

Test Bank

For

Bridging the Gap:

College Reading

Thirteenth Edition

Brenda D. Smith, *Georgia State University, Emerita*

LeeAnn Morris, *San Jacinto College, Emerita*

Prepared by

Carolyn Poole, San Jacinto College, Emerita





This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2020, 2017, 2014 by Pearson Education, Inc. or its affiliates. All Rights Reserved. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

ISBN-10: 0135300223

ISBN-13: 9780135300220



CONTENTS

Chapter 1: Active Learning	1
Chapter Tests	1
Comprehension Quizzes:	
Reading Selection 1: <i>Are You Stalling? Win the Battle against Procrastination</i>	9
Concept Prep: <i>Psychology</i>	10
Reading Selection 2: <i>Home Front Workers, Rosie the Riveter, and Victory Girls</i>	11
Concept Prep: <i>History</i>	14
Reading Selection 3: <i>Is There Enough Earth for Everyone?</i>	15
Concept Prep: <i>Science</i>	17
Vocabulary Booster Quiz #1: <i>Over, Under, Around, and Through</i>	18
 Chapter 2: Strategic Reading and Study	 19
Chapter Tests	19
Comprehension Quizzes:	
Reading Selection 1: <i>Madam C. J. Walker: Business Savvy to Generous</i>	23
Reading Selection 2: <i>High-Risk Drinking and College Students</i>	25
Reading Selection 3: <i>The Entrepreneurial Spirit</i>	27
Concept Prep: <i>Business</i>	29
Vocabulary Booster Quiz #2: <i>The Good, the Bad, and the Ugly</i>	30
 Chapter 3: Organizing Textbook Information for Study	 31
Chapter Tests	31
Comprehension Quizzes:	
Reading Selection 1: <i>Marketing ‘Tasty Fun’ and ‘Dashing Speed’</i>	40
Concept Prep: <i>Communications and Language</i>	41
Reading Selection 2: <i>Managing Stress in College</i>	42
Concept Prep: <i>Health</i>	44
Reading Selection 3: <i>Police DNA Collection Sparks Questions</i>	45
Vocabulary Booster #3 Quiz: <i>Who’s Who in Medicine?</i>	48
 Chapter 4: Vocabulary	 49
Chapter Tests	49
Comprehension Quiz: <i>Mobile Devices, the Internet, and iDisorders</i>	55
Vocabulary Booster Quiz #4: <i>What in? What’s Out? What’s Hot? What’s Not?</i>	57

Chapter 5: Main Idea and Supporting Details.....	58
Chapter Tests.....	58
Reading Comprehension Quizzes:	
Reading Selection 1: <i>The Obedience Study</i>	67
Concept Prep: <i>Psychology</i>	69
Reading Selection 2: <i>Life with Cooper: “Working” the Trains</i>	70
Concept Prep: <i>Literature</i>	72
Selection 3: <i>Fighting Violent Gang Crime with Math</i>	73
Vocabulary Booster #5 Quiz: <i>The Sun, the Moon, and the Stars</i>	75
 Chapter 6: Patterns of Organization.....	 76
Chapter Tests.....	76
Reading Comprehension Quizzes:	
Reading Selection 1: <i>Managing Conflict</i>	84
Reading Selection 2: <i>North Americans before Columbus</i>	86
Concept Prep: <i>Art History</i>	88
Reading Selection 3: <i>The Dark Side of Consumer Behavior</i>	89
Vocabulary Booster #6 Quiz: <i>Can I Get That in Writing?</i>	91
 Chapter 7: Inferences.....	 92
Chapter Tests.....	92
Reading Comprehension Quizzes:	
Reading Selection 1: <i>A Dip in the Poole</i>	100
Concept Prep: <i>Philosophy and Literature</i>	102
Reading Selection 2: <i>Religion Today</i>	103
Reading Selection 3: <i>Fear the College Years</i>	105
Concept Prep: <i>Political Science</i>	107
Vocabulary Booster Quiz #7: <i>Say, What?</i>	108
 Chapter 8: Point of View.....	 109
Chapter Tests.....	109
Reading Comprehension Quizzes:	
Reading Selection 1: <i>Decision</i>	115
Reading Selection 2: <i>Earth’s Changing Climate</i>	117
Reading Selection 3: <i>Mental Disorder and Personal Responsibility</i>	119
Vocabulary Booster Quiz #8: <i>Lights, Camera, Action!</i>	120

Chapter 9: Graphic Illustrations.....	122
Chapter Tests.....	122
Reading Comprehension Quizzes:	
Reading Selection 1: <i>Little Income, Big Debt: Managing Money in College</i>	127
Reading Selection 2: <i>Get Fit!</i>	129
Reading Selection 3: <i>Freedom of Speech, Technology, and Teaching</i>	131
Vocabulary Booster Quiz #9: <i>Play It Again, Sam</i>	133
Chapter 10: Critical Thinking.....	134
Chapter Tests.....	134
Reading Comprehension Quizzes:	
Reading Selection 1: <i>Technology and Criminal Opportunity</i>	139
Reading Selection 2: <i>Technology in the Fight against Crime</i>	140
Reading Selection 3: <i>The Writer and the Troll</i>	141
Vocabulary Booster Quiz #10: Foreign Terms.....	142
Mastery Tests: Chapters 1-4.....	143
Mastery Tests: Chapters 5 – 10.....	153
Answer Keys:	
Chapter 1 – 10 Quizzes.....	159
Mastery Tests: Chapters 1 – 4.....	164
Mastery Tests: Chapters 5 – 10.....	164
Vocabulary Booster Review Quiz.....	165

Chapter 1 Active Academic Reading

Test A

Name _____

Answer the multiple-choice questions based on the content of the chapter.

- 1) Cognitive psychologists
 - A) study how the mind works.
 - B) study about the connection between grammar and comprehension.
 - C) believe that cognitive processes are visible.
- 2) In describing how the brain works, cognitive psychologists use the analogy of how the brain works and
 - A) how the engine in an automobile keeps the automobile running.
 - B) how the recorder on a telephone can receive messages when the phone isn't answered.
 - C) the workings of the central processing unit of a computer.
- 3) Chapter One includes the discussion about divided attention so that readers will understand
 - A) that it is possible to do more than one thing at a time.
 - B) that they can expect to successfully read college assignments while they watch television.
 - C) that reading college-level material should not be done at the same time as another activity.
- 4) One automatic aspect of reading is
 - A) recognition of technical vocabulary.
 - B) common word recognition.
 - C) comprehension of the intended message.
- 5) External distractions include all of the following except
 - A) an argument in the apartment next door to yours.
 - B) a cluttered desk area.
 - C) worries about money.
- 6) To reduce internal distractions, students can
 - A) make a list of minor concerns and take action if necessary.
 - B) study only in the college library in the evening.
 - C) take many long breaks that include snacks while studying.
- 7) To improve your self-concept, it is suggested that you
 - A) be concerned about how others view you.
 - B) change a negative feeling into a positive one.
 - C) make a list of things you have not yet accomplished.
- 8) To reduce anxiety, you could
 - A) think about how failing one test can set you back for the whole semester.
 - B) stop and take several deep breaths and visualize yourself calm and relaxed.
 - C) stop and think about how disappointed your family will be if you fail.

- 9) Strategies to spark interest in reading material include all of the following *except*
- A) stimulating your curiosity by asking questions about the topic.
 - B) setting a short-term goal.
 - C) completing an assignment in another subject area first.
- 10) For an efficient reader,
- A) 500 words per minute is the most efficient reading rate.
 - B) rates vary according to the purpose for reading.
 - C) one reading rate serves for all materials.
- 11) One reason textbooks usually require a slower reading rate is because the
- A) language is more formal and the vocabulary and ideas are new.
 - B) language is informal and simplistic.
 - C) sentences are shorter and the number of syllables per word is higher.
- 12) Before reading, a student needs to decide
- A) to read slowly.
 - B) how many comprehension questions s/he must answer.
 - C) the purpose for reading.
- 13) Regression is
- A) backtracking because your mind wandered during reading.
 - B) re-reading to monitor yourself.
 - C) the same as speed reading.
- 14) Reading speed can be increased by
- A) reading more words per fixation.
 - B) vocalizing.
 - C) reading word-for-word.
- 15) Subvocalization is
- A) moving your lips as you read.
 - B) pronouncing out loud as you read.
 - C) hearing the little voice in your head that reads for you.
- 16) According to the chapter, an effective technique for improving reading speed is
- A) to read passively.
 - B) to use a pen as a pacer.
 - C) underlining details as you read.
- 17) Being test wise
- A) can lead to improved scores on tests.
 - B) means using test-taking tricks and shortcuts.
 - C) includes cramming before tests.
- 18) Being well-prepared enhances
- A) self-confidence.
 - B) speed reading.
 - C) anxiety.

- 19) On teacher-made tests, it is suggested that you
A) divide your time evenly among sections of the test.
B) work on the hard items first.
C) spend the most time on the items that yield the most points.
- 20) After your test is returned, you should analyze your performance
A) to challenge the grade.
B) to learn from your errors.
C) because the instructor suggested it.
- 21) It is better *not* to read test questions first because
A) it takes too much of the allotted time.
B) you will not have a purpose for reading.
C) reading becomes fragmented and lacks focus.
- 22) A strategy for finding the answer to a detail question is to
A) use a key word in the question to locate and re-read the sentence in which it appears.
B) re-read the first sentence of the passage to determine the topic.
C) skim the passage to understand the central theme.
- 23) It is important to understand the passage overall because
A) on most tests, there are very few questions about supporting details.
B) then the rest of the ideas fall into place.
C) instructors are interested only in testing for main ideas.
- 24) Main idea questions are designated by such words/phrases as
A) “suggests,” “implies,” and “probably.”
B) “it is stated,” “the author asserts,” and “according to the passage.”
C) “best title,” “central theme,” and “primarily concerned with.”
- 25) Read the first and last sentences of the test passage carefully because they
A) are always the ones that are the most interesting.
B) may give you an idea of what the main idea is.
C) usually state important supporting details.
- 26) Questions concerning implied meaning may test your ability to
A) understand attitudes and feelings.
B) locate what is directly stated.
C) give dictionary definitions.
- 27) The purpose of fiction passages is usually to
A) objectify. B) explain. C) narrate.
- 28) In an opinion passage, the author’s purpose is usually to
A) persuade. B) describe. C) define.
- 29) A student can better understand an essay question by
A) writing a brief summary of the material before writing the essay.
B) asking another student for clarification during the test.

- C) simplifying the question into understandable terms and then breaking it into parts.
- 30) When a student feels places responsibility on him or herself for actions or outcomes, the student is demonstrating which of the following?
- A) External locus of control
 - B) Metacognition
 - C) Internal locus of control

Chapter 1 Active Academic Reading

Test B

Name _____

Rate Flexibility

TIMED READING Your professor will time you. She or he will write the times (in 10-second increments) on the board as you read. Read the passage below about women and drugs. When you finish the selection, look up to see the last time recorded on the board and write your time in the space provided at the end of the selection. Then go back to the comprehension questions.

There are presently around five million Americans who have serious problems with severe drugs. Approximately one-third of them are women. In the drug war, women's concerns have historically been ignored or dismissed. In the late 19th century, for example, one of America's first "drug panics" occurred when cocaine, heroin, and opium were obtainable without a prescription. Women in particular were seen as gullible victims of unscrupulous patent-medicine salesmen. The fear that people would overdose on these so-called "remedies" was a sensible reaction. Far less sensible was the conviction that mothers and wives were being diverted from their responsibilities at home by their drug-induced stupors. Indeed, it was "opium drunkenness" among women that led to the push for the labeling of drugs and passage of the Pure Food and Drug Act in 1906. "Female addicts are seen as doubly deviant," explains the director of the Center for Substance Abuse Studies, Sheila Murphy. "A drunk man is one thing, but a drunken woman is considered disgusting." Murphy theorizes that the traditional expectation that a woman will take care of others is destroyed by a woman doing something selfish, like using a substance for her own pleasure. "It really rocks the boat," says Murphy, adding that this is one reason why our response to addicted women tends to be even more punitive than our treatment of male addicts.

Profitable as the drug trade may be to some, women are rarely among the beneficiaries. Serena Nunn, 28, is serving fourteen years for her involvement in her boyfriend's cocaine business. Serena's role was little more than secretarial: she drove her boyfriend to the sites of drug deals and confirmed details on the phone; there is no evidence that she engaged in violence.

A male partner in the same business, however, who made millions from the operation and had been previously convicted of manslaughter and rape, received a sentence only half as long as Serena's—just seven years. His sentence was reduced because he helped convict Serena's boyfriend. Serena's refusal to testify against her boyfriend cost her dearly. And her case is typical.

Women often incur long sentences precisely because they refuse, or are unable, to give prosecutors evidence about their husband's or boyfriend's crimes and connections. Indeed, a 1997 review of over 60,000 federal drug cases by the *Minneapolis Star Tribune* shows that men are more likely to sell out their women to get a shorter sentence than vice versa. (Szalavitz, pp. 2–3)

Time: _____ Words Per Minute (WPM): _____

Answer the following comprehension questions based on what you read. Then check the Time-Rate Conversion Chart provided by your instructor and write the Words Per Minute (WPM) it took you to read the passage.

- 6) Currently, about how many Americans have serious problems with severe drugs?
 - A) fifteen million
 - B) five million
 - C) five billion
- 7) Of these Americans, what percent are women?
 - A) one-third
 - B) one-half
 - C) one-fourth
- 8) Historically, concerns over drug use among women have
 - A) been ignored.
 - B) been at the forefront of political issues.
 - C) decreased.
- 9) Drug use among women first became a public issue in American society around
 - A) the 21st century.
 - B) the mid-1900s.
 - C) the late 1800s.
- 10) Previously, women who used drugs were seen as selfish because they
 - A) began to have affairs with patent-medicine salesmen in order to obtain drugs.
 - B) were not focused on their wifely or motherly duties.
 - C) usually divorced their husbands because they didn't want the responsibility of running a household.

For questions 11–15, answer True or False.

- _____ 11) Men who deal in drug trafficking receive harsher sentences than women.
- _____ 12) Serena Nunn often engaged in violence due to her drug habit.
- _____ 13) Women usually won't testify against boyfriends or husbands.
- _____ 14) The *Chicago Tribune* conducted a study of federal drug cases.
- _____ 15) The newspaper reviewed over 60,000 federal drug cases.

The multiple-choice questions below are based on the discussion regarding question types in the chapter. Look at the question stems below, then choose the **type** of question indicated by the stem.

- 16) The author states that . . .
 - A) implied meaning
 - B) details
 - C) purpose
- 17) The author is primarily concerned with . . .
 - A) vocabulary
 - B) implied meaning
 - C) main idea

- 18) As used in the passage, the best definition of *academic* is . . .
A) purpose B) detail C) vocabulary
- 19) All of the following are true *except* . . .
A) details B) purpose C) implied meaning
- 20) The best statement of the main idea in the first paragraph is . . .
A) details B) main idea C) purpose
- 21) The author believes . . .
A) purpose B) main idea C) implied meaning
- 22) The author's aim in the passage is to . . .
A) purpose B) details C) vocabulary
- 23) According to the author . . .
A) details B) vocabulary C) purpose
- 24) It can be concluded from the passage that . . .
A) main idea B) implied meaning C) purpose
- 25) The best title for this passage is . . .
A) purpose B) details C) main idea

SELECTION 1: ARE YOU STALLING? WIN THE BATTLE AGAINST PROCRASTINATION

Answer with T (*true*) or F (*false*).

Comprehension Quiz

- F ____ 1. Academic procrastination is caused primarily by a lack of confidence.
- T ____ 2. The desire for instant gratification can lead to procrastination.
- T ____ 3. Procrastinators can overcome this negative behavior.
- T ____ 4. Television, video games, and food can both interfere with studying and be positive reinforcers for studying.
- T ____ 5. The author suggests that procrastinators treat a study schedule much like a work schedule.
- T ____ 6. Visualization is a powerful tool for avoiding procrastination.
- F ____ 7. Getting started is the easiest way to avoid procrastination; it's the finish that is difficult.
- T ____ 8. While one may seem to be getting lots done jumping from one task to another, doing so really contributes to procrastination.
- F ____ 9. People avoid procrastination by spending considerable time preparing for a difficult task.
- F ____ 10. One's study mood is typically elevated just prior to studying.

Vocabulary Quiz

- T ____ 11. *Procrastination* is more about managing one's self, not managing time.
- T ____ 12. The internet contributes to the need for instant *gratification* many suffer from because of the ease of access to information, online shopping, etc.
- T ____ 13. The student's essay draft was returned for *modification* since it did not vary from the original.
- T ____ 14. The judge went about *systematically* and methodically eliminating the entries until only one was left.
- F ____ 15. Joaquin *habitually* arrives on time despite setting his alarm clock 15 minutes earlier.
- F ____ 16. One thing students can do to improve their study skills is to add *distractors* during their study time.
- T ____ 17. Good parenting means adding positive *reinforcers* as reward for positive behaviors.
- T ____ 18. Some students have difficulty *adhering* to a self-imposed study schedule.
- F ____ 19. *Visualization* is not an effective strategy for recalling information.
- T ____ 20. One *rationalization* for Jose's and Ann's breakup is that they speak too different languages.

SELECTION 1: ARE YOU STALLING? WIN THE BATTLE AGAINST PROCRASTINATION

Vocabulary in Context

Select the word from the following list that best completes each sentence.

procrastination	gratification	modification	systematically	habitually
distractors	reinforcer	adhering	visualization	rationalization

1. The professor received much _____ from watching her student receive her diploma.
2. _____ can lead to productivity errors because we get into a hurry trying to complete something by a deadline.
3. With many students, a _____ of their study behavior can lead to better success.
4. The instructor was reprimanded for not _____ to the assigned curriculum.
5. Many successful athletes use the power of _____ before a competition to help them focus on the upcoming task.
6. Praise can be a powerful _____ for students with low self--esteem.
7. One of the major _____ for students is their cell phone because they cannot seem to separate from it for any length of time.
8. The judge _____ went around the studio selecting the finalists.
9. Despite setting her alarm for an earlier wake--up, Suzy is _____ late to school.
10. "The subject matter is too confusing" is one example of a _____ for not doing well on a test.

Answers:

- | | | | | |
|------------------|--------------------|-------------------|---------------|---------------------|
| 1. gratification | 2. procrastination | 3. modification | 4. adhering | 5. visualization |
| 6. reinforcer | 7. distractors | 8. systematically | 9. habitually | 10. rationalization |

SELECTION 1: CONCEPT PREP: PSYCHOLOGY

Answer with T (true) or F (false).

Quiz

- T 1. Psychology, the study of behavior and the mind, tries to explain why people act and think as they do.
- F 2. Sigmund Freud's theories came strictly from literary research; he never actually treated patients.
- F 3. Sigmund Freud did not believe in using hypnosis.
- T 4. Freud believed that a person's psychological problems could be traced to his or her childhood.
- T 5. Freud believed that patients' dreams held clues to their psychological problems.
- F 6. Freud placed little emphasis on sex in the treatment of his patients.
- T 7. Freud would describe a person who is very concerned with details as having an anal personality.
- T 8. Freud would describe a person who constantly chews on a toothpick as having an oral personality.
- F 9. The ego is the animal instinct in man that desires pleasure, according to Freud.
- T 13. Carl Jung's theory of the inherited collective unconscious would explain a person's inborn fear of shadows and the dark.

SELECTION 2: HOME FRONT WORKERS, ROSIE THE RIVETER, AND VICTORY GIRLS

Answer with T (true) or F (false).

Comprehension Quiz

- F ____ 1. World War II limited the job opportunities for women and other new groups of workers.
- T ____ 2. Despite the war, workers in the American work force at home prospered.
- T ____ 3. During WWII, people with disabilities became a welcomed part of the work force.
- F ____ 4. Marilyn Monroe was the model for the Rosie the Riveter posters.
- T ____ 5. The day care industry grew out of a need for young mothers to be able to join the work force.
- T ____ 6. Very few opportunities for women in the military were available prior to WWII.
- F ____ 7. Women maintained their job status after the war ended.
- F ____ 8. Economic prosperity is the primary reason marriage and fertility rates increased in the early 1940's.
- F ____ 9. The term "victory girl" referred to women who with their newfound sexual freedom successfully picked up men for sexual encounters on a routine basis.
- T ____ 10. The gay and lesbian movement grew out of new opportunities for homosexuals to form relationships and build communities.

Vocabulary Quiz

- F ____ 11. The young cadet was not promoted because he displayed *competence* during the drill.
- F ____ 12. Women in the military were *unprecedented* after World War II.
- F ____ 13. Food *scarcities* during tough economic times meant most people ate very well.
- F ____ 14. Very few people showed interest in buying the home because of all the *incentives* offered.
- T ____ 15. Professional athletes can be *barred* from their sports if they gamble against their team.
- T ____ 16. Many young men fled to Canada to avoid being *drafted* for the Vietnam War.
- T ____ 17. The elderly Mr. Burger *enlisted* his neighbors to help him build the fence.
- T ____ 18. A major component of successful teams is the *camaraderie* they share.
- F ____ 19. During wartime *prosperity*, companies at home failed and had to close their doors.

F ____ 20. In a *topsy--turvy* world, events are neat and orderly as they are meant to be.

SELECTION 2: HOME FRONT WORKERS, ROSIE THE RIVETER, AND VICTORY GIRLS

Vocabulary in Context

Select the word from the following list that best completes each sentence.

competence	unprecedented	scarcity	incentives	barred
drafted	enlisted	camaraderie	prosperity	topsy--turvy

1. The _____ of gasoline led many people to find other means of transportation.
2. During times of _____, the unemployment rate drops.
3. Because of his previous history, Mico was _____ from attending any more soccer games.
4. After 9/11, many young people _____ in the military out of patriotism to their country.
5. Andre's _____ at the free throw line proved to be the difference in the basketball game.
6. Mohammad Ali was known as Cassius Clay before he was to be _____ into the military during the Vietnam War.
7. Credit card companies often offer _____ to college students to get them to apply for credit.
8. Andrew's world was turned _____ when he advanced as a finalist on *American Idol*.
9. Often a team's success depends largely on its _____.
10. The team's undefeated season was _____ in the history of the school.

Answers:

- | | | | | |
|-------------|---------------|-----------------|----------------|-------------------|
| 1. scarcity | 2. prosperity | 3. barred | 4. enlisted | 5. competence |
| 6. drafted | 7. incentives | 8. topsy--turvy | 9. camaraderie | 10. unprecedented |

SELECTION 2: CONCEPT PREP: HISTORY

Answer with T (true) or F (false).

Comprehension Quiz

F ____ 1. World War II was known as the “war to end all wars.”

T ____ 2. Hitler’s ability to recognize opportunity in the discontent of the Germans led to his rise to power.

T ____ 3. The Nazi symbol is called the swastika.

F ____ 4. The Luftwaffe, the German air force, conducted air raids known as the blitz against Italy.

F ____ 5. The Isolationists in Britain wanted to remain uninvolved in the war across the English Channel in Europe.

T ____ 6. Franklin D. Roosevelt (FDR) and Prime Minister Winston Churchill were leaders of two of the Allies.

T ____ 7. The bombing of Pearl Harbor by the Japanese occurred on December 7, 1941, causing the U.S. to enter WWII.

T ____ 8. Over 6 million Jews were killed in the Holocaust.

F ____ 9. D-Day, the liberation of Paris, occurred on June 6, 1944.

F ____ 10. FDR ordered the mission of the Enola Gay that dropped the first atomic bomb on Hiroshima, Japan, on August 6, 1945, leading to the end of WWII.

SELECTION 3: IS THERE ENOUGH EARTH FOR EVERYONE?

Answer with T (true) or F (false).

Comprehension Quiz

- T ____ 1. For many in West Africa, the forest provides food and shelter.
- F ____ 2. The Global Footprint Network regulates human demand for the Earth's natural resources.
- F ____ 3. Since inhabiting the Earth, humans have not adapted very well to overcoming environmental challenges.
- F ____ 4. Currently, the population uses about half of the Earth's total land area.
- T ____ 5. Species of animals are going extinct at an alarming rate.
- F ____ 6. Water shortages have no effect on food shortages.
- F ____ 7. Resources needed to support attaining a higher standard of living in developed countries are not affected by human consumption.
- T ____ 8. The biggest threat to the sustainability of the Earth is the population growth.
- F ____ 9. The human population will never stop growing.
- F ____ 10. Reducing Earth's population will damage the biosphere and will diminish the Earth's ability to sustain life.

Vocabulary Quiz

- T ____ 11. The family of *squatters* had to be removed from the apartment for failure to pay rent.
- T ____ 12. Henry *exemplified* the model student always prepared for class and never absent.
- T ____ 13. The Earth has a *finite* amount of resources.
- F ____ 14. Jenny had to work hard to *sustain* her perfect grade point average of 4.0.
- F ____ 15. The Earth's *biosphere* is unable to support life.
- T ____ 16. Professor Robles established an *endowment* to the university in her husband's name.
- F ____ 17. The lawyer provided a *collective* argument when he had not heard from all of the witnesses.
- T ____ 18. The response to the tsunami victims was *unprecedented*. The amount raised set a donation record.
- F ____ 19. Suzy had unlimited options in food choices, and she *depleted* all of them.
- T ____ 20. Some employees are *compensated* for extra service with time off work.

SELECTION 3: IS THERE ENOUGH EARTH FOR EVERYONE?

Vocabulary in Context

Select the word from the following list that best completes each sentence.

squatters	Exemplified	finite	sustain	biosphere
endowment	collective	unprecedented	depleted	compensate

1. _____ illegally occupy property that does not belong to them.
2. When the diver attempted the high dive, the bystanders held their _____ breath until he emerged safely from the water.
3. Scientists and engineers are looking for fuel alternatives, since it is apparent that the earth has a/an _____ amount of fossil fuels.
4. The swimmer was able to _____ holding his breath underwater for over two and a half minutes.
5. To some people, extra vacation time is enough to _____ for no raise.
6. The move by the governor was _____ and never seen before by voters.
7. Sarah _____ her financial aid funds before the end of the semester.
8. The mysterious billionaire created a fifty million _____ to the arts.
9. The young athlete _____ strong character when he maintained a 4.0 gpa and started in every game of the season.
10. The Earth's _____ may be threatened due to the high ozone numbers.

- | | | | | |
|------------------|---------------|--------------|----------------|---------------|
| 1. squatters | 2. collective | 3. finite | 4. sustain | 5. compensate |
| 6. unprecedented | 7. depleted | 8. endowment | 9. exemplified | 10. biosphere |

SELECTION 3: CONCEPT PREP: SCIENCE

Answer with T (true) or F (false).

Comprehension Quiz

- F ____ 1. Science is defined as the systematic study of the structure and behavior of the spiritual world.
- T ____ 2. Experiments and observations enable us to study science.
- T ____ 3. Concepts in biology affect areas of our lives such as farming, medicine, health, and sports.
- F ____ 4. Physics involves the study of atomic and molecular fields.
- F ____ 5. The scientific method varies depending on the type of science being explored.
- T ____ 6. A good hypothesis is a guess grounded in evidence.
- F ____ 7. Replication is not importance in scientific discovery.
- T ____ 8. Sometimes unexpected results are more valuable to the research than the expected result.
- T ____ 9. Scientists share their scientific findings through publications and conferences.
- F ____ 10. Quality and timely scientific information are not affected by the communication process.

Vocabulary Quiz 1: Vocabulary Booster #1

Over, Under, Around, and Through

Use your knowledge of word parts in the underlined words to select the best response to the following questions.

- B 1. There was a *surfeit* of clothing in his closet.
A. variety B. too little C. excessive amount D. excellent selection
- B 2. The doctor treated the *subcutaneous* area.
A. above the skin B. under the skin C. above the eye D. on the arm
- D 3. Susan earned a *subsistence* salary for her work with the company.
A. average B. partial C. very generous D. barely enough
- A 4. Mason was surprised to learn that his cousin was *ambidextrous*.
A. able to use both hands B. left-handed C. right-handed D. near-sighted
- C 5. We like the merchandise in this store, but we're not happy with the *ambience*.
A. management B. prices C. surroundings D. service
- A 6. A *surcharge* was included on our hotel bill.
A. additional cost B. discount C. environmental fee D. erroneous amount
- A 7. Students thought the professor's comments were *ambiguous*.
A. had several possible meanings B. very clear C. insulting D. humorous
- B 8. Our co-worker always tried to *subvert* any new projects her team began.
A. promote B. undermine C. work extra hard D. copy from
- A 9. Joe's and Mary's ideas were *diametrical* to one another.
A. completely opposite B. similar C. supportive D. copied from
- D 10. The evidence in the case *substantiated* the defendant's story.
A. disapproved B. energized C. elaborated on D. supported

