is heard no more," Macbeth implies that
- A. each life is too brief to be very significant.
 - B. each person's life is of enormous value.
 - C. he expects to die young.

31

- By saying that life "struts and frets" upon the stage, Macbeth suggests that humanity is
- A. full of life and contentment.
 - B. troubled and vain.
 - C. important and special.

- 32 . When he then says that life is "a tale/Told by an idiot, full of sound and fury/Signifying nothing," Macbeth implies that
- life is meaningless.
 - people often pretend to care about things when they really do not.
 - people of low intelligence are often angry.

Read the graph below. Then check (✓) the five statements that are most logically based on the graph.



- 33 — A . By far, the majority of the world's water is salt water.
- 34 — B . The pie graph represents 50 percent of the world's water supply.
- 35 — C . The pie graph represents 100 percent of the world's water supply.
- 36 — D . There is more water in polar ice and glaciers than there is fresh water and water vapor in the world.
- 37 — E . About 97 percent of the world is covered in water.
- 38 — AB . About 1 percent of the world is covered in water.
- 39 — AC . The water in the Pacific Ocean is part of the 97-percent section of the pie graph.
- 40 — AD . The water that we shower in is represented in the 97-percent section of the pie graph.
- 41 — AE . The humidity in the air is represented by the 2-percent section of the pie graph.
- 42 — A, B, C . Life processes of the plants and animals on land use the 1 percent of fresh water and water vapor in the world.

INFERENCES: Mastery Test 5

Read the following textbook passage. Then write the letter of the best answer to each question.

¹Scholars are limited in charting the details of early human social evolution because of the loss of evidence from natural causes. ²But owing to the fortunate "airtight" atmospheric conditions in numerous caves of France and Spain, we know that between 33,000 and 12,000 years ago, humans produced some of the most stunning paintings in the entire history of human art. ³In more than two hundred caves so far discovered (some as recently as 1991 and 1994), the earliest known artists painted breathtaking murals of prancing animals—bison, bulls, horses, stags, and even rhinoceroses. ⁴The emphasis in this cave art was on movement. ⁵Almost all of the murals depict game species running, leaping, chewing their cud, or facing the hunter at bay. ⁶An ingenious device for giving the impression of motion was the drawing of additional outlines to indicate the areas in which the leg or the head of the animal had moved. ⁷The cave painters sometimes achieved startling three-dimensional effects by using the natural bumps and indentations of the cave surfaces. ⁸All in all, visitors today who are lucky enough to see the cave murals usually find them as stimulating as any paintings hanging in the world's foremost art museums.

- 37 . The "natural causes" mentioned in the first sentence include
- A. religion and art.
 - B. early human social evolution.
 - C. weather and environmental elements that destroy evidence.
 - D. animals that bury evidence.

- 38 The author refers to the "atmospheric conditions in numerous caves" as being fortunate because those conditions
- A. sheltered the ancient artists.
 - B. kept the artwork from being washed away or disintegrating.
 - C. were comfortable for the animal models.
 - D. created the "natural bumps and indentations" that inspired the artists.

- 39 3. The author implies that
- A. artists have learned little throughout the centuries.
 - B. the cave artists were creative and talented.
 - C. the cave artwork was done quickly.
 - D. at the time of the cave painters, interest in art was unusual.

- 40 The paintings reveal that
- A. hunting was a central activity of the time.
 - B. meat was a major food of the time.
 - C. rhinoceroses existed at the time in France and Spain.
 - D. all of the above.

(Continues on next page)