

**3. CHAPTER 1 TEST BANK****Test 1-A: Read and Talk Vocabulary (Multiple Choice)**

*Using the list of four words, circle the answer that best completes each sentence.*

1. Saying “thank you,” holding a door open for a stranger, and arriving promptly for appointments may be common \_\_\_\_ in American culture, however, some people undervalue its importance and do not practice these simple, courteous actions.  
a. solicitation      b. impactful      c. etiquette      d. introspective
2. After Michelle and her husband divorced, she spent months feeling angry and blaming her ex-husband for all of their marital problems. Her anger began to abate only when she began the \_\_\_\_ work of examining her own role in their difficulties.  
a. introspective      b. soliciting      c. compelling      d. impactful
3. When the doorbell rang, Richard answered it. He was surprised to find two middle-school students \_\_\_\_ donations for their upcoming trip to the marching band competition.  
a. impacting      b. soliciting      c. compelling      d. introspecting
4. The defense attorney provided a multitude of evidence which made a(n) \_\_\_\_ argument that her client was innocent of all the criminal charges brought against him.  
a. compelling      b. impacting      c. introspecting      d. soliciting
5. The elderly Holocaust survivor addressed the large group of students. The first-hand account of her terrible experience and amazing survival was deeply \_\_\_\_, as evidenced by the silent room of typically unfocused and noisy thirteen-year-olds.  
a. soliciting      b. etiquette      c. introspective      d. impactful

## Test 1-B: Reading 1-1 Vocabulary (Multiple Choice)

*Using the list of four words, circle the answer that best completes each sentence.*

1. After receiving his blood-test results, Ken went home and threw out all the snack food in his cupboard. He was embarking on a new diet to reduce his cholesterol, but he knew that his will was weak. By eliminating temptation from his home, he could at least avoid most of the inevitable dietary \_\_\_\_\_.  
a. transgressions    b. gestates    c. fits and starts    d. intrafamilies
2. My new exercise program was progressing \_\_\_\_\_. I just couldn't find the motivation. But then I read a fictional biography of an Olympic athlete. As I devoured each chapter, I identified with the main character more and more. My lifestyle began to change, and my workouts increased to four mornings per week.  
a. communally    b. intrafamily    c. hackneyed    d. in fits and starts
3. Before the hurricane, I barely knew any of my neighbors. But as we helped each other clean up in the aftermath, the \_\_\_\_\_ goal of survival made us all close friends. Even though the power is back on now and we are mesmerized by television, I make a point of keeping in touch with both of my next-door neighbors.  
a. gestational    b. intrafamilial    c. extramarital    d. communal
4. \_\_\_\_\_ relationships are usually much stronger in a rural community, in which parents and siblings work together on the farm, more-or-less as a team.  
a. Communal    b. Extramarital    c. Intrafamily    d. In fits and starts
5. The salespeople at the local computer store used to be so friendly. I could always count on speaking to a knowledgeable person who really loved working with computers. After the management changed, however, the new salespeople seemed to become less interested in my computer and more interested in my wallet. Sometimes when I ask a question, all I get are \_\_\_\_\_ efforts to get me to buy more stuff.  
a. intrafamily    b. gestated    c. hackneyed    d. communal
6. Sometimes brilliant new ideas take time to \_\_\_\_\_. The chairperson of a committee may bring up a problem two or three times at meetings before a solution begins to emerge.  
a. hackneyed    b. transgress    c. extramarital    d. gestate
7. Teaching people that they don't need to protect themselves from sexually transmitted diseases from their spouses actually serves to spread more disease. Many men of many different cultures, for example, (particularly those who travel as migrant workers) consider \_\_\_\_\_ sex an important means of achieving social acceptance and successful masculinity. This puts their wives at risk.  
a. intrafamily    b. hackneyed    c. transgression    d. extramarital

### Test 1-C: Reading 1-2 Vocabulary (Short Answer)

*For each item, write your own sentence that uses the word or phrase correctly.*

1. gender: \_\_\_\_\_

\_\_\_\_\_

2. physiques: \_\_\_\_\_

\_\_\_\_\_

3. sedentary: \_\_\_\_\_

\_\_\_\_\_

4. unattainable: \_\_\_\_\_

\_\_\_\_\_

5. voluntary: \_\_\_\_\_

\_\_\_\_\_

## Test 1-D: Reading Strategies (Multiple Choice)

*Circle the most accurate response to each item.*

1. According to your textbook, *interactivity* means
  - a. information in one class that affects another.
  - b. inability to concentrate.
  - c. the ability of two or more people to work with and affect one another.
  - d. activities that happen one right after the other.
2. Which of the following is **not** an example of an *interactivity* strategy?
  - a. Relaxing before you read
  - b. Forming a mental picture from words
  - c. Pointing at the words as you read
  - d. Relating new information to what you already know
3. What does the reading strategy called *surveying* help you with?
  - a. It helps you gain an overview or an impression of what a selection is about.
  - b. It helps you predict, before reading, what the passage says.
  - c. It helps you decide whether or not to read the selection.
  - d. all of the above
4. An author most often has one of these three purposes for writing:
  - a. to inspire, to express, or to negotiate.
  - b. to inform, to persuade, or to express.
  - c. to analyze, to express, or to warn.
  - d. to summarize, to amuse, or to provoke a response.
5. Which of the following will most likely **not** help you figure out the author's purpose?
  - a. The author's source material
  - b. The genre of the reading
  - c. The title
  - d. The section of the publication in which the selection appears
6. According to your textbook, *prior knowledge* means
  - a. what you already know about the subject of a passage.
  - b. the knowledge you gain after thinking about what you've read.
  - c. correct information.
  - d. using imagination to interact with text.
7. Activating *prior knowledge* is considered important to comprehension because
  - a. your first impression is usually the most accurate.
  - b. it is natural to learn by connecting new information to what you already know.
  - c. it usually interferes with the message of the author.
  - d. all of the above

8. A dedicated reader does all four of the following actions while reading. Which action is the only one a casual reader employs while reading?
- a. Actively try to understand what the author is saying.
  - b. Monitor your own comprehension.
  - c. Search for relevance and significance in the information you're reading.
  - d. Read one sentence at a time and think about its meaning.
9. Which of the following strategies is **not** a strategy to employ after you read?
- a. Talk about the ideas in class or with your classmates or study partners.
  - b. Turn your annotations into notes
  - c. Think about your prior knowledge of the subject matter.
  - d. Think carefully about the ideas you have read.
10. According to your textbook, *common knowledge* is
- a. the information that the author presents.
  - b. information considered to be ordinary or uninteresting.
  - c. what the author expects his or her readers to already know.
  - d. incorrect or prejudiced cultural views.

## Test 1-E: Reading Strategies (Short Answer)

*Answer the questions.*

1. How does *interactivity* help a reader to remember information better?

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2. Name two of the physical ways that your textbook recommends *interacting* with text:

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3. How does *surveying* a reading selection help with comprehension?

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4. How does *prior knowledge* help you remember new information?

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5. How can you tell when the author is expecting *common knowledge*?

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6. Name at least three things to look for when you are *surveying*.

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7. Name the three most common purposes an author has for writing a passage.

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8. What is a *genre*, and why is it useful to know the genre of a reading selection?

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9. Describe one of the learning tasks to accomplish while you are reading.

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10. Describe one strategy to use after you read that will help aid in your comprehension.

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## Test 1-F: Author's Purpose (Multiple Choice)

*For each of the following items, choose the most likely author's purpose.*

**a. to inform      b. to persuade      c. to express**

- \_\_\_\_\_ 1. An editorial in the *Washington Post* called "Save Our Wetlands"
- \_\_\_\_\_ 2. A feature article in *New Worlds of Mind* magazine called "Islam and Science"
- \_\_\_\_\_ 3. A short story in *The New Yorker* called "The Economy of His Affection"
- \_\_\_\_\_ 4. An article in the "Opinion" section of the local newspaper called "Give the President a Chance"
- \_\_\_\_\_ 5. A book in the motivational/devotional section of a bookstore entitled *The Moral Dangers of Harry Potter*
- \_\_\_\_\_ 6. A book in the cooking section of a bookstore entitled *Cool Cuisine for Super Sleepovers: Easy Recipes for Kids to Cook*
- \_\_\_\_\_ 7. An editorial review of a book on amazon.com, called "So bad, it's good."
- \_\_\_\_\_ 8. A novel in the science fiction section of a bookstore entitled *Einstein, Two Doors Down*
- \_\_\_\_\_ 9. An article in the "Your Town" section of the *Palm Beach Post* called "Willie Gary Cancels Christmas Extravaganza"
- \_\_\_\_\_ 10. An article on drweil.com called "Dr. Weil's *My Optimum Health Plan*"



### Test 1-G: Author's Purpose (Multiple Choice)

*For each of the following items, choose the most likely author's purpose.*

**a. to inform      b. to persuade      c. to express**

- \_\_\_\_\_ 1. A book in the thriller/mystery section of the bookstore entitled *The Science of Infidelity*
- \_\_\_\_\_ 2. An article in *A Greener Earth Magazine* called "Whales Still Hunted for Dog Food"
- \_\_\_\_\_ 3. A book in the humor section of the bookstore entitled *The Darwin Awards: Evolution in Action*
- \_\_\_\_\_ 4. An article in *Us Magazine* called "Hollywood's Best and Worst Dressed"
- \_\_\_\_\_ 5. A magazine article on the financial page of *The New Yorker* called "Iceland's Deep Freeze"
- \_\_\_\_\_ 6. An article in the nutrition section of *Newsweek Magazine* called "How to Turn Fussy Eaters into Food Lovers"
- \_\_\_\_\_ 7. A pamphlet in the mail entitled *What Democrats Won't Tell You*
- \_\_\_\_\_ 8. A *Prevention Magazine* web page side bar entitled "Sponsored Links," contains a link called "Top 5 Abs Exercises Revealed"
- \_\_\_\_\_ 9. A story called "She Walks at Night" found on a web page entitled "O'Neill's Ghostories"
- \_\_\_\_\_ 10. An *Astrology Today* column entitled "Today's Horoscopes"

## Chapter 1 Test Bank Answer Keys

### Test 1-A: Read and Talk Vocabulary

1. a
2. b
3. a
4. d

### Test 1-B: Reading 1-1 Vocabulary

1. d
2. d
3. c
4. c
5. d
6. d

### Test 1-C: Reading 1-2 Vocabulary

Answers will vary. The student needs to demonstrate his or her understanding of the meaning.

### Test 1-D: Reading Strategies (Multiple Choice)

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| 1. c | 6. a  |
| 2. a | 7. b  |
| 3. d | 8. d  |
| 4. b | 9. c  |
| 5. a | 10. c |

### Test 1-E: Reading Strategies (Short Answer)

1. The response here can vary greatly, but it must demonstrate a comprehension of how interactivity is essential to *active* reading and learning. The student should show, in some manner, that he or she knows to actively grapple with information to relate it to his or her own experience and approach to living.
2. Examples: Underlining, highlighting, writing notes and questions, marking with symbols such as checks and Xs, pointing, etc.
3. This answer should demonstrate the student's grasp of getting the "big picture" before plowing into a reading selection.
4. This answer should present the idea, in some form, that it is natural (or much easier) to learn by building upon what we already know.
5. This answer should demonstrate the student's ability to anticipate, based on the learned definition of *common knowledge*, what it's like when the author expects him or her to have common knowledge. For example, the student may say that he will notice terms being used that the author doesn't bother defining. Or, the author will use strange quotes without giving explanations for them. Or even use a foreign language without giving a translation.
6. Acceptable answers: title, headings, marginal info, opening paragraphs, visual aids of any kind, captions, graphs, sentences or words in bold or italics, first sentences of paragraphs, chapter summaries, chapter objectives, etc. Almost any immediate "perspective-gaining" strategy will do.
7. To *inform*, to *persuade*, and to *express*.

8. *Genre*: a general category for a specific form of media (or reading material) that helps define its purpose and subject matter. Answers may vary for the second part of the question (why it's important to know the genre), but the textbook says that genre has a strong impact on the author's purpose. Students might also mention that knowing the larger category or topic gives *perspective* over a selection.
9. Students should describe one of the following learning tasks to accomplish while reading: (a.) The reader tries to imagine what he or she is reading; (b.) the reader tries to understand what the author is saying; (c.) the reader monitors whether he or she comprehends the materials and applies strategies to aid comprehension; (d.) the reader searches for the relevance of the reading to his or her own life and to other ideas and situations; (e.) the reader is open to learning something new that doesn't necessarily fit easily into known information; or (f.) the reader searches for the significance of ideas.
10. Students should describe one of the following three strategies: (a.) think carefully about the ideas you have read; (b.) talk about the ideas in class or with your classmates or study partners; or (c.) turn your annotations into notes.

**Test 1-F: Author's Purpose**

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|------|------|
| 1. b | 6. a |
| 2. a | 7. b |
| 3. c | 8. c |
| 4. b | 9. a |
| 5. b |      |

**Test 1-G: Author's Purpose**

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|------|------|
| 1. c | 6. a |
| 2. a | 7. b |
| 3. c | 8. b |
| 4. c | 9. c |
| 5. a |      |