

FOURTH EDITION

Opening Doors

Understanding College Reading

Joe Cortina

Janet Elder

FOURTH EDITION

Opening Doors

Understanding College Reading

Joe Cortina | Janet Elder

Richland College
Dallas County Community College District



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto



Higher Education

OPENING DOORS: UNDERSTANDING COLLEGE READING

Published by McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright ' 2005, 2002, 1998, 1995, by the McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 KGP/KGP 0 9 8 7 6

ISBN-13: 978-0-07-287196-8

ISBN-10: 0-07-287196-2 (student edition)

ISBN-13: 978-0-07-287197-5

ISBN-10: 0-07-287197-0 (annotated instructor s edition)

President of McGraw-Hill Humanities/Social Sciences: *Steve Debow*

Senior sponsoring editor: *Alexis Walker*

Senior development editor: *Paul Banks*

Marketing manager: *Lori DeShazo*

Senior media producer: *Todd Vaccaro*

Senior project manager: *Rebecca Nordbrock*

Production supervisor: *Janean A. Utley*

Senior designer: *Gino Cieslik*

Media project manager: *Kathleen Boylan*

Photo research coordinator: *Alexandra Ambrose*

Photo researcher: *Jennifer Blankenship*

Permissions editor: *Marty Granahan*

Cover and interior design: *Michael Warrell*

Cover image: ' 2005 Corbis

Typeface: *10.5/12 Times Roman*

Compositor: *Shepherd, Inc.*

Printer: *Quebecor World Kingsport, Inc.*

Library of Congress Cataloging-in-Publication Data

Cortina, Joe.

Opening doors : understanding college reading / Joe Cortina and Janet Elder. 4th ed.
p. cm.

Includes index.

ISBN 0-07-287196-2 (pbk. : acid-free paper) ISBN 0-07-287197-0 (annotated
instructor s ed. : acid-free paper)

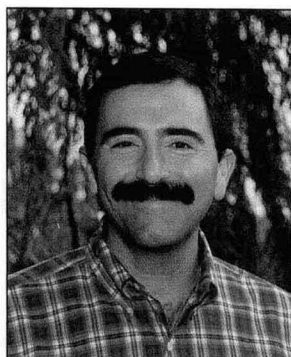
1. College readers. 2. Reading (Higher education) I. Elder, Janet. II. Title.

PE1122.C637 2005

428.6 dc22

2004049356

About the Authors



Joe Cortina



Janet Elder

JOE CORTINA and JANET ELDER began collaborating in 1985. Their first textbook was *Comprehending College Textbooks: Steps to Understanding and Remembering What You Read*. Their beginning-level textbook, *New Worlds: An Introduction to College Reading*, is now in its second edition. Dr. Elder is also the author of another college reading improvement textbook, *Exercise Your College Reading Skills: Developing More Powerful Comprehension*. In addition, she wrote the reading section of *How to Prepare for the THEA*, a study guide for students entering public colleges and universities who must take the Texas Higher Education Assessment Test.

Dr. Cortina and Dr. Elder share a long association with Richland College, a member of the Dallas County Community College District. Both are trained reading specialists whose combined teaching experience encompasses elementary, secondary and undergraduate levels, as well as clinical remediation. Dr. Cortina and Dr. Elder have worked together for many years, teaching basic, intermediate, and advanced reading improvement and study skills courses at Richland College and serving as departmental coordinators. Dr. Cortina is currently a professor in the Human and Academic Development Division and serves as the program coordinator for Richland's developmental reading department. In fall, 2004, after three decades of teaching at Richland, Dr. Elder began writing textbooks full-time, but she continues her affiliation with Richland as a professor emerita.

Both authors are longstanding members of the College Reading and Learning Association (CRLA) and the National Association for Developmental Education (NADE), as well as the Texas counterparts of these national organizations, Texas-CRLA and TADE.

Joe Cortina earned his bachelor of arts degree in English from San Diego State University and his master's degree and doctoral degree in curriculum and instruction in reading from the University of North Texas. He has taught under-

graduate teacher education courses in reading at the University of North Texas and Texas Woman's University. In 1981 he was selected to represent the Dallas County Community College District as a nominee for the Piper Award for Teaching Excellence. In addition, Dr. Cortina was selected as his division's nominee for Richland's Excellence in Teaching Award in 1987, 1988, and 1993. In 1992 he was selected as an honored alumnus by the Department of Elementary, Early Childhood, and Reading Education, of the University of North Texas. And in 1994 he was a recipient of an Excellence Award given by the National Institute for Staff and Organizational Development. In addition to teaching reading courses at Richland College, he has served on interdisciplinary teaching teams for honors English courses and has served as a faculty leader of Richland's writing-across-the-curriculum program. Dr. Cortina has served as a member of the editorial advisory board of *The Journal of Adolescent and Adult Literacy*. He is a frequent speaker at professional meetings and in-service workshops.

Janet Elder graduated summa cum laude from the University of Texas in Austin with a B.A. in English and Latin. She is a member of Phi Beta Kappa. She was the recipient of a government fellowship for Southern Methodist University's Reading Research Program, which resulted in a master's degree. Her Ph.D. in curriculum and instruction in reading is from Texas Woman's University, where the College of Education presented her the Outstanding Dissertation Award. She established the first comprehensive secondary reading program in the Dallas Independent School District and has conducted extensive staff development training for Dallas area teachers. After teaching reading and study skills courses at Richland for several years, she was asked to develop and implement an honors program for the college. After coordinating the honors program during its first six years, she resumed teaching full time. In addition to teaching reading courses, Dr. Elder periodically serves on interdisciplinary teaching teams for honors English and humanities courses. She has served on a task force that reevaluated Richland's program in writing across the curriculum program. She used a sabbatical to create multimedia instructional materials in reading. Disability Services students have chosen her three times, most recently in 2003 and 2004, as the recipient of a special award for "exceptional innovation, imagination, and consideration in working with students with disabilities." She has twice been her division's Piper Award nominee for excellence in teaching, and in 1993 received an Excellence Award from the National Institute for Staff and Organizational Development. In 1999 she was one of three nominees for Richland's Excellence in Teaching Award. Dr. Elder often conducts in-service training and is a popular presenter at professional conferences.

APPENDIX 1

Glossary of Key Reading and Study Skills Terms 715

APPENDIX 2

A List of Word Parts: Prefixes, Roots, and Suffixes 721

APPENDIX 3

World Map, United States Map, and List of World Capitals 729

Credits 735

Index 737

Vocabulary Log 743

To the Instructor



Opening Doors is designed to help college students move from a precollege reading level to a college reading level. It also presents a systematic way of approaching college textbook material that can make students more efficient in the study skills integral to their college success.

While the scope of this book is broad, the focus is ultimately on comprehension. Comprehension skills are introduced early in the text and are integrated throughout subsequent chapters so that students learn how to apply them. Though the emphasis is on main ideas and essential supporting details (Part Two, Comprehension), the book gives thorough attention to skills that range from predicting and questioning actively as you read (Part One, Orientation), to selecting, organizing, and rehearsing textbook material to be learned for a test (Part Three, Systems for Studying Textbooks). In Part Three, students learn how to use textbook features to full advantage, how to underline and annotate textbook material, and how to organize material in writing so that it can be mastered for a test.

Although *Opening Doors* is designed for developmental readers, we have chosen to use only college textbook excerpts and other materials students would be likely to encounter in college. The selections are the result of field-testing with hundreds of our students over several semesters to identify material that is interesting, informative, and appropriate. We believe that this extensive field-testing provides a much more useful indicator of appropriateness than a readability formula. Field-testing revealed that, with coaching and guidance from the instructor, students can comprehend these selections. Equally important is that students like dealing with “the real thing”—actual college textbook material—since that is what they will encounter in subsequent college courses. This type of practice enables them to transfer skills to other courses and to avoid the frustration and disappointment of discovering that their reading improvement course did not prepare them for “real” college reading. Finally, these passages help students acquire and expand their background knowledge in a variety of subjects.

Extensive and varied exercises accompany the reading selections in *Opening Doors*. (These are described in “To the Student,” page xxiv.) The exercises prepare students to read the selection and give them an opportunity to apply comprehension and study skills during and after reading. Each selection in Chapters 1–9 is accompanied by a three-part Reading Selection Quiz. The comprehension questions are the same type that content-area teachers ask on tests. All vocabulary words in each vocabulary exercise are from the reading selections and are presented in context. Reading skills application exercises include the types of questions that might appear on standardized reading tests. There are also Respond in Writing activities that include short-answer and essay-type questions with options for students to work collaboratively.

Opening Doors is also accompanied by a free Student CD-ROM that contains a wealth of exercises and activities, such as video and audio clips of key terms and comprehension-monitoring questions, and interactive quizzes with feedback.

PROVEN FEATURES

- An extensive “comprehension core” as the heart of the text (Part Two).
- Clear explanations and understandable examples of each essential comprehension skill.
- Numerous textbook passages for application of reading and study skills.
- Three full-length reading selections in each of the first nine chapters. Chapters 10 and 11 each presents a chapter-length reading selection.
- Exercises that integrate writing and reading and call for both objective and essay responses.
- Cumulative review and continued application of skills taught in the comprehension core.
- Presentation of vocabulary and study skills as they relate to learning from college textbooks and other college-level materials.
- Flexibility, allowing instructors to adapt assignments to the specific needs of their particular students.
- Skills typically included on state-mandated reading competency tests are addressed, as well as tips for scoring well on standardized reading tests.
- Consistency in philosophy and approach with *New Worlds: An Introduction to College Reading*, *Exercise Your College Reading Skills*, and *Comprehending College Textbooks*, other reading comprehension textbooks in the Cortina/Elder series.
- An extensive *Instructor’s Resource CD* that contains supplemental materials, answer keys, teaching strategies, and pages that can be printed out to make transparency masters.

ENHANCEMENTS AND NEW FEATURES IN THE FOURTH EDITION

- Eight new reading selections with accompanying activities and exercises:
 - 1-2 “Getting Reading for Prime Time: Learning the Skills Needed to Succeed Today and Tomorrow” (Business)
 - 2-1 “Music Revolution: Napster and Recording in the Digital Age” (Mass Communication)
 - 3-1 “African Americans: The Struggle for Equality” (Government)
 - 5-1 “Identity Theft: You Are at Risk” (Personal Finance)
 - 6-1 “Diabetes: A New Epidemic” (Health)
 - 8-1 “Think Before You Speak: Public Speaking in a Multicultural World” (Speech Communication)

10-1 “The Age of Globalization” (History)

11-1 “Cultural Diversity: Family Strengths and Challenges” (Marriage and Family)

- New material by chapter:
 - Chapter One: Revised *Weekly Study Schedule*
More *Learning Styles* key terms defined
 - Chapter Two: Improved *Comprehension Monitoring* table
Improved *Using Context Clues* table
Improved *Denotations and Connotations* table
Improved *Figurative Language* table
 - Chapter Three: Improved *Three-Step Process for Reading and Studying* table
 - Chapter Five: Enhanced summary chart of *Implied Main Idea Formulas*
 - Chapter Six: New “study card” samples that list supporting details
 - Chapter Seven: New “study card” samples that demonstrate cause-effect
 - Chapter Eight: Tone words and definitions expanded and grouped by categories
More *Critical Reading* key terms defined, including irony, sarcasm, and satire
 - Chapter Nine: Enhanced charts for distinguishing facts from opinions and for inductive versus deductive reasoning
 - Chapter Ten: Enhanced exercises on interpreting graphic material
New chapter-length selection with study skills exercises
 - Chapter Eleven: New chapter-length selection with test preparation exercises
- Expanded and revised appendices:
 - Appendix 1 Glossary of Key Reading and Study Skills Terms
 - Appendix 2 A List of Word Parts: Prefixes, Roots, and Suffixes
 - Appendix 3 World Map, United States Map, and List of World Capitals

While many instructors will choose to use the eleven chapters in *Opening Doors* in the order in which they are presented, others may choose an alternative sequence (three possible sequences are included in the *Instructor’s Manual and Test Bank*) that suits their specific course. For this reason, the previewing prompts and the instructions for completing chapter review cards are deliberately repeated in each chapter. Similarly, the previewing prompts and instructions for the practice exercises that accompany each reading selection are included with each selection so that instructors may assign the reading selections in any order.

We hope that you, along with your students, will learn new and interesting things from the selections in this book. Your enthusiasm for acquiring new information, your willingness to become engaged with the material, and your pleasure in learning will undoubtedly serve as a model for your students.

We wish you success in using *Opening Doors* to prepare your students to read textbooks effectively and to be more successful in college. We hope the endeavor will be enjoyable and rewarding for both you and your students.

SUPPLEMENTS TO OPENING DOORS

Print Resources

- *Annotated Instructor's Edition (AIE)* (0-07-287197-0)
The *AIE* contains the full text of the student edition of the book with answers as well as marginal notes that provide a rich variety of teaching tips, related resources, and relevant quotations.

Digital Resources

- *Opening Doors Website*
Look to us for online teaching and learning tools at www.mhhe.com/cortina. Instructors and students will find downloadable resources, demonstrations of all our software programs, opportunities for online discussion, e-mail access to the authors, Web exercises, and a bank of links related to college success.
- *Opening Doors Interactive CD-ROM* (0-07-287199-7)
This CD-ROM provides students with a rich multimedia extension of the text's content. Each module of the CD-ROM is tied to a chapter of the text, featuring interactive quizzes with feedback for both right and wrong answers, video and audio clips, crossword puzzles, Web links, journal activities, and an Internet primer. Available free in both Windows and Mac when packaged with the text.
- *Instructor's Resource CD (IRCD)* (0-07-287198-9)
This resource provides specific suggestions for teaching each topic in the text, suggested course sequences, and a bank of chapter quizzes. This edition of the *Instructor's Resource CD (IRCD)* also contains downloads that can be printed out to make transparencies, as well as additional reading selections (with accompanying quizzes) from previous editions of *Opening Doors*. These reading selections and quizzes can be used in a variety of ways.
- *PageOut: The Course Website Development Center*
Let us help you build your own course website. PageOut lets you offer students instant access to your syllabus and lecture notes, original material, recommended website addresses, and related material from the *P.O.W.E.R. Learning* website. Students can even check their grades online. PageOut also provides a discussion board where you and your students can exchange questions and post announcements, as well as an area for students to build personal Web pages.

To find out more about PageOut: The Course Website Development Center, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

- *Study Smart* (0-07-552888-6)
This innovative study skills tutorial for students is an excellent resource for the learning lab. Teaching students note-taking methods, test-taking strategies, and time management secrets, Study Smart operates with a sophisticated answer analysis that students will find motivational. Available on CD-ROM or online free when packaged with the text.

Additional Value-Added Packaging Options

- *Random House Webster's College Dictionary* (0-07-366069-8) and *Student Notebook* (0-07-243099-0)
Updated for the twenty-first century, the dictionary is available for a nominal cost when packaged with the text.
- *The Paperback Deal*
A number of Random House and HarperCollins paperbacks are available at minimal cost when shrink-wrapped with *Opening Doors*. Titles include: Cisneros's *The House on Mango Street* (0-07-243517-8), Hurston's *Their Eyes Were Watching God* (0-07-243420-1), Marquez's *One Hundred Years of Solitude* (0-07-243422-8), Achebe's *Things Fall Apart* (0-07-243518-6), Tan's *The Joy Luck Club* (0-07-243509-7), and many more. For a complete list of titles, please contact your local McGraw-Hill sales representative or visit www.mhhe.com/english.

ACKNOWLEDGMENTS

All of the following people have contributed to the creation of this book, and we are most grateful to each for lending his or her talents. We thank Alexis Walker, Senior Sponsoring Editor for Developmental English, Composition, and Literature, for her continuing support and skillful guidance. Paul Banks, Senior Development Editor, English and Related Disciplines, has contributed computer expertise, a meticulous editorial eye, and unwavering diligence. Becky Nordbrock, Senior Project Manager, has coordinated the myriad aspects of the book's production with grace and consummate deftness. We are also greatly indebted to Gillian Cook, Review Coordinator; Marty Granahan, Permissions Editor; Gino Cieslik, Design Coordinator; Lori DeShazo, Marketing Manager; Alexandra Ambrose, Photo Research Coordinator; and Heather Severson, Online Learning Center Content Specialist.

We extend our gratitude to Richland College's outstanding adjunct reading faculty for their ongoing encouragement and support. We have also benefited continually from our students' feedback and suggestions as we field-tested

material for this edition. Our dean, Mary Darin, remains ever supportive of our professional efforts and development. We feel fortunate, indeed, and we thank all of these special people.

We benefited greatly from our reviewers' constructive criticism, helpful suggestions, and supportive comments. We are most grateful to:

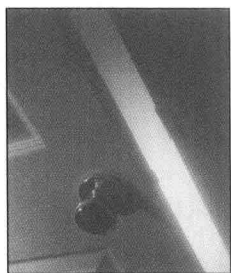
Judith Best	Garrett College
Barbara Belroy	Cerritos College
Linda Vogel	Skyline College
Sharette Simpkins	Florida Community College at Jacksonville
Margaret Easterlin	Macon State College
Elaine Adams	Southwest Tennessee Community College
Peggy Strickland	Gainesville College
Polly Green	Arkansas State University
Marlys Cordoba	College of the Siskiyous
Donna Mayes	Blue Ridge Community College
Linda Black	St. Johns River Community College
Sharon Taylor	Western Wyoming Community College
Rick Richards	St. Petersburg College
Kathleen Colarusso	College of Southern Maryland

We hope that using *Opening Doors* will be a rewarding experience for both you and your students.

Joe Cortina

Janet Elder

To the Student



"Didn't I realize that reading would open up whole new worlds? A book could open doors for me. It could introduce me to people and show me places I never imagined existed."

Richard Rodriguez, *Hunger for Memory*

Welcome to *Opening Doors*. We hope that this reading improvement textbook will, in fact, "open doors" for you, doors to success in college.

Opening Doors is designed to help you acquire and polish the reading and study skills that will make you a success in college. Described below are the special features that will help you learn efficiently from this book.

SPECIAL FEATURES OF *OPENING DOORS*

Opening Doors is organized into three parts. Each part focuses on skills that are essential to your college success.

Part I: Orientation—Preparing and Organizing Yourself for Success in College

(Chapters 1–3)

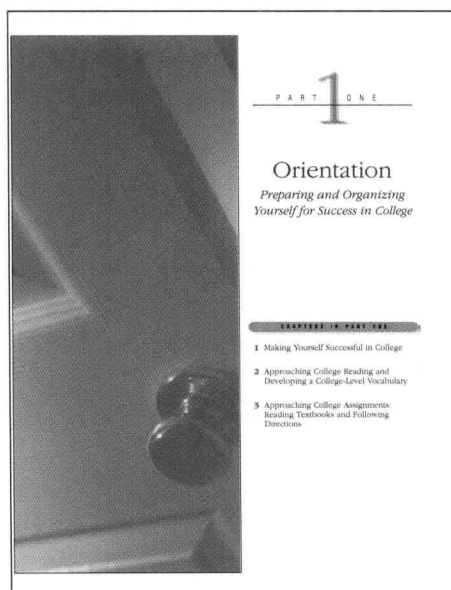
This section includes chapters on goal-setting, motivation, time management, learning styles, making sense of college reading, and approaching textbook assignments effectively.

Part II: Comprehension—Understanding Your College Textbooks by Reading for Ideas

(Chapters 4–9)

Comprehending what you read is vital to your success as a college student. This section will help you:

- Identify the topic and stated main idea
- Formulate implied main idea sentences



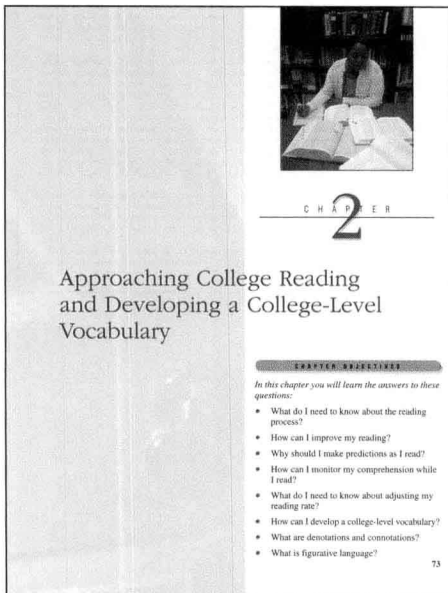
- Identify supporting details
- Understand the organization of the details (the authors' writing patterns)
- Read critically
- Think critically

Part III: Study Systems—Developing a Textbook Study System That Works for You

(Chapters 10–11)

This part teaches you how to select and organize essential textbook information in order to prepare for a test. Each chapter includes a chapter-length reading selection. We think you will enjoy applying the study skills to actual textbook chapters.

BUILT-IN LEARNING AIDS



Chapter Introduction

These pages contain questions to focus your learning. You should be able to answer these questions after reading and studying the chapter.

Chapter Table of Contents

These pages list the skills presented in the chapter. They show the material in the chapter and how it is organized. They also list the chapter reading selections.

CHAPTER CONTENTS	
SKILLS	<p>Understanding the Reading Process</p> <p>Improving Your Reading</p> <ul style="list-style-type: none"> • Predicting as You Read • Monitoring Your Comprehension • Adjusting Your Reading Rate <p>Developing a College-Level Vocabulary</p> <ul style="list-style-type: none"> • Using Context Clues • Using Word-Structure Clues • Using a Dictionary Pronunciation Key • Understanding Denotations and Connotations of Words • Understanding Figurative Language
CREATING YOUR SUMMARY	
READINGS	<p>Developing Chapter Review Cards</p> <p>Selection 2-1: (Mass Communication) "Music Revolution: Napster and Recording in the Digital Age" from <i>The Economics of Mass Communication: Media in the Digital Age</i> by Joseph R. Dominick</p> <p>Selection 2-2: (Literature) "The Yellow Ribbon" by Pete Hamill</p> <p>Selection 2-3: (Biology) "A Whale of a Survival Problem" from <i>The Nature of Life</i> by John Postlethwait and Janet Hopson</p>

74

Reading is to the mind like exercise is to the body.
—Sir Richard Steele

A person who does not read has no advantage over a person who cannot read.
—Mark Twain

THE TOPIC OF A PARAGRAPH

What Is the Topic of a Paragraph, and Why Is It Important?

Every paragraph has a topic, because every paragraph is written about something. That “something” is the topic. A topic is a word, name, or phrase that tells what the author is writing about in a paragraph. (There are other names for the topic of a paragraph. In a writing course or an English course, you may hear the topic referred to as the *subject* or *subject matter*. These are simply different terms for the topic.)

The topic is always expressed as a single word (for example, *procrastination*) or a name (for instance, *Bill Gates* or *the Mississippi River*) or as a phrase consisting of two or more words (for instance, *the increasing use of computers in education*). Each sentence in a paragraph should relate in some way to the topic (explain it, tell more about it, give examples of it, etc.). For this reason, the topic may be mentioned several times within a paragraph.

Determining the topic focuses your attention and helps you understand complex paragraphs precisely. It is the essential first step in understanding a passage that you are reading and studying. As you will learn later in this chapter, it is also a key to locating the stated main idea of a paragraph.

Determining and Expressing the Topic

You know from Chapter 2 that effective readers are active and interactive readers who ask questions as they read. When you read a paragraph, you can determine its topic by asking yourself, “Who or what is this paragraph about?” and then answering this question. Paragraphs, especially paragraphs in textbooks, contain various clues that will help you answer this question.

One or more of the following clues often make the topic of a textbook paragraph obvious. The topic is a word, name, or phrase that:

- appears as a heading or title
- appears in special type such as **bold print**, *italics*, or *color*
- is repeated throughout the paragraph
- appears at the beginning of the paragraph and is then referred to throughout the paragraph by *pronouns* (or other words)

A paragraph does not usually contain all of these clues, but every paragraph has at least one of them. Let’s look at each clue in more detail.

KEY TERM
topic
Word, name, or phrase that tells who or what the author is writing about.

The topic is also known as the subject or the subject matter.

Comprehension
Monitoring Question for Determining the Topic
Who or what is this paragraph about?

Chapter Opening Page

Each chapter has major headings and subheadings that make the chapter’s organization clear. Pertinent quotations begin each chapter.

84 PART 1 Orientation

Prefixes and suffixes are also called *affixes*, since they are “fixed” (attached or joined) to a root or base word. Words may consist of a:

- Root only (such as the word *graph*)
- Prefix and root (such as the word *telegraphic*)
- Root and suffix (such as the word *graphic*)
- Prefix, root, and suffix (such as the word *telephonic*)

Learning about prefixes and suffixes not only increases your vocabulary but can help you improve your spelling as well. For instance, if you know the meaning of the prefix *mis* (“bad” or “wrong”), then you will understand why the word *misspell* has two *s*’s: one is in the prefix (*mis*) and one in the root word (*spell*).

Roots are powerful vocabulary-building tools because whole “families” of words in English come from the same root. For example, if you know that the root *aud* means “to hear,” then you will understand the connection between *audience* (people who come to hear something or someone), *auditorium* (a place where people come to hear something), *audit* (examining in a course just to hear about a subject, rather than taking it for credit), *auditory* (pertaining to hearing, as in auditory learner), and *audiologist* (a person trained to evaluate hearing). Knowing the meaning of a word’s root also makes it easier to remember the meaning of the word.

Prefixes change the meaning of a root by adding their meaning to the meaning of the root. For example, adding the prefix *dis* (“distant” or “far”) to the root word *scope* (“to see”) creates the word *telescope*, a device that lets you see things that are far away. Try adding the prefixes *pre* (“before”) and *re* (“back”) to the root *code* (“to go” or “to move”). *Precede* means “to go before” something or someone else; *recede* means “to move back.”

Suffixes are word parts that are attached to the end of a root word. Some add their meaning to a root. Other suffixes change a word’s part of speech or inflection. For example, consider these forms of the word *predict*: *prediction* (predictability, predictor (noun), predictable (adjective), predictably (adverb). Examples of suffixes that serve as inflectional endings include adding *s* to make a word plural or *ed* to make a verb past tense.

Suffixes are not as helpful as roots or prefixes in determining the meaning of unfamiliar words because many suffixes have similar or even the same meanings. Also, some root words change their spelling before a suffix is added. For instance, when suffixes are added to *happy* the *y* becomes an *i*: *happier*, *happiest*, *happily*.

The most common and helpful roots, prefixes, and suffixes in English come from Latin and ancient Greek. These Latin and Greek word parts not only help

KEY TERM
root
Base word that has a meaning of its own.

KEY TERM
prefix
Word part attached to the beginning of a root word that adds its meaning to that of the base word.

KEY TERM
suffix
Word part attached to the end of a root word.

Comprehension
Monitoring Question for Word-Structure Clues
Are there roots, prefixes, or suffixes that give you clues to the meaning of an unfamiliar word?

Key Term Boxes

Important terms appear in Key Term Boxes in the margins so that the terms and their definitions are easy to locate.

208 PART 2 Comprehension

The Topic Sometimes Appears Only Once, but Is Then Referred to by Pronouns or Other Words

A fourth clue to the topic of a paragraph is a word, name, or phrase that often appears near the beginning of the paragraph and is then referred to throughout the paragraph by a pronoun (such as *he*, *she*, *it*, *they*, *his*, *her*, *its*, etc.) or other words. Here is a paragraph from a physics textbook. Use this clue to determine the topic of the paragraph.

Before the age of 30, Isaac Newton had invented the mathematical methods of calculus, demonstrated that white light contained all the colors of the rainbow, and discovered the law of gravitation. Interestingly, this mathematical genius led a lonely and solitary life. His father died before he was born, and after his mother remarried, he was raised by an aged grandmother. In 1661, he was admitted to Cambridge University, where he worked for the next eight years, except for one year at home to escape the plague. During those years, he made his major discoveries, although none were published at that time. His genius was nonetheless recognized, and in 1689 he was appointed Lucasian Professor of Mathematics at Cambridge University, a position he retained until 1695. His major scientific work was completed prior to 1682, when he suffered a nervous breakdown. After his recovery, he determined to lead a more public life, and soon became the Master of the Mint in London. He was elected president of the Royal Society in 1703, and held that position until his death.

Source: Adapted from Frederick Seaver, *Principles of Physics*, 3rd ed., p. 70. Copyright © 1988 The McGraw-Hill Companies. Reprinted by permission of The McGraw-Hill Companies.

Notice that Newton’s name appears only in the first sentence, but it is obvious from the words *this mathematical genius* and the pronouns *he* and *his* that the rest of the paragraph continues to discuss him. Therefore, *Isaac Newton* is the topic of this paragraph.

Be sure you understand that authors sometimes present the topic (a word, name, or phrase) at or near the beginning of a paragraph, but then refer to the topic by one or more other words, rather than just by pronouns. For instance, a paragraph might begin “Pneumonia is . . .” and then might say something such as “This disease is characterized by . . .” and “The condition worsens when . . .” and “The disorder is typically treated by . . .” In this case, the words *disease*, *condition*, and *disorder* refer to *pneumonia* and indicate that *pneumonia* is the topic of the paragraph. (In the example above, you saw *Isaac Newton* referred to as *this mathematical genius* as well as by pronouns.)

It is important to be precise when you express the topic of a paragraph. If you choose a word or a phrase that is too general or too specific, it will not describe the topic accurately. A topic described in terms that are too general or too broad will go beyond what is discussed in the paragraph. A topic described in terms that are too specific, or too narrow, will fail to cover everything discussed in the paragraph. Suppose, for instance, that the topic of a paragraph is the phrase *causes of gang violence*. The word *gangs*, the word *violence*, or the phrase *gang violence*, would be too general to express this topic precisely. The paragraph could be about many different things that pertain to gangs or vio-

Key Term and Annotation
Go back to the textbook excerpt above. Underline or highlight the topic, the pronouns, and other words that refer to the topic.

Stop and Annotate Exercises

These exercises give you the opportunity to “stop and annotate” actual college textbook excerpts. You will learn actively by underlining or highlighting stated main idea sentences, writing formulated main ideas in the margin, or numbering the important supporting details in a passage, for example.

Tips for Standardized Reading Tests

Each chapter in Part Two includes special tips for scoring well on standardized reading tests. These tips illustrate various reading skills as well as specific strategies for handling different types of questions.

214

PART 2 Comprehension

A WORD ABOUT STANDARDIZED READING TESTS: TOPICS AND STATED MAIN IDEAS

Many college students are required to take standardized reading tests as part of an overall assessment program, in a reading course, or as part of a state-mandated "basic skills" test. A standardized reading test typically consists of a series of passages, each of which is followed by multiple-choice reading skill application questions. The test is often a "timed test." Students are permitted to work for only a specified amount of time. Included in Part Two of *Opening Doors* are tips that can help you earn higher scores on standardized reading tests. The tips below deal with determining topics and stated main ideas.

To begin with, you should be aware that students sometimes miss questions on reading tests because they do not realize what they are being asked. If the wording of an item is even slightly unfamiliar, they may not recognize that they are being asked to apply a reading comprehension skill they already know. Therefore, you should learn to recognize certain types of questions no matter how they are worded, just as you recognize your friends no matter what they are wearing.

You are being asked to identify the topic of a passage when the test question begins:

- The best title for this selection is . . .
- This passage discusses . . .
- This passage focuses mainly on . . .
- The topic of this passage is . . .
- This passage is about . . .
- This passage concerns . . .
- The problem the author is discussing in this passage is . . .
- The author is explaining the nature of . . .

To find the right answer, simply ask yourself, "Who or what is this passage about?" Then see which answer choice most closely matches your answer. Remember to use the four clues for determining topics: titles or headings; words emphasized in special print; repetition; and a mention of the logic that is then referred to by pronouns or other words.

You are being asked to identify the main idea when the question is worded:

- The author's main point is that . . .
- The principal idea of this passage is that . . .
- Which of the following best expresses the main idea of this paragraph?
- Which of the following is the main idea of the last paragraph? (or some specified paragraph)
- Which of the following best expresses the main idea of the entire passage?

To find the right answer, ask yourself, "What is the single most important point the author wants me to understand about the topic?" Next, search the paragraph or passage for a sentence that answers this question. Finally, read each of the choices and select the one that is the same as the sentence you selected or that means essentially the same thing even if the wording is different.

Chapter Review Cards

These simulated index cards allow you to create your own summary of the important points in the chapter. Each card includes questions, and Chapters 1–6 include prompts with page numbers to direct you to the significant information.

CREATING YOUR SUMMARY

DEVELOPING CHAPTER REVIEW CARDS

Review cards, or summary cards, are an excellent study tool. They are a way to select, organize, and review the most important information in a textbook chapter. The process of creating review cards helps you organize information in a meaningful way and, at the same time, transfer it into long-term memory. The cards can also be used to prepare for tests (see Part Three). The review card activities in this book give you structured practice in creating these valuable study tools. Once you have learned how to make review cards, you can create them for textbook material in your other courses.

Now, complete the seven review cards for Chapter 4 by answering the questions or following the directions on each card. When you have completed them, you will have summarized: (1) what the topic of a paragraph is and (2) how to determine it; (3) what a stated main idea sentence is and (4) how to locate it; (5) where the stated main idea sentence of a paragraph may appear; (6) how to tell if you have identified a stated main idea sentence correctly; and (7) how to avoid two errors in identifying stated main idea sentences.

The Topic of a Paragraph

1. What is the topic of a paragraph? (See page 205.)
2. Why is determining the topic important? (See page 205.)
3. To determine the topic, what question should you ask yourself? (See page 205.)

Card 1 Chapter 4: Determining the Topic and the Stated Main Idea

DEVELOPING CHAPTER REVIEW CARDS

Determining the Topic of a Paragraph

What four clues will help you determine the topic? (See page 205.)

- 1.
- 2.
- 3.
- 4.

Card 2 Chapter 4: Determining the Topic and the Stated Main Idea

The Stated Main Idea of a Paragraph

1. What is a stated main idea sentence? (See page 209.)
2. What are four reasons why it is important to determine a stated main idea? (See page 210.)

Reason:

Reason:

Reason:

Reason:

Card 3 Chapter 4: Determining the Topic and the Stated Main Idea

CHAPTER READING SELECTIONS FOR CHAPTERS 1 TO 9

All the reading selections in Chapters 1 through 9 (three selections per chapter) are excerpts taken from widely used introductory-level college textbooks, news magazines, and literary selections of the type you are likely to encounter in college. These selections provide important practice, and they will increase your background knowledge in a variety of interesting subjects. They were chosen to give you the practice, skill, and confidence you need to handle subsequent college courses successfully.

Each reading selection is accompanied by preliminary and follow-up exercises. In order, the exercises are:

Prepare Yourself to Read

This exercise allows you to use techniques (such as previewing and making predictions) that will help you read the selection more actively and effectively.

READING	
SELECTION 2-1	MUSIC REVOLUTION: NAPSTER AND RECORDING IN THE DIGITAL AGE
Mass Communication	From: <i>The Dynamics of Mass Communication: Media in the Digital Age</i> By Joseph R. Dominick
Prepare Yourself to Read	
<i>Directions:</i> Do these exercises before you read Selection 2-1.	
1. First, read and think about the title. What do you already know about Napster?	

2. Next, complete your preview by reading the following:	
Introduction (in <i>italics</i>)	
Headings	
All of the first paragraph (paragraph 1)	
First sentence of each of the other paragraphs	
On the basis of your preview, what three aspects of Napster and digital recording does the selection seem to be about?	

Copyright © 2007 The McGraw-Hill Companies, Inc. All rights reserved.

99