

■ John Langan (美) 著

大学英语 阅读进阶

教师用书
第四版

TEN STEPS to Improving College Reading Skills

Instructor's Manual and Test Bank

Fourth Edition



英语技能提高丛书

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Note: These test banks are identical to those on the CD-ROM attached to this book. They are here mostly for reference purposes for teachers using the software tests, but they can also be copied for use in class.

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Note: There are four mastery tests for each skill, supplementing the six mastery tests in the book itself. These tests can be used at a variety of points along the student's path of working through the chapter and the mastery tests in the book.

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Note: Two tests for each skill.

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NOTES FOR INSTRUCTORS

Using a Class Contract

In the first class of the semester, I explain to students that I regard the course as a serious, professional relationship between them and me. I say that I want them to sign a professional contract for taking the course. I then pass out a contract for them to read and sign.

In my experience, the contract helps motivate younger students in particular to come to class and to assume responsibility for their own learning. Some of the older students don't need such a contract, but they welcome a clear presentation of basic ground rules regarding attendance and grading in the course.

A copy of the contract appears on pages 5–6; you have permission to modify and use this contract in whatever way you see fit.

A Suggested Syllabus

Weeks 1–10:

One way to begin using the book is to have students work through the activities in “How to Become a Better Reader and Thinker” on pages 3–9. Then, as the first homework assignment, ask them to read the essay “Reading for Pleasure and Power” on pages 10–15. Discuss the questions on page 14 in the next class.

I suggest then teaching one chapter a week, following the order in the book. Generally at the end of a chapter I give two mastery tests: one for practice and one that counts for a grade.

I go over the tests in class right after students take them. (I recommend collecting test papers as students finish and distributing them to students in other parts of the room. Some students resist putting X's on a paper that belongs to the person sitting right next to them.) That way students get immediate feedback on how they have done. Also, after class all I need to do is to check the grades quickly and transfer them to my grade book.

As the semester progresses, I use additional mastery tests, every so often, to review previous skills covered in the class.

Weeks 11–15:

In the last five weeks, students read two selections a week from Part II of the book. They also do the remaining mastery tests, including some of the tests in this manual, as well as the combined-skills tests in the book and in this manual.

Having done all of the reading of the materials in the book, as well as all of the thinking required to complete the many activities, students are, in my experience, better readers and thinkers. They are better equipped both to handle a standardized reading test at the semester's end and to go on to content courses in their college curriculum.

Suggested Answers to the Discussion Questions

Pages 22–41 in this manual provide suggested answers to the discussion questions that follow each of the twenty readings in Parts I and II of the book.

Writing Assignments

Writing and reading are closely related skills: practice at one will make a student better at the other. Also, writing about a selection is an excellent way of thinking about it. For these reasons, two writing assignments are provided (beginning on page 585 of the book) for each of the twenty reading selections in Parts I and II.

If you ask students to write about a selection, I suggest you first have them read the “Brief Guide to Effective Writing” that appears on pages 583–584.

The Importance of Continual Reading and Thinking

Continual reading—coupled with thinking about what one has read—is the very heart of a reading class. *One improves the skills of reading and thinking by guided reading and thinking.* This statement is emphasized with good reason. If a teacher is not careful, he or she may play too participatory a role in the classroom, getting more reading and thinking practice than the student does. The teacher should serve as a manager, using the materials in the text to give students the skills practice they need. *Ten Steps to Improving College Reading Skills* helps the teacher ensure that students do a great deal of active reading and thinking in the classroom.

The Importance of Constant Feedback

Along with continual reading, writing, and thinking, it is vital that students get frequent feedback. Here are ways they can secure such feedback:

- Small-group interactions
- Class discussions and reviews
- Short one-on-one sessions with the teacher
- Graded quizzes and tests
- The online exercises available at www.townsendpress.com

In addition, since instructors using *Ten Steps to Improving College Reading Skills* as a class text are permitted to reproduce any or all parts of this manual, you can selectively hand out copies of answers included here.

All of the exercises in the book are designed to make it easy to give clear and specific feedback. If students are going to learn to read and think more effectively, then they need clear, logical, specific responses to their efforts. This book enables teachers to provide such feedback.

Outlining, Mapping, and Summarizing

To take thoughtful, effective study notes, students need to learn three essential techniques: outlining, mapping, and summarizing. All three techniques often require students to identify the main idea and the major supporting details of a selection. But while educators agree that these three techniques are important for students to learn, they are all too seldom taught.

The book gives students instruction and practice in all three techniques. Passages in the “Supporting Details” and the two “Relationships” chapters, as well as all of the reading selections in Part II, are followed by an outline, a map, or a summary activity. To complete many of these activities, students must look closely at the basic organization of the selection. They must think carefully about what they have read by asking two key questions: “What is the point?” and “What is the support for that point?” As students apply the techniques from one selection to the next and get specific feedback on their efforts, they will develop their ability to think in a clear and logical way.

Readability Levels . . . and Their Limitations

Below are the readability grade levels for the text of the book itself and the twenty reading selections.

Please remember, however, that there are limits to the reliability and validity of readability scores. For instance, a readability formula cannot account for such significant factors as student interest, prior knowledge of a subject, the number of examples provided to explain concepts, and the overall clarity and logic of the writing.

Thus, while “The Scholarship Jacket” has a readability level of 5th grade, it is a sophisticated adult piece that may be more challenging to students than, for example, “Students in Shock,” which has a reading level of 10. And while “Child-Rearing Styles” has a readability level of 12, it is so clearly organized that it is a piece that developmental students can manage to understand. I respect readability levels, but I also take them with a grain of salt, and I have kept other factors in mind while determining the sequence of readings.

| <i>Material</i> | <i>Word Count</i> | <i>Reading Level</i> |
|--|-----------------------|--------------------------|
| Text of <i>Ten Steps</i> | | 8 |
| <i>Part I</i> | | |
| 1. Night Watch | 663 | 7 |
| 2. Here’s to Your Health | 1076 | 9 |
| 3. Child-Rearing Styles | 487 | 12 |
| 4. Rowing the Bus | 2034 | 6 |
| 5. Students in Shock | 1160 | 10 |
| 6. I Became Her Target | 828 | 8 |
| 7. New Respect for the Nap, a Pause That Refreshes | 1139 | 10 |
| 8. Gender Inequality in Health Care and in the Workplace | 1273 | 9 |

| | | |
|-----------------------------|------|---|
| 9. The Scholarship Jacket | 1950 | 5 |
| 10. In Praise of the F Word | 960 | 8 |

Part II

| | | |
|--------------------------------|------|----|
| 1. The Yellow Ribbon | 927 | 7 |
| 2. Urban Legends | 1537 | 7 |
| 3. Shame | 1774 | 6 |
| 4. The Bystander Effect | 1578 | 9 |
| 5. The Real Story of Flight 93 | 2537 | 7 |
| 6. Coping with Nervousness | 1261 | 9 |
| 7. Compliance Techniques | 1560 | 10 |
| 8. Lizzie Borden | 1028 | 9 |
| 9. Nonverbal Communication | 961 | 10 |
| 10. Preindustrial Cities | 1811 | 11 |

A Final Note

Writing a book that contains hundreds of explanations and activities is a bit like being in a ball game where one steps up to the batter's box an almost countless number of times. One tries to get as many hits and extra-base hits as possible: to explain every concept so that students really understand it; to provide readings and practices that both interest students and teach the skills. One tries not to hit any foul balls. Hopefully there are not too many in this Fourth Edition of a book that has benefited from a great deal of teacher and student feedback.

Realistically, though, you might find that despite my best efforts, some items may not work. If they don't, and/or if you or your students are confused or uncertain about certain items, let me know so that I can consider making changes in the next printing or revision of the book. Send a note to me at Townsend Press, 1038 Industrial Drive, West Berlin, NJ 08091. Alternatively, call Townsend Press at its toll-free number: 1-800-772-6410; send a fax to 1-800-225-8894; or send e-mail to <townsendcs@aol.com>; your comments will be passed on to me. And if you have a question, a Townsend editor will get back to you with an answer very shortly. My thanks in advance for your help in my effort to keep improving the book!

John Langan

A PROFESSIONAL CONTRACT

FOR FIFTEEN WEEKS TOGETHER

between

(Student's name here)

and

(Instructor's name here)

Welcome to (*name of course*) _____. Counting today, we will be spending fifteen weeks together. How successful we are will depend on how well we follow a business contract that I would like you to read and sign, and that I will then sign and return to you. Here are the terms of the contract.

MY ROLE IN THE CONTRACT

My role will be to help you practice and master important reading and writing and thinking and learning skills. I will try to present these communication skills clearly and to give you interesting and worthwhile practice materials. I will conduct this as a skills course—not a lecture course where you could borrow a friend's notes afterwards. Typically several skills will be explained briefly in class, and you will then spend most of the class time practicing those skills, making them your own. You will be learning in the best possible way: through doing.

Why learn these skills?

I promise you that the skills will be of real value to you in all the other courses you take in college. They will make you a better reader, writer, thinker, and learner, and they can dramatically increase your chance for success in school.

The skills can be just as valuable for the career work you are likely to do in the future. Most jobs now involve providing services or processing information. More than ever, communication skills are the tools of our trade. This course will be concerned directly with helping you learn and strengthen the communication skills that will be vital for job success in the 21st century.

YOUR ROLE IN THE CONTRACT

Experiencing the course

Your role in this contract will be to come to every class and to give a full effort. Much of the value and meaning of this skills course will come from what happens in class, so you must be here on a steady basis. Imagine trying to learn another skill without being present: for example, imagine learning how to drive without the *experience* of actually being in the car and working with the controls and getting feedback from your instructor. How much would you learn about the skill of driving if you relied only on the notes of a classmate? In a similar way, to really learn communication skills, you need direct experience and practice. So if you miss classes, you are in effect missing the course.

Shaping your attitude

Some people start college with a “high-school mindset”. They are passive; they do the minimum they need to get by; their attention is elsewhere; they are like the living dead. Gradually these people realize that college is not high school: they don’t have to be in college, and they are no longer part of the sad game played out in many high schools, where they receive a free ride and promotion no matter how little they do.

If your attitude about learning has been hurt by what happened in high school, then part of your role is to change your attitude. You can do so, and this contract will help.

Understanding sick days and personal days

You should try not to miss *any* classes. But in the professional environment of this class, like in the work world, everyone is entitled to a set number of sick days as well as “personal days”—unexplained absences. In this course, you will have a total of (*insert number*) _____ such days—which can cover such real-world happenings as sickness, car breakdowns, or even the death of someone you know. If you missed more than this amount of time in a real-world job contract, you would be let go. (Only in some extraordinary situation, such as an extended illness confirmed by a doctor’s report, might an exception apply.) The professional terms of the work world will apply here: if you miss more than _____ classes, you cannot pass the course.

YOUR ROLE IF YOU MISS CLASS

If you do miss a class, you are responsible for getting the homework for the following week’s class. To do so, call a classmate. Write down the names and phone numbers of two people in the room. (For now, use the people sitting on either side of you; you can always change these names later.)

Classmate # 1: Name _____ Phone _____

Classmate # 2: Name _____ Phone _____

Note that you **must** turn in all homework assignments or you **cannot pass the course**.

If a test or tests are given on a day you miss class, you cannot ordinarily make up these tests. Instead, you will receive a grade of M (Missing) for each missed test. When all your grades are averaged at the end of the semester, three M’s will be omitted; the rest will convert to zeros.

YOUR COMMITMENT

I’ve read this contract, and the terms seem fair to me. (I like the fact that this college class is being treated as a professional situation, and I’m learning the ground rules up front.) I accept the responsibility and the challenge to make this course worth my time and money.

Signed by (your name here)

Date

Witnessed by the instructor

OR: If you don’t want to sign this, please meet with me after this class to talk about why.

ANSWERS TO THE PRACTICES AND TESTS IN THE BOOK

1 Vocabulary in Context

Practice 1: Examples

1. Examples: *brushing their teeth, washing their hands and faces*; B
2. Examples: *the phones were constantly ringing, people were running back and forth, several offices were being painted*; B
3. Example: *the giant land tortoise can live several hundred years*; B
4. Examples: *going to town concerts and ball games, visiting neighborhood friends, playing board games*; A
5. Examples: *gardening, long-distance bike riding*; A
6. Example: *picking up the language and customs of their new home*; A
7. Examples: *a trembling mugging victim, a crying lost child*; A
8. Examples: *learning, reasoning, thinking, language*; B
9. Examples: *the TV is talking to them, others can steal their thoughts*; C
10. Examples: *accepting a bribe from a customer, stealing from an employer*; C

Review Test 1

- | | |
|------------|-------------------|
| 1. context | 4. B |
| 2. A | 5. definition ... |
| 3. C | examples |

Review Test 3

- | | |
|---------------------|------------------------|
| A. 1. practical | B. 6. looked down upon |
| 2. clean | 7. guilty |
| 3. reveal | 8. tried |
| 4. relieve | 9. add to |
| 5. at the same time | 10. joined |

Mastery Test 1

- | | |
|---------------|---------|
| A. 1. D | C. 7. C |
| 2. B | 8. B |
| 3. C | |
| B. 4. risk | D. 9. A |
| 5. search | 10. B |
| 6. false name | |

Practice 2: Synonyms

- | | |
|----------------|---------------|
| 1. embarrasses | 6. necessary |
| 2. examine | 7. opponents |
| 3. practical | 8. arrival |
| 4. confusing | 9. charitable |
| 5. overlook | 10. customary |

Practice 3: Antonyms

1. Antonym: *long*; A
2. Antonym: *financial loss*; B
3. Antonym: *openly*; B
4. Antonym: *plainly*; B
5. Antonym: *active*; A
6. Antonym: *clear*; C
7. Antonym: *benefit*; B
8. Antonym: *increase in value*; B
9. Antonym: *careless*; C
10. Antonym: *weak*; C

Practice 4: General Sense

- | | |
|------|-------|
| 1. B | 6. A |
| 2. C | 7. C |
| 3. A | 8. B |
| 4. B | 9. C |
| 5. C | 10. B |

Review Test 2

- | | |
|---------|-------------------|
| A. 1. B | B. 6. D overjoyed |
| 2. A | 7. A provided |
| 3. B | 8. C discouraged |
| 4. C | 9. E nag |
| 5. A | 10. B doubtful |

Review Test 4

- | | |
|------|-------|
| 1. B | 6. A |
| 2. D | 7. C |
| 3. D | 8. D |
| 4. B | 9. D |
| 5. A | 10. C |

Mastery Test 2

- | | |
|-------------|---------|
| A. 1. B | C. 6. C |
| 2. A | 7. C |
| B. 3. plain | D. 8. D |
| 4. conduct | 9. D |
| 5. modest | 10. B |

Mastery Test 3

- | | |
|------|-------|
| 1. A | 6. D |
| 2. C | 7. D |
| 3. C | 8. C |
| 4. C | 9. A |
| 5. B | 10. B |

Mastery Test 4

- | | |
|------|-------|
| 1. C | 6. C |
| 2. C | 7. A |
| 3. A | 8. D |
| 4. B | 9. B |
| 5. D | 10. C |

Mastery Test 5

- A. 1. C
2. D
3. C
4. A
5. C
- B. (*Wording of answers may vary.*)
6. cut off
7. give a false account of;
misrepresent; twist
8. come between;
get involved
9. required
10. became more forgiving;
gave in

Mastery Test 6

- | | |
|-----------------------|------------------------------|
| A. 1. E most common | B. 6. I die |
| 2. C stir up interest | 7. D deadly |
| 3. F uncontrolled | 8. F be forced to experience |
| 4. I increased | 9. E give credit for |
| 5. B passed | 10. J reducing |

2 Main Ideas**Practice 1**

- | | | |
|---|--|---|
| 1. home cooking: S take-out: S ways to eat dinner: G frozen foods: S | 2. hot and humid: S cold and rainy: S cloudy with scattered showers: S weather forecasts: G | 3. oversleeping: S bad habits: G overeating: S smoking: S |
| 4. traffic delays: S head cold: S bad coffee: S minor problems: G | 5. communicating: G writing: S reading: S speaking: S | 6. deadbolt locks: S alarm system: S barking dog: S kinds of security: G |
| 7. divorce: S failing grades: S major problems: G eviction: S | 8. not taking notes in class: S poor study habits: G missing classes: S cramming for exams: S | 9. surprised: S tone of voice: G enthusiastic: S humorous: S |
10. hurry up: S
get to bed: S
commands: G
clean up this mess: S

Practice 2

Answers will vary.

Practice 3

- | | | | | |
|------|------|------|------|------|
| 1. P | 2. S | 3. S | 4. P | 5. S |
| S | S | S | S | P |
| S | P | S | S | S |
| S | S | P | S | S |

Practice 4

- | | | |
|------|------|------|
| 1. S | 2. P | 3. S |
| S | S | P |
| P | S | S |
| S | S | S |

Practice 5

- | | | | | |
|------|------|------|------|------|
| 1. S | 2. S | 3. P | 4. S | 5. P |
| S | P | S | S | S |
| P | S | S | S | S |
| S | S | S | P | S |

- | | |
|------|------|
| 4. S | 5. S |
| P | S |
| S | S |
| S | P |

Practice 6**Group 1**

- A. SD
- B. SD
- C. MI
- D. T

Group 2

- A. MI
- B. SD
- C. SD
- D. T

Group 3

- A. T
- B. SD
- C. SD
- D. MI

Group 4

- A. MI
- B. SD
- C. SD
- D. T

Group 5

- A. MI
- B. SD
- C. T
- D. SD

Practice 7 (*Wording of topics may vary.*)

1. *Topic:* Stories
Main idea: Sentence 1
2. *Topic:* ESP
Main idea: Sentence 2
3. *Topic:* Hospices vs. hospitals
Main idea: Sentence 2

4. *Topic:* Driving or Poor attitudes about driving
Main idea: Sentence 10
5. *Topic:* Environment and behavior
Main idea: Sentence 1

Practice 8

1. 1
2. 4
3. 2
4. 5
5. 1

Review Test 1

1. B
2. B
3. A
4. A
5. other sentences in the paragraph

Review Test 2

- | | | | |
|----|---------|----|----------|
| A. | 1. a. S | B. | 1. a. SD |
| | b. S | | b. SD |
| | c. S | | c. T |
| | d. P | | d. MI |
| 2. | a. S | 2. | a. SD |
| | b. S | | b. SD |
| | c. P | | c. T |
| | d. S | | d. MI |

Review Test 3

1. 3
2. 1
3. 9
4. 2
5. 2

Review Test 4

- | | |
|------|-------|
| 1. D | 6. C |
| 2. C | 7. A |
| 3. A | 8. D |
| 4. A | 9. A |
| 5. C | 10. A |

Mastery Test 1

- | | | | |
|----|---------|----|----------|
| A. | 1. a. S | B. | 1. a. SD |
| | b. P | | b. T |
| | c. S | | c. SD |
| | d. S | | d. MI |
| 2. | a. P | 2. | a. MI |
| | b. S | | b. SD |
| | c. S | | c. T |
| | d. S | | d. SD |
| 3. | a. S | | |
| | b. S | | |
| | c. S | | |
| | d. P | | |

Mastery Test 2

- | | | | |
|----|---------|----|----------|
| A. | 1. a. S | B. | 1. a. SD |
| | b. P | | b. SD |
| | c. S | | c. T |
| | d. S | | d. MI |
| 2. | a. S | 2. | a. MI |
| | b. S | | b. T |
| | c. P | | c. SD |
| | d. S | | d. SD |
| 3. | a. P | | |
| | b. S | | |
| | c. S | | |
| | d. S | | |

Mastery Test 3

1. 1
2. 2
3. 6
4. 1
5. 2

Mastery Test 4

1. 3
2. 2
3. 1
4. 7
5. 2

Mastery Test 5

1. 6
2. 4
3. 2
4. 1
5. 2

Mastery Test 6

1. 2
2. 1
3. 2
4. 3
5. 11

3 Supporting Details

Practice 1 (*Wording of answers may vary.*)

1. *Main idea:* Parents can take several steps to discourage TV watching and encourage reading.
 1. Have only one TV set, and place it in the family room.
 2. Connect reading with eating.
 3. Don't put a TV set in a child's bedroom.
2. *Main idea:* Colleges of the early nineteenth century were distinctly different from today's schools.
 1. Students were mostly white males.
Minor details: College was considered a final polishing for upper-class gentlemen.
 2. All students had to take the same courses.
Minor details: They studied ancient languages, literature, natural science, mathematics, and political and moral philosophy.
 3. Colleges were small.
Minor details: Most had only a few dozen students, three or four professors, and three or four tutors.
 4. Student life was more regulated.
Minor details: Strict curfews determined when students had to turn off lights, and attendance at religious services was required.

Review Test 2

A. *Main idea:* Several factors influence the justice system's treatment of criminals.

1. Sex of offender affects severity of sentence
 - a. Court more reluctant to send mother to prison than father
 2. Race is another factor
 - a. Nonwhites awarded parole and probation less often
 - b. Blacks executed more often for capital crimes
 3.
 - a. Young offenders given special treatment
- B. 8. C 9. C 10. B

Practice 2 (*Wording of answers may vary.*)

1. Introduce yourself
Refer to physical setting
Ask a complimentary question
Seek direct information
2. *Major detail:* Smaller labor force
Minor detail: Milking machines use only one operator.
Major detail: Higher milk output
Minor detail: American cows give 7.5 times more milk than Brazilian cows.

Practice 3

1. C
2. B

Practice 4 (*Examples may vary.*)

1. Passive listening—trying to make sense out of a speaker's remarks without being able to interact with the speaker
Ex.—Students listen to an instructor's lecture without having the chance to ask questions.
2. Self-serving bias—the practice of judging ourselves leniently
Ex.—When *he* lashes out angrily, we say he's moody. When *we* lash out angrily, we say we're under pressure.

Review Test 1

1. specific . . . specific 4. mapping
2. T 5. condense
3. supporting details

Review Test 3

A. *Main idea:* Serious depression has definite warning signs.

1. Change in sleep patterns
2. Abnormal eating patterns
3. Trouble in thinking or concentrating
4. General feeling of hopelessness

B. *Main idea:* There are three common ways that people deal with their feelings.

Withhold them Display them Describe them

C. 10. C

Review Test 4

1. B
2. A
3. D
4. A
5. long interviews
- 6–10.
 - A. 1. Basic temperament the child is born with
 2. Early emotional environment
 - B. 1. Authoritative
 2. Authoritarian
 3. Permissive

Mastery Test 1

- A. *Main idea:* Divorce has serious negative consequences.
1. a. Starting to date again can be nerve-racking.
 2. Emotional difficulties among original family members are common.
 - a. Husband and wife feel guilt and resentment.
 3. Financial adjustments are necessary.
 - a. Alimony, child support, and property disposal must be dealt with.
- B. 7. B 8. A 9. C
10. They can undo complicated bolts on gates.

Mastery Test 2

- A. 1. B 4. D
2. D 5. C
3. C 6. B
- B. *Main idea:* Chimpanzees use objects in their environment as tools.
1. Sticks to catch termites and steal honey
 2. Leaves as drinking cups, for cleaning, and as sponges
 3. Stones to crack open nuts

Mastery Test 3

- A. 1. A 4. D
2. B 5. B
3. A 6. A
- B. *Main idea:* Three types of human memory allow us to remove or keep information as needed.
1. Sensory memory
 2. Short-term memory—stores about 7 items for about 30 seconds.
 3. Long-term memory—stores enormous numbers of items for a long period.

Mastery Test 4

- A. *Main idea:* Researchers have created a number of theories to explain the functions of sleep.
1. Gives body time to repair brain cells and create chemical that makes brain think
 2. Enables body to save energy
 3. Keeps people out of trouble
 4. Reduces memory
- B. 6. C
- C. 7. A
8. B
9. B
10. D

Mastery Test 5

- A. 1. B 4. B
2. D 5. C
3. A
- B. *Main idea:* Experts in our country have suggested various purposes of imprisonment.
- | | | | |
|---------|----------|-------|-------------|
| / | | | \ |
| Punish- | Rehabil- | Deter | Keep |
| ment | itation | crime | criminals |
| | | | off streets |

Mastery Test 6

- A. 1. a. 2) Informal and friendly atmosphere in the Senate
- b. Procedural differences
- 1) House rules—many and complex
 - 2) Senate rules—short and simple
3. Political outlook of members
- a. Representatives concerned with local issues
- B. *Main idea:* A number of conditions stimulate aggression.
- | | | |
|------|---------|----------|
| / | | \ |
| Pain | Attacks | Crowding |

4 Implied Main Ideas/Central Point

Practice 1

Paragraph 1

1. D
2. A

Paragraph 3

5. C
6. B

Paragraph 2

3. C
4. B

Paragraph 4

7. D
8. B

Practice 2

1. D
2. B
3. C
4. C

Practice 4

Central point: In fact, the days of a housewife in nineteenth-century America were spent in harsh physical labor. (Sentence 2)

Practice 3 (Wording of answers may vary.)

1. *Topic:* Reasons for lying
Implied main idea: People tell lies for several reasons.
2. *Topic:* Being an only child
Implied main idea: Being an only child has its drawbacks.
3. *Topic:* Opposition to capital punishment
Implied main idea: People have opposed the death penalty for different reasons.
4. *Topic:* Growing older
Implied main idea: Growing older can make us better in many ways.

Practice 5

Central point: However, excessive use of alcohol contributes to a number of negative social consequences. (Sentence 2)

Review Test 1

1. implied
2. topic
3. support
4. central point
5. sometimes

Review Test 2

- A. 1. B
2. A
- B. 3. Watching TV has several benefits.
4. Lower-class criminals tend to be treated more harshly by the justice system than higher-class criminals.

(In all these tests, wording of implied main ideas may vary.)

Review Test 3

- A. 1. B
2. D
- B. 3. Several techniques can help you get a good night's sleep.
- C. 4. Sentence 6

Review Test 4

1. B
2. C
3. A
4. A
5. D
6. A
7. C
8. A
9. D
10. B

Mastery Test 1

- A. 1. C
2. A
3. D
- B. 4. Sentence 1

Mastery Test 2

- A. 1. C
2. B
3. D
- B. 4. Sentence 20

Mastery Test 3

- A. 1. A
2. A
3. D
- B. 4. Sentence 19

Mastery Test 4

- A. 1. D
2. B
- B. 3. There are several positive ways to encourage your family to exercise more often.
- C. 4. Sentence 16

Mastery Test 5

- A. 1. D
2. D
- B. 3. Experts have suggested several techniques for doing well on exams.
- C. 4. Sentence 3

Mastery Test 6

- A. 1. D
2. B
- B. 3. Marriage is good for people's physical and mental health.
- C. 4. Sentence 10