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Reading in EFL

القراءة في اللغة كالتة الأجنبية

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*Opportunity
for Skilful Reading*

— Eighth Edition —

Irwin L. Joffe



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according to their most commonly understood meaning—that is, the meaning in keeping with the background and experience of most people. They then use *context* to make you more sensitive to the particular meaning. They also draw upon the *structure* of the word (prefixes, suffixes, roots) to make the meaning clearer to you. In addition, you can make yourself more sensitive to word meanings if you are familiar with their *derivations*. These three approaches to the study of words then—context structure, and derivation—will be most helpful in understanding an author's meaning. Let us examine them in more detail.

CONTEXT

Authors often provide clues to the meaning of words in the context of their writing. If you are made aware of these clues, you will be more likely to notice them in reading. What are these clues to understanding vocabulary through context?

Synonym Sometimes authors will provide a synonym in the same sentence in which an unknown word is used. The good reader will notice this and use it to help decipher the meaning of the word. What does the word *fallacious* mean in the following sentence? "My opponent's argument is fallacious, misleading—plain wrong." The construction of this sentence suggests that *fallacious* means something similar to the words following it: *misleading*, *wrong*. Read the following sentence: "A perambulator, or baby carriage, is very useful to mothers of young children." A perambulator is, of course, a baby carriage.

Read each of the following sentences, noticing the words in italics. Then, in the space provided, write the meaning of the word. Use the context only (each is restatement—synonym). Do not refer to a dictionary or other reference book.

1. His *pertinacity*, or stubbornness, is the cause of most of his trouble.
2. The girl was *churlish*—rude, sullen, absolutely ill-mannered.

The answers are (1) stubbornness and (2) rude or sullen or ill-mannered. Do you see how a synonym for the word in question is given in the context? This is restatement—synonym.

Antonym Sometimes authors help you understand what they mean by using words that suggest an opposite meaning. Look at the following sentence: "Although some women are loquacious, others hardly talk at all." The context of this

Chapter 1 Using Vocabulary in Context

In Chapter 1 you will learn how to improve your vocabulary ability. You will be able to use

- context clues
- synonym
- antonym
- example
- definition
- situation
- structure
- prefixes
- suffixes
- roots
- derivation

Why does true vocabulary improvement seem to take such a long time? Why is it so important anyway? Why is it that memorizing a list of words and their meanings doesn't mean that you really understand them?

Words by themselves are mere marks on a piece of paper or a chalkboard. Meaning is brought to them by people—by you. The meaning you bring to a word depends upon your entire life experience up to the moment that you see it. Thus the same word will have different meanings to different people. Does the word *fire* give you a positive or a negative feeling? Your own background might make you think of a cozy warm fire in a fireplace while it's snowing outside. Perhaps, though, you recall your house burning down or being "fired" from your job. What would you think of if you read the magazine title *Driving Safely*? You might think of auto safety. On the other hand, your background and life experience could make you think of safety procedures on the golf course.

A major difficulty of written communication is that different people react to the same words in different ways, depending upon the background of the individual reader. Because of this, writers must somehow write in such a way as to make their point clear to all readers. How do they do this? Authors try to use words

sentence (particularly the words *although*, *some*, and *others*) suggests that a loquacious woman is other than silent—that she is talkative. What does *nocturnal* mean in this sentence? “Nocturnal rather than daytime insects are attracted to light.” The sense of this sentence suggests that nocturnal insects are nighttime insects.

Read each of the following sentences, noticing the words in italics. Then, in the space provided, write the meaning of the word.

1. The girl who used to be very *vociferous* doesn't talk much anymore.
2. Rather than being involved in *clandestine* meetings, they did everything quite openly.

The answers are (1) talkative and (2) secret. Notice how the meaning is suggested by the opposite sense given in the remainder of the sentence.

Example Sometimes the unknown word names a group. If several examples from that group are given, the meaning of the unknown word becomes clear.

Celestial bodies such as the sun, moon, and stars. . . .
Piscatorial creatures, including flounder, mackerel, and sturgeon. . . .

Although a celestial body could be many things to one who doesn't know its meaning, the examples make the meaning clear. You may have never heard the word *piscatorial* before, but the examples leave no doubt that it refers to fish. Being sensitive to guide words can also help you here. Words such as *for example*, *including*, and *such as* suggest that an example will follow.

Read each of the following sentences, noticing the words in italics. Then, in the space provided, write the meaning of the word.

1. *Pedagogical* institutions, including high schools, kindergartens, and colleges, require community support if they are to function effectively.
2. *Ecclesiastics*, such as priests, ministers, and pastors, should set models of behavior for their congregants.

The answers are (1) having to do with teaching and (2) members of the clergy. Notice the use of guide words in these examples.

Definition In textbooks or other fact-oriented reading materials, an author will often use an important word, then immediately define it.

A *tropism* in moths is a tendency to fly toward the light.
A *pentagon* is a five-sided figure.

Pay close attention to definitions like this; the author is telling you that this word is important and that an understanding of its exact meaning is necessary.

Situation Often the meaning of an unknown word becomes clear when you examine the situation in which it is used. What does *somnolent* mean in this sentence? “The patient is so *somnolent* that he requires medication to help him stay awake for more than a short time.” Do you see how the sentence tells you that *somnolent* means sleepy?

Read each of the following sentences, noticing the words in italics. Then, in the space provided, write the meaning of the word.

1. He was so *parsimonious* that he refused to give his own sons the few pennies they needed to buy pencils for school. It truly hurt him to part with his money.
2. Because the *conflagration* was aided by the wind, it was so destructive that every building in the area was completely burned to the ground.

The answers are (1) stingy and (2) fire. In each sentence the meaning of the word is explained by its context.

Sometimes, of course, an important word appears without any clue to its meaning. In this case you must look it up, either in the textbook's glossary—a list of important words and their meanings—or in a good dictionary. The glossary is the best place to look because there will be just one definition of the word: the one the author intended. Looking in a dictionary requires more care. Since most words have several dictionary definitions, you must be sure to match the definition to the context. Read the following statement.

Tom was looking forward to his *date* with Sue. He would wear his best blue *suit* and a dark tie.

Let's assume that you do not know what the italicized words mean and that you have consulted a dictionary and discovered several possible meanings for each of the words:

Using Vocabulary in Context

date

1. the fruit of a palm tree
2. an appointment
3. a statement specifying a point of time

suit

1. an action in law
2. wearing apparel
3. to please

tie

1. to join together
2. a support to which rails are fastened
3. neckwear

How do you know which of the definitions applies in this particular sentence?

The first word, *date*, refers to something that Tom is to share with Sue. He could conceivably look forward to sharing a piece of fruit or a February 15; but the context suggests something more important than a piece of fruit and more specific than a general point of time. Therefore, *an appointment* seems the most plausible choice. What about *suit* and *tie*? The word *wear* makes clear that both words refer to wearing apparel. But even without that clear clue, we would rule out "to please" for *suit* and "to join together" for *tie*, because action words (verbs) would not fit into the sentence (the word *his* signals a noun); we would then rule out "an action of law" and "a support to which rails are fastened" because such things don't belong in the situation described here—a situation in which Tom is looking forward to sharing something with Sue.

Notice that referring to a dictionary is not helpful in itself. The dictionary will supply you with various meanings for the word, but you must then decide which meaning fits the context. To make this decision, use your past experience, the "flow" of the sentence, and any context clues you can apply.

In each of the following sentences, determine the meaning of the word in italics from among the choices given. Circle the number to the left of your choice. In each case, the choices are actual dictionary meanings for the word.

1. His office is his *base* of operation.
 - a. the bottom of something
 - b. the main ingredient
 - c. the locality
 - d. a station on a ball field

2. A new class will be *formed* next semester.
 - a. to shape
 - b. to substitute or make up
 - c. to acquire (as a habit)
 - d. the appearance of something

The answers are 1(c), the locality, and 2(b), to substitute or make up. Notice how you must choose the correct meaning from among those given by using your knowledge and background and by the logic of the context in which the word appears.

STRUCTURE

Another way to recognize the meaning of an unknown word is to be sensitive to its structure. Understanding word parts gives you power. Knowing just a few prefixes, suffixes, and roots (and using this knowledge in combination with context) opens the door to understanding hundreds, perhaps thousands, of new words. What are these word parts?

Prefixes Prefixes are syllables attached to a root word to give it a special meaning; they appear at the beginning of the word. *Bi* is a prefix meaning *two*. A bicycle has *two* wheels. *To bisect* means "to cut into *two* parts." Into how many parts do you divide something which you *trisect*? How many angles are there in a *triangle*, and how many children are *triplets*? The answer to each of these questions is, of course, three.

Can you use the context to help figure out the meaning of *inter* in the following words?

We rested during *intermission*.

Do not *interfere* in the argument.

Do not *interrupt* me.

Did you guess that *inter* means *between*? If so, you are beginning to become sensitive to word meanings.

Suffixes Suffixes are similar to prefixes except that they appear at the end of a word. *Able* or *ible* means *able*. If one is *employable*, he or she is able to be employed. If what a child says is *believable*, it is able to be believed. The suffix *less* means *without*. A person who is *hardless* has no hat. One who is *speechless* cannot speak; and when an astronaut is *weightless*, he or she is without weight.

Roots Roots of words (as the word *root* suggests) are the basic parts of words—"basic" because either they stand alone (*port*) or give vital support to prefixes (*import*) and suffixes (*portable*). The root *cred* means "to believe." When a story has *credence*, it can be believed. If it is *incredible*, it is unbelievable. Your *creed* is your political or religious belief. When you receive *credit*, someone believes in you.

Why should you be satisfied learning individual words when learning a word part can teach you six, twelve, sometimes several dozen words? Understanding the meaning of the root *spect* (to see) also teaches you the meaning of *spectator* (one who sees something), *spectacles* (used for seeing), *inspect* (to look into), *specter* (a ghost, a vision), and *introspect* (to look within oneself). Knowing the meaning of the prefix *sub* (under, below, secondary in importance) helps you to understand the meaning of *submarine* (under water), *subordinate* (of secondary rank), and *submerge* (to go under). The power of word parts rests in your ability to combine the roots and affixes (prefixes and suffixes) with the context in which the word is used to develop sensitivity to the author's meaning. If you understand the meaning of *ambular* (walk) and *somni* (sleep) and see the sentence, *The somnambulist had to be locked in his bedroom at night for his own safety*, you will realize that a somnambulist is a sleepwalker.

DERIVATION

Etymology is the derivation or the study of the origins of words. It can also help you to become more sensitive to meanings. When you are aware of original meanings, you may have better understanding of the flavor of a word. Even when a word has changed considerably in meaning through the years, its particular shade of meaning often keeps some of the original meanings. This can help you to choose between synonyms when you want to express an idea exactly. It also can help you to understand an author's precise meaning. The word *eccentric*, for example, is derived from a Greek word meaning *away from the center*. This may help you to better understand what is meant by an eccentric person. The word *discover* comes from Latin words meaning to *uncover*. Something that is discovered has always been there but is now brought into open view (is uncovered), such as when a cave or other natural wonder is discovered or when the relationship between lightning and electricity was discovered. Notice that the derivation may help you to see how a discovery is different from an invention (which is created rather than uncovered).

Many of our English words come from Latin or Greek or from Middle English or Old English. Sometimes these words come to us through other languages, such as Old French or Scandinavian. We also get words from many other languages. Your dictionary has a list of abbreviations for the languages referred to in the word entries. Look at this list if you are not sure of the language being referred to. Now look up the derivation of the word *salary* in your dictionary. You will

probably notice that it comes from a Latin word meaning *salt*. If you were to investigate further, you would find that Roman soldiers were paid (at least in part) in salt, a valuable commodity in those days.

HOW TO LEARN A VOCABULARY WORD

So you were able to figure out the meaning of that word by using context clues and structure. Now what? How can you make that word part of your usable vocabulary? How can you be sure that you will remember the meaning of the word next time you come across it?

You should consider two things when you try to remember the meanings of words. First, do not try to learn the words in a fixed order. Most people use association to help them remember. If the words are in a fixed order (as in a word list), you tend to learn them in that order. You may forget their meanings. Second, learn the words in context. For the reasons mentioned previously, you cannot learn the meaning of a word unless you see it in relation to other words.

Many individual systems have been worked out for learning words. The following method (which takes into account the two items just mentioned) is suggested as one that the author has found to be almost 100 percent successful among students who followed the directions exactly.

1. Obtain 3" × 5" cards. On one side of the card write the word to be remembered in a meaningful phrase or sentence. (A meaningful phrase is one that helps to bring out the meaning of the word.)
2. On the other side of the card write the meaning of the word as it is used in the phrase or sentence.
3. When you have made out eight or more cards, do the following once each day, every day, seven days a week. Shuffle the cards as you would a deck of playing cards. This step is very important because it prevents you from learning the words in a preset sequence. Then refer to the first side of each card (the one with the word in context). After reading it, try to tell yourself the meaning of the word. Check your answer by turning the card to the other side.
4. Place the cards in two piles—those whose meanings you knew and those whose meanings you didn't know. After going through all of the cards, pick up the pile of cards with words whose meanings you didn't know. Do step 3 again. Redo this step until all of the words are in the pile of cards whose meanings you knew.
5. Do this exercise every day. Do not remove a card from the pile until you know the meaning of the word the first time for four days.
6. Try to use the new word that you want to learn at least once a day for a week. You can improve your vocabulary. Allow this method to help you.

PREFIXES AND ROOTS

Root or Prefix	Meaning	Example
<i>ab</i>	away (from)	absent
<i>acer, acr</i>	sour, bitter	acid, acerbity
<i>ad</i>	to, toward	adhere
<i>ambi, amphi</i>	both	ambidextrous, amphibian
<i>ante</i>	before	anteroom
<i>anthropo</i>	man, mankind	anthropoid
<i>anti</i>	against, opposed	antipathy
<i>aqua</i>	water	aquatic
<i>aud</i>	hear	auditory
<i>auto</i>	self	automatic
<i>bene</i>	well, good	beneficial
<i>cele, ceel</i>	go, move	proceed, recede
<i>chron</i>	time	chronological
<i>circum</i>	around	circumference
<i>co, con, com</i>	together, with	cooperate, conspiracy
<i>cogni</i>	know	recognize
<i>counter, contra</i>	against, opposite	counteract, contrary
<i>cred</i>	believe	credential
<i>de</i>	away, down	depart, descend
<i>dent, dont</i>	tooth	dentist, orthodontist
<i>derrn</i>	skin	dermatitis
<i>dic, dict</i>	say	dictate
<i>dis</i>	apart, from, away from	distract
<i>duc, duct</i>	lead	aqueduct
<i>ex, e</i>	out (of)	exodus, emit
<i>fid</i>	faith, faithful	fidelity, confident
<i>ganym</i>	marriage	monogamy
<i>graph, gram</i>	write	graphology, telegram
<i>gress</i>	go, move	progress
<i>hyper</i>	over	hyperactive
<i>hypo</i>	under	hypodermic
<i>inter</i>	between	interrupt
<i>man</i>	hand	manicure
<i>mega</i>	big	megaphone
<i>mis</i>	wrong	misbehave
<i>mis</i>	hated	misanthrope
<i>morph</i>	form, shape	amorphous

PREFIXES OF NUMBER

Root or Prefix	Meaning	Example
<i>mort</i>	death	mortality
<i>mov, mob, mot</i>	move	mobile, motion
<i>neb</i>	hazy, cloudy	nebulous
<i>non</i>	not	nonadjustable
<i>path</i>	feeling, disease	apathy, psychopath
<i>ped, pod</i>	foot	pedal
<i>pel</i>	push	repel
<i>poly</i>	many	polygamy
<i>port</i>	carry	porter
<i>post</i>	after	postpone
<i>pre</i>	before	preamble
<i>pro</i>	forward	propel
<i>psycho</i>	mind	psychoanalyze
<i>re, retro</i>	again, back	redo, retrospect
<i>rupt</i>	break	rupture
<i>scrib, scrip</i>	write	transcribe, script
<i>sect</i>	cut	dissect
<i>spect</i>	see, look	spectator, inspect
<i>sub</i>	under	submarine
<i>super</i>	over, above	superior, supersonic
<i>syn, sym</i>	with, together	synchronize, symmetry
<i>ten, tann</i>	hold	tenuous, contain
<i>ten</i>	stretch	extend
<i>tor</i>	twist	distort
<i>trans</i>	across	transport
<i>vis, vid</i>	see	visual, video
<i>viv, vit</i>	life	vivacious, vital

Prefix **Meaning**

<i>uni</i>	one	Example
<i>mono</i>	one	uniform
<i>du, duo</i>	two	monologue
<i>bi</i>	two	duet
<i>tri</i>	three	biped
<i>tetra</i>	four	triangle
<i>quad</i>	four	tetrameter
<i>penia</i>	five	quadruplets
<i>quint</i>	five	pentagon
		quintet

Prefix	Meaning	Example
secr	six	sexagenarian
hex	six	hexagon
sept	seven	septet
oct	eight	octopus
nov	nine	novena
dec	ten	decade
cent	hundred	percent
hect	hundred	hectogram
mill	thousand	millimeter
kil	thousand	kilometer
semi	half	semicircle
hemi	half	hemisphere
dermi	half	dermatose

SUFFIXES

Suffix	Meaning	Example
able, ible	able to	readable
al	pertaining to	musical
al, ar, or	one who	teacher
ful	full of	hopeful
ic	pertaining to	allergic
ish	like, close to	foolish, twentyish
ist	one who	psychologist
less	without	halless
logy	study of	cosmetology
ous	full of	cancerous

In Brief

A word can have different meanings; context lets the reader know which meaning the writer intended. Knowing word meanings and how to determine word meanings enables the reader to understand what the author really said.

Context clues help the reader understand the word.

Synonym: Another word with the same meaning appears in the sentence.

Antonym: Another word with the opposite meaning appears in the sentence.

Example: The unknown word names a group. Several items from the group are given, providing a clue to the word's meaning.

Definition: The word is defined.

Situation: The situation being described reveals the word's meaning.

Structure can reveal the meaning of the word.

Prefixes: A word part is attached to the beginning of a word.

Suffixes: A word part is attached to the end of a word.

Roots: This is the main word part. It can function alone or with one or more prefixes or suffixes. Example: *Unrepentantly*.

Derivation, the history of a word, can reveal a more precise meaning of a word.

How to Learn a Vocabulary Word

1. Don't learn the words in a fixed order.
2. Learn the words in context.
3. Learn words by using the six-step method presented on page 21.

Practice Exercises

Exercises A and B are designed to give you practice in finding meanings for words you don't know. But since finding words that nobody knows is impossible, these exercises use invented words, nonsense words. That's not really as strange as it seems. Whenever you see or hear a word you don't know, that word is a nonsense word to you until you find its meaning.

A. In the following passages, decide the meaning of each italicized nonsense word by using context and/or structure. Write the meaning in the space provided. Refer to the list of word parts if you need to.

- The man and his wife celebrated their *semihectennial* anniversary. After so many years of *fidgamy*, they were very happy.
Semihectennial _____
Fidgamy _____
- Nebvicious* weather conditions made travel by automobile very difficult. John began to walk but a *pedsect* caused him to limp. After a while a *rupiderm* caused considerable pain. He had to sit down because he felt ill. He wanted to be *exoported*.
Nebvicious _____
Pedsect _____
Rupiderm _____
Exoported _____
- Because of the *multimort* he had witnessed, the soldier became a misanthrope. He wanted a *benevut*, but he could not undo his past. If only he could *retroceed*, things would be different.
Multimort _____
Benevut _____
Retroceed _____
- When a person hears a joke, he *gleks*. When he hears sad news, he *slifs*. When he is hungry, he *cloops*, and when he is thirsty, he *radgens* a glass of water.
Gleks _____
Slifs _____

- Cloops _____
Radgens _____
- Being successful in college involves more than just sitting in a *gloop*. It involves more than just *running* in a book. A good student *runds* hard and then must be able to communicate what he or she has learned. These two elements, *running* and *sootuk*, are necessary for success. Without one, the other is inadequate.
Gloop _____
Running _____
Sootuk _____
 - Don't *circumpel* that food on your plate. If you're finished, *retropel* your chair and *pedress* to the other room.
Circumpel _____
Retropel _____
Pedgress _____
 - If I had a *chronotender*, I would never be late.
Chronotender _____
 - I was *cognious* of the fact that animals are *polydental*, but recently I was told about a *unidental* animal.
Cognious _____
Polydental _____
Unidental _____
 - Finding a job is a task that most youths face with a mixture of hope, fear, and even bewilderment. However, if they have a good educational background, they are more likely to find what they *gruck*. Attending *blin* certainly helps one in the world of work.
Gruck _____
Blin _____
 - Two communication systems exist in most animals. One of these is the nervous system. It consists of specialized cells, *neurois*, which transmit electrical impulses

from one part of the body to another. The other is the endocrine resinic. It achieves control of body functions through chemical substances, hormones, which are transported throughout the body in the blood. These two systems are not *bold* of one another. As we will see in this chapter and those that follow, a close connection exists between their activities.

Resinic _____
 Bolat _____

Practice Exercises

B. Following are nonsense words, made up of prefixes, suffixes, and roots with accepted meanings. Decide the best meaning of each nonsense word from the choices offered. Circle the letter to the left of your choice.

1. Decede
 - a. a period of time
 - b. leave
 - c. clean up
 - d. flood
2. Polypod
 - a. good crop
 - b. apartment house
 - c. wild party
 - d. many feet
3. Dermsect
 - a. cut skin
 - b. place to sleep
 - c. small bug
 - d. cutting tool
4. Postiviv
 - a. religious assignment
 - b. imaginary letter
 - c. late mail
 - d. life after death
5. Rupident
 - a. diseased tooth
 - b. piece of a tooth
 - c. new tooth
 - d. broken tooth
6. Benegamy
 - a. good marriage
 - b. healthy feet
 - c. dictatorship
 - d. a likable woman
7. Mantort
 - a. twisted hand
 - b. lawsuit
 - c. twisted mind
 - d. type of pastry
8. Vlsdict
 - a. wrong turn
 - b. female orator
 - c. slip of the tongue
 - d. incorrect address
9. Hanslend
 - a. more important
 - b. sore muscle
 - c. stretch across
 - d. change addresses
10. Subdent
 - a. baby tooth
 - b. missing tooth
 - c. lower tooth
 - d. back tooth
11. Ambiped
 - a. unsteady feet
 - b. both feet
 - c. mixed vegetables
 - d. twins
12. Nebmorph
 - a. ghost
 - b. unknown drug
 - c. star or planet
 - d. cereal bowl

Practice Exercises

C. In the following passages, decide the meaning of each of the italicized words from context. Write the meaning in the space provided.

1. *Taxonomy* helps scientists to organize their learning. For example, classification of living things helps biologists to understand their discipline. This type of *taxonomy* is also used in chemistry and in other sciences.
Taxonomy _____
2. The data employed consist of *frequency counts*, or tabulations of the number of occurrences in each class of the variable under study.
Frequency counts _____
3. Although most of our knowledge is gained *vicariously*, laboratory courses provide an opportunity to learn by first-hand experience.
Vicariously _____
4. The doctor noted that the patient was *corpulent* and insisted that he go on a diet to overcome this problem.
Corpulent _____
5. The river overflowed its banks and *inundated* the land.
Inundated _____
6. *Intrepid* soldiers such as those who are heroes in the face of danger are often rewarded by their superior officers.
Intrepid _____
7. Although the snake looked *innocuous*, it was really a deadly rattler.
Innocuous _____
8. As I entered the room, I saw that my *ingenious* friend was in earnest conversation with a well-known *provocateur*. My friend isn't worldly wise enough, I thought, to see that his companion is nothing but a troublemaker.
Ingenious _____
Provocateur _____

13. Acepath
a. a dangerous road
b. bitter feeling
c. hatred of sugar
d. sharp taste
14. Megagraph
a. a thick book
b. a public-address truck
15. Fiddixon
a. a watchdog
b. a color-matching wheel
c. a loyal guard
d. an accurate watch

c. large letters
d. a long novel

9. It has been found that if a tiny pair of glands located behind the brain, the *corpora allata*, are removed from an immature silkworm, it spins a cocoon and undergoes pupation at its very next molt.

Corpora allata _____

10. The *Islets of Langerhans* are small clusters of cells scattered throughout the pancreas in most vertebrates. There are well over a million of these clusters in the human pancreas. The cells of the Islets of Langerhans are not connected to the ducts that drain pancreatic juice into the duodenum. They are, however, richly supplied with blood vessels.

Islets of Langerhans _____

11. Referring again to the triceps muscle, we see that the upper end, or *origin*, is attached directly to a large area of the humerus. The lower end, or *insertion*, tapers into a glistening white tendon that is attached to the ulna.

Origin _____

Insertion _____

12. As a *neophyte* he was much more nervous than a more experienced driver.

Neophyte _____

13. A tiger is *carnivorous* and so enjoys the meat of animals for food. Some animals, on the other hand, are *herbivorous* and eat grasses and other plants.

Carnivorous _____

Herbivorous _____

14. The attackers finally secured ropes and were able to *scale* the walls of the city. They were successful because, being *perseverant*, they didn't give up easily.

Scale _____

Perseverant _____

15. Jane had a strong *antipathy* for eggs and absolutely refused to eat them. When her husband discovered this, he was so *adorous* that he began to cry.

Antipathy _____

Dolorous _____

16. He realized that she was a *coquette* when he saw her flirt with every man that passed.

Coquette _____

17. Even though he was a *novice* rather than an experienced farmer, the soil was so *fecund* that he had an unusually successful yield.

Novice _____

Fecund _____

18. She became extremely *affluent* after several successful stock-market transactions. As a result, she was able to purchase one of the most expensive homes in the area.

Affluent _____

19. He was *adamant* in his decision. No one could make him change his mind.

Adamant _____

20. The food had an *insipid* taste. It needed a lot of salt and spices.

Insipid _____

Practice Exercises

D. For each of the following passages, determine the meaning of the word in italics from among the choices given. Circle the letter to the left of your choice. In each case, the choices are actual dictionary meanings for the word.

1. He suffered a heart block.
 - a. a cubical toy
 - b. an interruption of normal function
 - c. a section
 - d. a rectangular space enclosed by sidewalks
2. He paid most attention to the *body* of the letter.
 - a. corpse
 - b. main part of a document
 - c. richness of flavor
 - d. a mass of matter
3. The director of the movie said, "Roll the cameras."
 - a. flow continuously
 - b. move on wheels
 - c. wrap around
 - d. begin operating
4. When she saw him approaching, her eyes *fell* to the ground.
 - a. declined in value
 - b. lowered
 - c. descended freely
 - d. obeyed
5. She bought a new riding *habit*.
 - a. outfit of clothing
 - b. fixed way of behaving
 - c. addition
 - d. bodily appearance, physique
6. He will *level* with her.
 - a. even out in height
 - b. remain calm
 - c. tear down
 - d. deal openly

7. He *hurled* illegally.
 - a. rotated
 - b. changed course
 - c. reversed sides
 - d. twisted out of shape
8. She came up on deck and cast her eyes out to sea.
 - a. glanced
 - b. threw
 - c. got rid of
 - d. set in a mold
9. She *banked* on her money being safe in the bank.

The word *banked* means

 - a. tilted
 - b. depended
 - c. deposited
 - d. piled

The word *bank* means

 - a. side bordering a river
 - b. lateral tilt of a surface
 - c. a place where something is held available
 - d. an establishment for exchange of money
10. In reporting the story, he *beat* his rival from another newspaper who had the same *beat*. That night he felt *beat*.

When *beat* appears the first time, it means

 - a. struck repeatedly
 - b. defeated
 - c. acted ahead of
 - d. overcame

When *beat* appears the second time, it means

 - a. tempo
 - b. pulsation
 - c. assigned area
 - d. rhythm

When *beat* appears the third time, it means

- exhausted
- defeated
- cheated
- overcome

Practice Exercises

E. Use the entries in your dictionary to discover (1) the original meaning of each of the words below and (2) the current meaning. The first one is done for you.

	<i>act</i>	<i>aged</i>
1. Salary	_____	_____
2. Admiral	_____	_____
3. Alarm	_____	_____
4. Alimony	_____	_____
5. April	_____	_____
6. Atom	_____	_____
7. Babble	_____	_____
8. Companion	_____	_____
9. Comrade	_____	_____
10. Daisy	_____	_____
11. Eccentric	_____	_____
12. Escape	_____	_____
13. Fang	_____	_____
14. Lady	_____	_____
15. Monk	_____	_____
16. Mortgage	_____	_____
17. Nausea	_____	_____
18. Parlor	_____	_____
19. Planet	_____	_____
20. Pregnant	_____	_____

Chapter 2

Finding Main Ideas

After you learn about main ideas in this chapter, you will be able to demonstrate

- where main ideas are found in paragraphs
- a specific method for finding main ideas if they are stated in the paragraph or if they are implied in the paragraph

Perhaps you can recall baking your first cake from scratch. Spread before you were the various ingredients needed—sugar, salt, flour, shortening, milk, eggs, and so on. The thought and the taste of the cake were in your mind. Not one of the ingredients before you gave that thought or taste, yet you knew that if you put everything together correctly, you would have the cake. All of your efforts and all the ingredients would be used for the purpose of coming up with a finished cake. Each ingredient had to relate properly to the cake, or the whole thing would be a flop.

So it is with reading a paragraph. Each sentence in the paragraph is somehow related to the rest of the paragraph. Each sentence contributes to the total meaning. However, you must taste the flavor of the entire paragraph for good meaning and fast speed. If somehow you can find the main ideas of paragraphs quickly and efficiently when your purpose in reading is to get “the gist” of the material, you will read faster and with better understanding. How can you do this? You will read the following paragraph to discover its main idea.

Paula waited expectantly for her older brother, Joe, to take her to the circus performance in town. When they arrived she quickly found her seat. She tapped her foot to the music of the circus band. She sat at the edge of the seat as she watched the animal trainer putting wild tigers through their performance. She gaped with open mouth at the trapeze artists. She laughed with glee as the clowns put on their acts. Joe brought her a hot dog and she munched on it delightfully.

Which of the following sentences represents the main idea of the paragraph?

1. Paula went to the circus.
2. Paula enjoyed watching the clowns at the circus.
3. The circus comes to town once a year.
4. The circus band did not play.
5. Paula enjoyed her day at the circus.

Choice 1, “Paula went to the circus,” is too general. This paragraph is more specific, being concerned with only one aspect of the circus visit. It omits many aspects of the circus trip—for instance, the mode of transportation or how Paula was dressed. Choice 2, on the other hand, is too specific; “watching the clowns at the circus” is only one of the things that Paula enjoyed. Choice 3, “The circus comes to town once a year,” is irrelevant. It is Paula’s feeling that is being discussed, not the circus itinerary. Choice 4, “The circus band did not play,” is false. The paragraph specifically states that Paula tapped her foot to the music of the circus band.

Choice 5 expresses the main idea. A main idea should include the major consideration of the author. (Sometimes it will also reflect the author’s point of view.) In this paragraph, the major consideration concerns Paula’s favorable reaction to the circus.

How do you find the main idea of a paragraph? Sometimes the author is kind enough to actually state it in one sentence of the paragraph. This sentence can be found anywhere in the paragraph, although it is most often found at the beginning or at the end. However, you can’t depend on a main-idea sentence. The best way to find a main idea is to ask two questions about the paragraph:

1. *Who or what is this paragraph about? The topic? The subject? (In our paragraph the answer to this question is Paula.)*
2. *What does the author want us to understand about the subject, the who or what? (In our paragraph the author wants us to understand that Paula enjoyed the circus. This, then, is the main idea.)*

Use this method in trying to determine the main idea of the following paragraph. Read it carefully with the two questions in mind.

Not all insects are enemies of man. The silkworm spins threads of silk, which despite the popularity of synthetic fabrics is still an important textile material. In addition to producing beeswax and honey, the honeybee aids us immeasurably by pollinating many of the angiosperms; upon whose seeds and fruit we depend for food. Also to be included among man’s insect friends are

those species, such as the ladybird beetle and many others, that prey upon our insect enemies and thus help us to keep them under control.

1. Who or what is this paragraph about? What is the topic? It is about certain insects.
2. What does the author want you to understand about certain insects? The author wants you to understand that certain insects are friends of people. The topic plus what was said about the topic, makes up the main idea.

In the exercises that follow, you will have the opportunity to practice finding the main ideas in many different types of paragraphs. Remember that each paragraph has one central thought and that it can be stated directly or it can be implied.

In Brief

A paragraph has a unifying idea to which all its sentences relate—the main idea.

Main ideas can be either stated or implied.
A stated main idea is usually found at the beginning or end of the paragraph.

Students skilled at finding main ideas

1. read faster.
2. understand the material better.

Finding Main Ideas

Main ideas consist of two elements: the topic (what the paragraph is about), and a statement about the topic.
These can be discovered by asking two questions:

1. Who or what is this paragraph about? (What's the topic or subject?)
2. What does the author want us to know about the topic? (What is said about the topic?)

Practice Exercises

A. Each of the following paragraphs is followed by four choices. For each paragraph, decide which choice best expresses who or what the paragraph is about. Then circle the letter (a, b, c, or d) before the choice you have selected.

1. The elderly face many problems. Their changing physical appearance makes them less attractive in the eyes of the rest of society. They may begin to forget things quickly—even things told them a few minutes earlier—and personality and self-concept changes become evident.
 - a. problems of the elderly
 - b. the elderly
 - c. problems of people
 - d. personality changes
2. Children are not very subtle in their behavior. If they do not like someone, they will let him or her know it. The unpopular preschool child is described as one who "attacks vigorously, strikes frequently, or pushes and pulls."
 - a. preschool children
 - b. subtle children
 - c. the behavior of children
 - d. unpopular children
3. The 1968 science-fiction film *Planet of the Apes* proposed that humans, through their destructiveness, would reverse the present flow of evolution and revert to less intelligent beings, whereas apes would develop into higher beings and eventually take over the planet. The prospect, although farfetched, is not completely impossible. For the foreseeable future, however, no animal—not even the relatively intelligent monkey or porpoise—is likely to approach a normal human in intelligence.
 - a. a science-fiction film
 - b. humans
 - c. intelligence
 - d. animals
4. Programs can be written in several languages. Four widely used languages today are BASIC (Beginners Allpurpose Symbolic Instruction Code), COBOL (Common Business Oriented Language), FORTRAN (FORmula TRANslator), and RPG (Report Program Generator). COBOL and RPG are used primarily by businesses, FORTRAN by scientists and engineers. Computer languages, like

ordinary languages have rules of grammar. Some languages even have dialects, for example, FORTRAN-77 and COBOL-74.

- a. programs
- b. writing programs
- c. computer languages
- d. computers

5. In contrast to the usual interior door, the pocket door retracts into the wall instead of swinging on hinges. Thus, when a pocket door is open it looks more architecturally "finished" than a standard door and, more important, requires no room space to swing. On the other hand, it costs more to buy and install, malfunctions more often, and costs more to repair when it does. In certain applications, however, it is the best choice available.

- a. advantages of a pocket door
- b. disadvantages of a standard door
- c. interior doors
- d. pocket doors

6. Listening is an active process. The effective listener must be alert, flexible, able to interpret, able to select, and able to organize. An erect body posture may help, although occasional slouching may be necessary for variety and a bit of stretching. Making a conscious effort to pay attention is often useful; this might be the mental counterpart of sitting erect. And while listening should involve critical evaluation, this does not include emotional overreaction.

- a. critical evaluation
- b. paying attention
- c. sitting erect
- d. listening

7. The physical set-up of most school classrooms lends itself to a kind of communal existence. There is little room for personal privacy; one's free sphere of private operation shrinks remarkably. At home the middle-class child may have at least a private play area, if not a whole room, for his or her personal use. Personal property, while respected and defended by the teacher, is subject to use and intrusion by the group under the mandate of "share." Even one's inner thoughts and family life are subject to group scrutiny, during "show and tell" periods.

- a. the physical set-up of a schoolroom
- b. personal property at school
- c. communal existence
- d. the classroom environment

8. Humans, like any other living organism, are *fundamentally biological*; that is, they have certain life processes common to all members of the biological realm. It is true that human beings in an affluent society maintain their life processes automatically; but, even under the most favorable circumstances, each of us must spend a fair proportion of his or her total energy doing things to keep alive. We breathe, we eat, we digest, we eliminate, either constantly or with cyclic regularity.

- a. biology
- b. people
- c. life processes
- d. living organisms

Practice Exercises

B. Each of the following paragraphs is followed by a statement telling who or what the paragraph is about and four sentences (a, b, c, d). For each paragraph, decide which sentence best expresses what the author really wants you to understand about the "who or what." Then circle the letter before that choice.

1. A computer may do many different kinds of work. An individual may use a computer to accumulate income tax deductions or to play a space invader game. An attorney may use a computer to print monthly statements for his or her clients. A government agency may use a computer to prepare employee payroll checks or direct an armed missile to a target.

This paragraph is about computers. What about them?

- They print statements for clients.
- Government agencies use them.
- They are a valuable tool.
- They do many different kinds of things.

2. In a typical middle-class family, the child's first step is usually an occasion for celebration. It means that the child is growing and developing normally, and it relates in an important way to middle-class attitudes about achievement and mobility. Mother and father encourage the child to walk and are thrilled that he or she has begun. However, this initial joy is short-lived. The parents soon discover that the walking child causes more trouble than the crawling child: he is harder to keep track of, she is able to reach things that she could not before, he "gets into" more things. If walking is a problem for the parents, the next step in the process, running (accompanied by falling down), is a minor catastrophe. The running child becomes a kind of missile with legs, a mobile engine of destruction: she crashes into things, people, and open space; he bows over toys, visitors, and objects of value.

This paragraph is about when a child first learns to walk and run. What about it?

- It is an occasion to celebrate.
- He or she needs more watching and attending to.
- Parents are thrilled but find that problems increase.
- He or she gets into a lot of trouble.

3. Whatever the condition of the infant's memory system, it is very clear that language provides him or her with an immensely useful tool. The world, instead of consisting of vague, disorganized, and occasionally unrecognizable objects,

takes on form and organization. The ability to name things appears very early in the infant's life and is evidence of the growth of comprehension the child has of what transpires around him or her.

This paragraph is about the development of language in an infant. What about it?

- It is a very important skill.
- It depends on the infant's memory system.
- It helps the infant to become organized.
- It is learned early in life.

4. An individual can have faith in any one of many religious value systems or in some combination of several. One may have faith that God exists or that no God exists, that the soul goes to heaven or hell after death or that neither the soul nor heaven and hell are real, that prayers are answered or that prayers are a waste of time. One may place more faith in science and technology than in the traditional religious values. When you view the behavior of peoples throughout the world, you can see that some have more faith in an ideology, such as democracy or Communism, or in money or power than in a personal God.

This paragraph is about people. What about them?

- They have more faith in an ideology than in God.
- They are very hard to please.
- They believe that science and technology are more important than religion.
- They differ in their belief in religion.

5. Even more than alcohol, some narcotics create an extreme craving that can be satisfied only by more narcotics. Drugs temporarily produce a wonderful feeling of well-being, but the same stressful world is there when the drug wears off. The world seems so much more pleasant to the person under the influence of drugs that the desire to escape the real world plus the habit-forming effects of the drug motivate continued use.

This paragraph is about some narcotics. What about them?

- They make you feel good.
- The effects of narcotics are like those of alcohol.
- They are addictive.
- They make the world a great place to live in.

6. Silence is easy to handle if you recognize it quickly for what it is: a ploy. The interviewer is testing you. The best way to survive it is to sit calmly and wait for him or her to continue the interview. Don'tidget. Don't look down or around.

Just sit and look at the interviewer expectantly. The silence cannot last long because the interview is for a short period of time, and there are many things he or she wants to cover. If you're not ready for the silence, it may seem to last an eternity. If you are prepared and recognize it, it will be over in a few seconds and you may have conveyed more than you could have with thousands of words.

This paragraph is about silence during an interview. What about it?

- a. It is done as a test.
- b. It is only for a short time.
- c. Handle it by sitting calmly.
- d. It seems to last forever.

7. A hit Broadway show consists of two and a half hours of entertainment which is the culmination of endless weeks of rehearsal and hard work to prepare the finished performance. A ballerina started taking lessons at the age of six to accomplish that prouette that seems so effortless when she's twenty-one. The basketball player started shooting baskets when he was nine to perfect that jumpshot he nets with seeming ease when he's twenty-five.

This paragraph is about becoming skilled at doing certain things. What about it?

- a. It takes a lot of time compared to the time it takes to actually do it.
- b. You must start practicing early in life in order to be successful.
- c. It requires the right attitude.
- d. It requires considerable effort.

Practice Exercises

C. Each of the following paragraphs is followed by four general statements. For each paragraph determine the statement that best expresses the main idea. Then circle the letter (a, b, c, or d) of the statement you choose.

1. Most people today have at least a nodding acquaintance with the internal combustion engine. To the great majority it is what makes an automobile go. But to others it may be the motive power for a tractor or truck, a cruiser or a tugboat, a fighter plane or a transport. It may furnish power and light to an isolated farm, to a sawmill in the woods, or to an entire city. For today the internal combustion engine has invaded all fields, from the bottom of the ocean to the limits of the heavens.
 - a. The internal combustion engine makes the automobile go.
 - b. The internal combustion engine is used in many different fields.
 - c. The internal combustion engine is well known.
 - d. We should be thankful for the internal combustion engine.

The best answer here is *b*. "The internal combustion engine is used in many different fields." Choice *a*, "The internal combustion engine makes the automobile go," is too specific. This paragraph concerns itself with many varied uses of the internal combustion engine. Choice *c* is too vague. The engine could be well known because it is inexpensive, because it is inferior, or for many reasons besides its varied use. Choice *d* is irrelevant. The paragraph is not concerned with our feelings about the engine.
2. An airplane engine has to keep on running whether it is right side up, upside down, or halfway between. The plane may be climbing steeply at a comparatively low speed, or it may be in a vertical dive at a terrifically high speed. It has to take off from the ground and it may have to fly at seven or eight miles above the ground. Temperatures may vary in a few minutes from 60 degrees below zero to 130 degrees above. And we have to take special precautions against any possible failure of the fuel supply. In an automobile when the engine does not get fuel it means pulling to the side of the road or perhaps blocking traffic; in an airplane it may mean the lives of the pilot and everyone in the plane.
 - a. An airplane engine must run under varying circumstances.
 - b. An airplane flies under dangerous circumstances.
 - c. Automobiles are safer than airplanes.
 - d. Automobiles and airplanes have similar fuel requirements.
3. How can you tell when seafood is cooked? Raw fishery products have a watery, translucent look. During cooking the watery juices become milky colored, giving the flesh an opaque, whitish tint. This change in color is quite unmistakable.

When the flesh is opaque in the center of the thickest part, the fish is cooked. At this point the flesh will flake easily when tested with a fork and will separate readily from the bones.

- a. Fish is cooked when the flesh becomes opaque and white.
- b. Raw fish is watery and translucent.
- c. Cooked fish is tender and delicious.
- d. The flesh of fish flakes easily.

4. Different types of lettuce have distinctive roles to play in salad making. Iceberg lettuce is good served alone or in combination with other greens, vegetables, or fruits, as well as with meat, poultry, and fish salads. Boston or Butterhead lettuce is excellent in tossed green salads and as garnishes, but it is too soft to combine with fruits and vegetables. The small leaves of Bibb lettuce are a salad by themselves with a french or a russian dressing. Romaine lettuce retains its crispness in tossed salads and is famous for its use in Caesar salad, made with a special dressing and garlic-flavored croutons. Leaf lettuce is delightful in a spring salad bowl combined with other greens, carrot curls, and chopped green onions, and tossed with Italian dressing.

- a. Bibb lettuce is best because it can be a salad by itself.
- b. All salads require some kind of lettuce.
- c. In salad making, different types of lettuce are used in different ways.
- d. Lettuce is the most popular ingredient of salads.

5. We know definitely that the body build—the general size and shape of the body, including bony structure and musculature as well as the fat distribution—is inherited. Bony structure cannot be changed, and muscle development can be changed only within rather narrow limits. It is a fact that some of us are, by nature, tall, large-boned, and heavy. Others are long and lean. Still others are short, round, and stocky.

- a. The body's bony structure cannot be changed.
- b. Body build can be improved with exercise.
- c. People have bodies of different sizes and shapes.
- d. Body build is inherited.

6. The transportation industry links Americans with each other and with the rest of the world. It is the means through which energy, raw materials, and finished products are channeled where they are needed. Railroads and trucks carry the food, lumber, automobiles, furniture, clothing, and thousands of other goods that fill our stores. Ships and airplanes carry goods between cities in America and throughout the world. The food we eat may come from farms hundreds or

even thousands of miles away. All this is possible because railroad trains, trucks, and planes are constantly on the move.

- a. The transportation industry carries products to where they are needed.
- b. The transportation industry is constantly on the move.
- c. We are all dependent upon the transportation industry.
- d. We should be thankful for the transportation industry.

7. Many pests attack vegetable plants while they are growing and there are many ways of controlling them. The first and most important is to destroy their breeding places. Be sure the garden is free of weeds, trash, brush, etc. Bugs and worms can be controlled if they are picked off by hand early in the morning and late in the afternoon and killed. Insecticides and fungicides also control insects and disease. Your local authorities can tell you how to use them. Find out from your agricultural workers which plant diseases and pests give trouble in your area and what is recommended for controlling them.

- a. There are many ways of controlling pests that attack vegetable plants.
- b. Pests that harm vegetable plants must be controlled.
- c. The best time to control bugs and worms is early in the morning or late in the afternoon.
- d. Get help from agricultural workers in order to control pests and plant diseases.

8. As early as 1961, dire predictions were being made of the effect of automation on employment. According to one estimate, about 25,000 jobs are eliminated every week by automation. As the years have passed, however, predictions of displaced workers and extensive unemployment have not materialized. In fact, Charles Silberman in *Myths of Automation* demonstrates that automation is not producing unemployment and argues that the new technology is "enlarging the sphere of human action and choice." It can, of course, be felt that automation and new technology have brought man a power. A new assistant in the production of goods and services, yet this new apprentice must be regarded with apprehension.

- a. Unemployment is the result of automation.
- b. Technology is important in the production of goods and services.
- c. Technology enlarges the sphere of human action and choice.
- d. Automation does not cause extensive unemployment.

9. Morale is often influenced by the conditions under which a person is working. The effect of surroundings on general emotional attitude is familiar to everyone. On a dull day everything seems to go wrong, and the attractiveness or unattractiveness of the working place operates in familiar fashion. Clear windows that

- admit a cheerful amount of daylight, and good janitor service that minimizes the accumulation of rubbish or scrap will help. In one instance a new organization took over a plant where morale was pretty bad, and, by the simple expedient of brightening it up with whitewash, made an almost overnight improvement.
- Morale is higher in daytime than at nighttime.
 - The cleanliness of the plant in which a person works affects morale.
 - The surroundings in which you work affect morale.
 - The attitudes of the employer affect morale.
10. Personal limitations can be very frustrating. Limited intelligence can keep a person from entering college; limited height can keep a competent soldier from being an officer; limited knowledge of English may cost a person the chance to get a good job. Limited social skills, limited business experience, limited funds, limited technical skills, limited strength—all these and many more can lead to mild or extreme frustrations.
- Limited intelligence can keep a person from entering college.
 - Personal limitations can be very frustrating.
 - Some personal limitations are more important than others.
 - The more limitations a person has, the more frustrated he or she probably will be.
11. Cancer is a growth, and, since growth is an essential part of life itself, it would be expected that cancer would be found in all living things. Such indeed is the fact. The disease is universal in scope. It develops in all strata of plant and animal life. It has existed at least since the beginning of recorded history and affects men impartially—wherever they live and whatever their race or color or level of culture or material progress. Cancer is not a special disease of civilization, except insofar as civilization enables more people to live longer (into the years when cancer is most frequent) and except as civilization introduces carcinogenic agents.
- Cancer is found in all living things.
 - Cancer is an essential part of life.
 - Cancer is found in plants.
 - Civilized living contributes to cancer.
12. A glance at the advertising sections of magazines and newspapers leaves no doubt of the American people's interest in their weight. The dictators of fashions have made us "weight conscious," and now the writers of advertising copy are attempting to convince the thin and the fat alike that if they will only bathe in water containing this salt or eat this food or buy this exercising machine or take this or that drug preparation, a figure like that of the professional model pictured in the advertisement will follow in due time.

- People who are weight conscious will have pleasing figures.
 - Advertisers are exploiting our weight consciousness.
 - Beware of false advertising.
 - Both fat and thin people should lose weight.
13. The neonate (newborn infant) is an unattractive little beast. His color may range from the bluish tinge of imminent anoxia (lack of oxygen) to fiery red; his features are wrinkled and may be distorted from passage through the birth canal; he sometimes bears the marks of forceps on various parts of his anatomy; his whole skull may be flattened, lengthened, skewed, or otherwise deformed. She is covered with remnants of amniotic fluid, matter oozes from her mouth and nose, her eyes are wrinkled shut, her breathing is a rasping and wheezing similar to an old man's death rattle, and she pierces the air with thin, reedy wails as if attempting to communicate the torment of her situation.
- A newborn infant is in danger of dying.
 - Neonates are blue from lack of oxygen.
 - Neonates find it hard to breathe.
 - A newborn infant is unattractive.
14. We know, beyond this, that we are linked to all free peoples not merely by a noble idea but by a simple economic need. No free people can for long cling to any privilege or enjoy any safety in economic solitude. For all our own material might, even we need markets in the world for the surpluses of our farms and our factories. Equally, we need for these same farms and factories vital materials and products of distant lands. This basic law of interdependence, so manifest in the commerce of peace, applies with thousandfold intensity in the event of war.
- Human progress depends upon free trade.
 - We are much more independent during wartime.
 - All free people are economically interdependent.
 - We need world markets for our surplus.
15. From the beginning of our lives, we are social! We live with other people and we depend on them. A baby's first social relationships are with the parents. Then the sphere of acquaintances broadens, and he or she forms relationships with people of his or her own age (peers). At maturity, a dominant aspect of social life is his or her relationship to members of the opposite sex. Each of these relationships serves to form and to satisfy powerful social motives.
- All through life we are social.
 - At the beginning of our lives we are social.
 - At maturity, people are attracted to the opposite sex.
 - Attraction to the opposite sex is the most powerful social motive.

16. Millions of Americans spend their free time in a wide variety of ways. Photography, stamp collecting, needlework, and gardening are only a few of the favorite interests. Others include painting, sculpture, and woodworking. A great many persons like to do things to make their homes more attractive. Many study in their spare time; some go to night school to advance their education. And most Americans go to the movies, listen to the radio, and watch television.
- Millions of Americans spend their free time in a wide variety of ways.
 - A great many persons like to do things to make their homes more attractive.
 - Hobbies are very popular among Americans.
 - Most Americans are in constant search of entertainment.

In the space provided, write a sentence that expresses the main idea of each of the following paragraphs.

17. In the case of the great apes, there appears to be wide variation in the amount of social behavior. The gibbons are said to be gregarious and to move about in troops in groups. The orangutan, on the other hand, is not very sociable, and males apparently keep away from the females except in the mating season. The gorilla is found in groups which are said to consist of a single adult male with one or more females and their offspring; other observers insist that bands numbering as many as thirty individuals and including several adult males may be found together.

18. In my opinion Mark Twain's autobiography is a classic of American letters, to be ranked with the autobiographies of Benjamin Franklin and Henry Adams. I think that it will be regarded as such over the years. The final work of one of our country's most beloved authors, it is the product of one of those nineteenth-century giants whom we of this century are slow in replacing. It has the marks of greatness in it—style, scope, imagination, laughter, tragedy.

19. In our society, growing old is regarded as a calamity, largely though not entirely because of the economic insecurity which it involves. In a society like that of the native Australians, old age is, on the contrary, a privilege. The government of an Australian tribe is really a gerontocracy, with the authority vested in the old men. Status and prestige, as well as the economic services of the rest of the tribe, are

assured to individuals as they grow old. It is obvious that the whole attitude of the individual to his future would be modified as a result.

20. Special privileges belonged to the successful warrior. In tribal gatherings, he had the honor of reciting his lifetime of exploits to the gathered host. On his robe or teepee, he was entitled to have paintings illustrating his major feats of derring-do. And on his costume he wore symbols of rank as obvious and well understood as the emblems of modern twentieth-century soldiers. Assnboin and Dakota warriors wore eagle feathers as measures of their stature, the number of feathers corresponding to the number of praiseworthy deeds.

21. During a conversation you may say, "Yes that's very interesting," but your eyes move around the room and you slump back in your chair—showing that you are really not interested in what the speaker said. Sometimes the actual words of conversation contradict other forms of communication. Your tone of voice may say something quite different from the words. Your words say, "I had a very nice time this evening"; your voice says, "It was really very dull"; and your movements say, "I'm very eager to get out of here."

22. No one knows how or where music began, but it seems to be a universal component of human life. In every culture, primitive or sophisticated, man sings, chants, dances, and creates instruments. Pictures on the walls of pyramids and on Mesopotamian vases show people making music. In early Greek civilization, bards like Homer sang their tales as they accompanied themselves on a simple string instrument. In ancient Israel, David soothing King Saul with harp music, thereby becoming probably the first music therapist. Music is found in every age and every culture.

23. The American family of today is smaller than it used to be in several ways. On the average there are fewer children (although this trend may be changing). Birth

control techniques and changing values have led to fewer large families. The American family is also small in that it is a nuclear rather than an extended family. Grandparents and other relatives live elsewhere, and in fact the children will leave too at an earlier age.

24. The revolt against the British government was not a vast, spontaneous movement. Instead, it was carefully planned by shrewd men and laboriously and sagaciously executed by some of the most active spirits on the continent. It could never have succeeded if it had been left unorganized. It was because the patriots were well organized, and because the Tories or loyalists were not, that the former won the day.

25. The voyage across the Atlantic was a dismal chapter for all alike, whether they paid their own passage or came as servants. Tiny wooden ships were packed with scores of passengers, each one allotted only the space between decks which he could lie upon. Water was scant and stinking, food spoiled or unpalatable, and seasickness continuous. Epidemics carried off a third of the passengers during many voyages, which might last anywhere from one to six months. Infants rarely survived the passage. Boredom promoted drunkenness and quarrels. Some captains and crews robbed the dead, bullied and mutilated the living, and at the end of the voyage forced their passengers to surrender their valuables and sign new and outrageous indentures before they were permitted to set foot on the blessed land.

26. Various rooms of the house may be used for more than one purpose. The living room may also be used for sleeping. Outside the house in the yard under a tree may be a more pleasant place to entertain a guest or relax than inside the house. A woman may prefer to sit and do her mending on a porch. The dining area is frequently combined with the living area. In cold countries, the large kitchen with its stove may be the most inviting place in the house to sit and talk.

27. When an instructor walks into class the first day of the semester, she knows without thinking what the students will expect of her and what she will expect of them. These things are known even though they have not seen each other before. The students know that the instructor will stand in front of class behind a lectern, that she will probably call roll, assign reading, and dismiss them early the first day. The instructor knows that, unless she is teaching a required class, students will be shopping around. They will be trying to decide whether to take this class, and their decision will be based on course content, the viewpoint and personality of the instructor, the amount and type of work required, and how the instructor grades.

28. On the whole, the picture is not too successful. The table seems to slant toward the front. The objects on the table are too much in the foreground and appear to be on the point of sliding off or toppling over. The table and the room are not seen from the same point of view. The various parts lack proportion. The failure of the painting to depict depth properly causes one to look from side to side instead of into the painting.

29. He was born in 1642, premature and weak. His mother was already widowed and so preoccupied with running the family farm that she could pay no attention to the boy. The elementary education Newton received in local schools of a small English town could hardly have given him much of a start, and in his youth Newton showed no promise.

Following is a short selection composed of several paragraphs. Read it and then answer the question that follows.

30. First, classification simplifies our lives. Imagine if every time we came upon a tree we had to name it and then remember that name. Our lives would soon become unmanageable.

Second, classification provides psychological security. Recall the last time you walked into a room full of strangers. You probably felt anxious. That is only natural; after all, you did not know who or what they were or anything about

them. They were unknown, unlabeled, unclassified—and you were uncertain. On the other hand, suppose that just before you entered the room a friend informed you “Jean Davis is in there,” “Jean Davis?” you ask. “Yes, you know, Doctor Davis.” “Oh, the dentist.” “Right.” “Oh, great. I’ve been wanting to meet her to find out how tough it is to get into dental school.” Having been classified, Jean Davis would have become a *known* quantity, and you would have entered the room a little more at ease. For the same reason, you sleep better when you can *name* the sound out back that goes bump in the night.

So potent is the psychological value of being able to name something that some African tribes still believe that to know someone’s name is to control that person’s life. And recall how the ancient Jews dared not name their God, for to name was to know and to know was to limit. Thus, when Moses on Mt. Sinai asks with whom he shall tell his people he has spoken, he is told to tell them *Yahweh*, “I am that I am.”

A third desirable feature of classification is that it directs activity. Even if you were really thirsty you would not swig a bottle of Clorox, because you know it is a poison; you have classified it. Or take the case of a dog mooching out of your trash can. At first you just hear the sound. Then you identify it as the neighbor’s dog. Armed with this knowledge, you can then act: invite him in for a snack or throw a sneaker at him.

Finally, classification permits us to relate classes of things. Suppose a child plays with matches. He strikes one and presto—fire! He might do it again and again. If he survives he will eventually conclude “Matches cause fire.” Think of the classifications in that statement: matches, causation, fire. Notice that he does not conclude “This particular match causes fire.” Instead, he *abstracts*—moves from particular instances to classifications—and sees relationships between those classifications. As far as we know, we are the only animal that can do this.

Which of the following statements best expresses the main idea of this selection?

- Classification simplifies our lives.
- Being able to classify is important for several reasons.
- Being able to classify gives us psychological security.
- Classification is important for survival.

Following is another short selection composed of several paragraphs. In the space provided, identify the main idea of the entire selection and of each of the paragraphs.

- Although it takes people with many different skills to keep our planes, ships, railroads, trucks, and buses on the move, transportation workers have certain traits in common.

Because of the millions of travelers who depend on them, transportation workers must be *conscientious* in their work and *pay close attention to detail*. The shopworkers who build and repair railroad cars, for example, must do their work carefully so that cars don’t break down while they’re in use. Air traffic controllers have to pay strict attention to guide planes safely on their proper course. Long-distance truckdrivers must stay wide awake and concentrate on driving for hours at a time. Sailors, drivers, pilots, and railroad engineers all need to be alert while they’re on the job.

For many transportation workers, the ability to keep calm and *work under pressure* is important. Meeting schedules—delivering goods or people on time—is very important in the transportation industry. Yet storms, accidents, traffic tie-ups, and other unexpected situations crop up from time to time. Transportation workers have to be able to think quickly and act decisively in order to get things back on schedule as soon as possible.

An *easygoing personality* is an asset for transportation workers who are in direct contact with the public. Local transit bus and taxicab drivers, for example, must have the patience to deal effectively with passengers—and rude ones as well as pleasant ones—and the steady nerves to drive in all traffic situations. Workers who sell tickets, answer questions, listen to complaints, or try to get new business need to be good at dealing with all kinds of people.

Some transportation workers need the *ability to work as part of a team*. In the merchant marine, for example, cooperation and interaction among the deck, engine, and steward’s departments are essential for the “smooth sailing” of the ship. Not only do members of the ship’s crew work as a team, but they eat, sleep, and socialize together too.

Others in transportation need to be able to *work independently*. Long-distance truckdrivers may spend days alone on the road. They must organize their time and set a steady speed in order to deliver goods on schedule.

The things that transportation workers do are not necessarily strenuous, but they require *good health and physical stamina*. Luggage attendants, for example, carry and load passengers’ luggage on trains, buses, and airplanes. Parking attendants and flight attendants are on their feet and serving customers most of the time. Some jobs may not require much physical activity but demand excellent health just the same. Air traffic controllers, local and long-distance bus and truckdrivers, and locomotive engineers are some examples. These jobs all require workers who are levelheaded and have steady nerves. In many cases workers must pass strict physical exams to enter these occupations.

- Main idea of entire selection _____

b. Main idea of first paragraph _____

c. Main idea of second paragraph _____

d. Main idea of third paragraph _____

e. Main idea of fourth paragraph _____

f. Main idea of fifth paragraph _____

g. Main idea of sixth paragraph _____

h. Main idea of seventh paragraph _____

Chapter 3

Determining Significant Details

In this chapter you will learn about details in paragraphs. You will be able to

- distinguish between significant and relatively insignificant details
- understand the purpose of details.

John smiled happily. It was his birthday. To celebrate, he and his girlfriend Joan were being taken to dinner by his two best friends, Ted and Harry. John and Joan walked the six blocks to the restaurant at the corner of Main and Third. They met the boys and had a delicious dinner. Imagine the embarrassment of Ted and Harry when they found that they didn't have enough money to pay the bill. John had to save the day by chipping in.

There are many details in this little story: the birthday, the celebration planned, the people involved, the distance to the restaurant, the embarrassing incident at the restaurant. Which of these details are significant? Which of them are relatively unimportant? Certainly the fact that the boys didn't have enough money is important. The exact location of the restaurant is not important. Why are certain details more important than others? Because some details are necessary to the main point being made, and some details are not. The necessary details are those that help the story line along. Let us examine the following details from the story. Which are important to the story line and which are superfluous?

1. It was John's birthday.
2. He and Joan were being taken to dinner by Ted and Harry.
3. Ted and Harry were John's best friends.
4. Joan was the name of John's girlfriend.
5. It was six blocks to the restaurant.
6. The restaurant was at the corner of Main and Third.
7. The dinner was delicious.
8. The boys didn't have enough money to pay for the meal.
9. John chipped in.

The first three and the last two details are important because they are indispensable to the plot of this particular story. Details 4-7 are minor and incidental to the story; if these details were changed or even eliminated, the basic plot would remain the same.

You must be able to distinguish significant from relatively insignificant details if you are to read effectively. You must recognize that all details are not of equal importance and that if you are to become an efficient reader, you will pay less attention to the less important details and read the more important details carefully and attentively. In other words, knowing the difference between more important and less important details allows you to adjust your rate of reading and your intensity of concentration. It tells you what is important to remember and what doesn't require as much effort. The poor reader gives equal attention to all parts of a selection. The good reader is able to extract the "meat" from the selection and concentrate on it.

Do you try to remember *everything* when you study a chapter? Of course not. You study *selectively*, deciding which material is important and which is not. Being able to distinguish between important and unimportant details helps you to do this. Details are like the parts of a house. Each of the parts helps to make the house what it is. However, some items are absolutely necessary if we are to call it a house. Walls and a roof are absolutely necessary, but whether there are pictures on the walls or green shingles on the roof would not change the picture significantly.

"The Three Bears" is a fable about a girl who enters a cottage owned by three bears while they are away. She eats some of their porridge, breaks one of their chairs, and falls asleep in one of their beds.

In that story, which of the following details is significant?

1. The heroine's name was Goldilocks.
2. The fact that the porridge was too hot caused the bears to leave the house.
3. The chair was too fragile for Goldilocks.
4. The bears' house was a two-story house.

As you have probably guessed, answers 2 and 3 are significant, while 1 and 4 are not. The reason for the three bears' leaving the house is necessary to the story line. So, too, is the fact that the chair was fragile because if it hadn't broken, the chain of events would not have continued. On the other hand, the girl could have had any other name without changing the story line. The fact that the bedroom was on the second floor would also not affect the story line.

Read the following paragraph.

We know now that in the early years of the twentieth century this world was being watched closely by intelligences greater than man's and yet as mortal as his own. . . . Across an immense ethereal gulf minds that are to our minds as

ours are to the beasts in the jungle, intellects vast, cool and unsympathetic, regarded this earth with envious eyes and slowly and surely drew their plans against us.

This paragraph describes certain beings (apparently on some other planet or somewhere in space) who were making plans to harm or destroy the inhabitants of the earth. Which of the details in the paragraph point up the dangerousness of these beings?

1. These beings were more intelligent than humans.
2. They were mortal.
3. They were unsympathetic.
4. They were envious.

The details that spell danger (items 1, 3, 4) are significant to this paragraph because they carry along the main thought of the paragraph—the possible threat to humanity. Certainly the statement "These beings were more intelligent than man" helps the reader to realize the danger because the enemy can outwit people. The fact that these beings were unsympathetic and envious helps the reader to realize the danger because these qualities suggest possible aggression against people. However, the fact that the watchers were mortal does not help us to recognize danger. If they were not mortal and had the above attributes, they would still be dangerous.

The following practice exercises are designed to help you become more aware of the significance of certain details. In order to be successful at finding these details, you must ask yourself which details help further the story line or are pertinent to the main idea. Do each exercise carefully.

In Brief

Some details are more important or significant than others. To determine significant details, do the following:

1. Decide which details help to further the story line.
 2. Decide which details help you understand the main idea.
- More attention should be given to the important details.
- Giving attention to involves changes in*
1. rate
 2. concentration

Giving more attention to certain details results in better recall of those details.

Practice Exercises

Each of the following paragraphs is preceded by a question that focuses on the main thought or story line of the paragraph. Read each paragraph and then, in the space provided, answer the question by selecting the significant details in the paragraph. The first one is done for you.

1. Why is it customary to postpone work on a whale that is brought to a ship late at night?

When in the Southern Fishery a captured sperm whale, after long and weary toil, is brought alongside late at night, it is not, as a general thing at least, customary to proceed at once to the business of cutting him in. For that business is an exceedingly laborious one; is not very soon completed; and requires all hands to set about it. Therefore the common usage is to take in all sail; haul the helm alee; and then send everyone below to his hammock till daylight, with the reservation that, until that time, anchor watches shall be kept, that is, two and two for an hour, each couple, the crew in rotation shall mount the deck to see that all goes well.

The author gives three reasons for postponing butchery of the whale: (1) It is an exceedingly laborious task, especially after the long and weary job of capturing the whale. (2) It takes a long time. (3) It requires all hands to set about it.

2. What are two reasons your parents are interested and involved in your career planning?

When you begin to plan your career, you may find that your parents are interested and highly involved. Some parents find in their children's job selection a chance to make up for their own failures or their own lack of opportunity. Perhaps they seek to extend their social position or to meet neighbors' expectations. But most parents intend to be helpful and prevent you from making mistakes. For parents, too, your growing up is often painful.

- a. _____
- b. _____

3. What are two reasons some students take courses at the community college for more than two years?

Sometimes the transfer student remains at the community college for three or four years, making up deficiencies in his high school preparation. Or he must work over one-half of community college students hold part-time jobs. Some students work full time supporting a family, continuing their studies with six or nine units a semester. Husband and wife teams are not uncommon, sharing books, classes, and babysitting.

responsibilities. The opportunity to obtain a BA degree in a liberal arts college may be possible only because the flexible programming at the community college enables the serious student to complete his or her first two years at a low cost and at his or her own pace.

- a. _____
- b. _____

4. Why are rural people encouraged to grow their own food?

The best way for rural people to have good diets is to grow their own food. As you teach people the place each kind of food has in their diet, also teach them how to produce more of it for their own use. In most areas, families can grow enough foods from each group we have discussed to have a good diet. As you help families grow their own food, consider the following questions: Is the best possible kind of seed being used in planting? Is the land being prepared, fertilized, cultivated, and watered as well as it could be to grow the best food possible? Are several different kinds of pulses, cereals, vegetables, and fruits grown to give variety and a year-round supply? Can storage facilities keep a year-round supply safe from weevils, insects, rats, and mice, etc.?

5. What are three services performed by placement offices?

Most colleges and universities have a placement office that helps students and graduates find jobs. This office keeps track of the positions available in various fields and arranges interviews with company representatives who visit the campus. The placement office may also publish bulletins giving job information, and some offices even maintain for each student a file containing recommendations and a record of educational and work experience. Such services are usually available to both graduates and students without charge. You would be wise to check the placement facilities on your campus so you will know where to go and what kind of assistance you can expect to get.

- a. _____
- b. _____
- c. _____
6. Name and describe five effects that are possible with painted walls.

Various other effects are possible with painted walls. They may be stippled to produce an irregular, slightly pebbled surface that gives a soft muted effect. Mottling produces a variegated color effect while glazing may yield a rich harmony of tonal effects. A spatter finish may be attained by spraying bright accents of color on a gray or neutral finish. Misting resembles spattering and is produced with a spray gun. Even luminous fluorescent and phosphorescent paints may be used to decorate novel patterns on a wall. These patterns glow softly in the dark or when ultraviolet light activates them. Marbleized effects are also possible with paints.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

7. What are the people of the United States about to do?

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

8. Which of the following is a true statement according to the paragraph? (Circle the letter preceding the statement you choose.)

- a. There are two communication systems in plants.
- b. The endocrine system is more important than the nervous system.
- c. There are two interdependent communication systems in most animals.
- d. The two systems are not interdependent.

Two communication systems exist in most animals. One of these is the nervous system. It consists of specialized cells, neurons, which transmit electrical impulses from one part of the body to another. The other is the endocrine system. It achieves control of body functions through chemical substances, hormones, which are transported throughout the body in the blood. These two systems are not independent of one another. As we will see in this chapter and the ones to follow, a close connection exists between their activities.

9. How do fishes use electric organs as an offensive weapon? How do fishes use electric organs as a defensive weapon?

Electric organs are probably used both as offensive and defensive weapons. They can be stung for leisurely consumption. There is evidence that some fishes with

■ Determining Significant Details

electric organs too weak to use as weapons use them instead to detect the presence of other objects, like predators or prey, in murky water. Such objects probably alter the conduction of electricity through the water, and this alteration is detected by special electric receptors. Not only do electric fishes have receptors for detecting electric currents in the water, but at least one species that has no electric organs does have electric receptors. Perhaps it uses these to detect the approach of electric fishes.

- a. _____
b. _____

10. Which of the following sentences describes a mixture?

- a. The ratio of the substances always remains the same.
b. Magnesium and oxygen combine to form magnesium oxide.
c. The properties of the constituents are different after being combined.
d. The properties of the constituents are the same as they were before being combined.

A mixture is a material composed of two or more pure substances each of which retains its own characteristic properties. When sand is stirred into water, a mixture results. The properties of the sand and the water are unchanged in the process. (You remember that compounds have properties quite different from the properties of their constituents.) Another way in which mixtures differ from compounds is that their composition can be varied. You can mix varying amounts of sand and water together. Magnesium oxide, on the other hand, always contains magnesium atoms and oxygen atoms in the ratio of 24:16 parts by weight.

11. What is the advantage of a sure food supply?

In Mexico the oldest evidence of a settled agricultural existence goes back to about 2000 B.C. The great civilizations of this land were based on the cultivation of maize (Indian corn), especially in the Central Valley where rich soil was produced by natural filling in of lakes with silt from numerous mountain streams. In spite of primitive methods of agriculture, such richness made for a sure food supply and, consequently, leisure time for arts and crafts. In this farming economy, the regularity of life facilitated building and helped evolve the calendar; the deltas that controlled fertility and growth were worshipped on magnificently constructed and enduring pyramids.

12. Name two examples of good governing mentioned in this paragraph.

In the Middle Ages the exercise of power was viewed as a function or duty which God had imposed upon the ruler. A worthy prince, like a skillful scribe, a competent smith, or an industrious peasant, was a servant of the community. To govern well was to protect the lives and property of those committed to your care and to direct

their activities so that they might live useful and virtuous lives. Authority, when exercised in this beneficent manner, was just; when exercised contrary to the welfare of the community, it was tyrannical. True government is always responsible government under this definition, for it was authority exercised in accordance with the totality of the laws, human and divine.

- a. _____
b. _____

13. Name four geological advantages of Europe mentioned in this paragraph.

Europe seems almost to have been predestined by Nature to become the home of the first world-embracing civilization. No other region of the globe possesses in the same degree such rare geographical advantages. In area, it is true, Europe is not impressive and does not deserve to be called a separate continent, for it is an irregular peninsula thrust out from the great land formation of Eurasia. But it lies at the center of the great Afro-Eurasian land mass, and it faces towards the Americas. The climate, especially in the western half, is variable but not extreme, which makes it ideal for man and for most forms of agriculture. There are no deserts, the soil is generally fertile, and the rainfall adequate. A convoluted coastline and two extensive inlets (the Baltic and the Mediterranean seas) carry the moderating effect of the ocean far inland, and numerous excellent harbors and navigable rivers seem created for the convenience of shipping and the promotion of commerce.

- a. _____
b. _____
c. _____
d. _____

14. What was the purpose of the experiment?

Try this experiment with one of your friends. Turn out all the lights in a room at night and pull the shades to make the room as dark as possible. Then try to explain to him proper technique for swinging a golf club. You will be sure to experience frustration because he can only hear you but can't see you accompanying bodily action. It is then that you will realize the importance of talking with your body also. You will probably need at least twice the number of words to make your ideas clear to your friend as you would if he could see you; bodily language in addition to hearing your vocal descriptions. Indeed, your friend could probably grasp the technique you are trying to explain a lot quicker and better if you turned on the light and only used bodily language and spoke no words at all.

15. Which word describes the most recent Zeus discussed in this paragraph?
(Circle the letter preceding the word you choose.)

- a. amorous
- b. cowardly
- c. ridiculous
- d. protector

So, back of the stories of an amorous Zeus and a cowardly Zeus and a ridiculous Zeus, we can catch sight of another Zeus coming into being, as men grew continually more conscious of what life demanded of them and what human beings needed in the god they worshiped. Gradually this Zeus displaced the others, until he occupied the whole scene. At last he became, in the words of Dio Chrysostom, who wrote during the second century A.D.: "Our Zeus, the giver of every good gift, the common father and savior and guardian of mankind."

16. Why was the youth captured?

One day over the sea near Greece a pirates' ship came sailing. On a great headland by the shore they saw a beautiful youth. His rich dark hair flowed down over a purple cloak that covered his strong shoulders. He looked like a son of kings, one whose parents could pay a great ransom. Exulting, the sailors sprang ashore and seized him. On board the ship they fastened rude bonds to fetter him with, but to their amazement they were unable to bind him; the ropes would not hold together; they fell apart when they touched his hands or feet. And he sat looking at them with a smile in his dark eyes.

17. Which of the following played an instrument?

(Circle the letter preceding the word you choose.)

- a. Olympus
- b. Athena
- c. Hermes
- d. Muses

The very earliest musicians were the gods. Athena was not distinguished in that line, but she invented the flute although she never played upon it. Hermes made the lyre and gave it to Apollo, who drew from it sounds so melodious that when he played in Olympus the gods forgot all else. Hermes also made the shepherd-pipe for himself and drew enchanting music from it. Pan made the pipe of reeds, which can sing as sweetly as the nightingale in spring. The Muses had no instrument peculiar to them, but their voices were lovely beyond compare.

18. Which of the following is an indication of the success of Maeterlinck's book?
(Circle the letter preceding the statement you choose.)

- a. Maeterlinck was thirty-nine years old when it appeared.
- b. The book has gone through many printings.
- c. Half a century has passed since its initial publication.
- d. It was first printed in 1901.

Maeterlinck was thirty-nine years old when *The Life of the Bee* made its appearance in 1901. The book, although it was unlike anything he had ever done before, became an immediate success. It has been translated into many languages. It has gone through unnumbered printings. In the United States alone *The Life of the Bee* has appeared in more than fifty editions. Although half a century has passed since its initial publication, Maeterlinck's volume is still the first that comes to mind when the literature of the bee is discussed.

19. Which of the following helps to explain long-term memory?

(Circle the letter preceding the statement you choose.)

- a. Certain neurons in the brain are active many times.
- b. Neurons in the brain are active.
- c. Neurons record the original experience.
- d. The brain records all mental activity.

Some psychologists have suggested that experience is being stored in the brain in a two-stage process. According to this theory, when the original experience occurs, certain neurons in the brain are active. This temporary activity is responsible for short-term memory. If the same neurons are active many times, a structural change takes place in the neurons which accounts for long-term memory. Long after the temporary activity has ceased, thus, short-term and long-term memory are seen to involve different processes and principles.

20. Name four functions of personnel administration mentioned in this paragraph.

Personnel administration in modern business and industry is not simply or easily described, for it includes a wide range of functions. In one organization, emphasis is placed on the selection program, and the personnel division is essentially the firm's private employment service. In another, the principal activity of personnel management may be job analysis and classification as a basis for wage and salary administration. Again, the personnel staff may function mainly as a welfare or service division, charged with responsibility for assisting employees in the satisfactory settlement of family, health, financial, and other personal problems. In still others, there is little emphasis on what may be regarded as a positive personnel program, but those responsible for industrial relations may be expected to attack and adjust whatever grievances and disputes appear from time to time.

- a. _____
- b. _____
- c. _____
- d. _____

21. What is the advantage of standardized achievement test scores?

(Circle the letter preceding the statement you choose.)

- They differentiate the A students from the C students.
- They are more reliable than teachers' grades.
- They point out strengths and weaknesses.
- They are more sensitive to poor students than to good ones.

At times, counselors have seen a boy or girl who had all A marks or all C marks in high-school subjects. From such a record it is impossible to determine that student's strong and weak points in subject-matter achievement. But when standardized achievement tests are given, such a student frequently does better in some subjects than in others. Thus, scores on the standardized achievement tests are relatively sensitive indicators of a student's strengths and weaknesses and are therefore helpful checks on his teachers' marks.

22. Which of the following best describes peasant furniture?

(Circle the letter preceding the statement you choose.)

- Peasant furniture was flimsily constructed.
- Peasant furniture reflected the current style.
- Peasant furniture imitated the vogue of the court.
- Peasant furniture was simple, useful, and comfortable.

The country folks, peasants in the main, were traditionally conservative. Their resources, furthermore, were limited. The furniture that they built for themselves, or that local cabinetmakers constructed, was simpler in design than that of the city resident. Furniture styles changed far less swiftly among the country people and were less influenced by the vogue of the court. What was built was expected to last. In the construction, they used the woods that were at hand. They interpreted the fashion so as to meet their particular needs and fit their surroundings. Utility and comfort were of greater moment than ostentation and luxury.

23. What are two ways in which Madison contributed to the convention?

Most of what we know of what has happened in the convention is due to James Madison. By common consent young Madison became the more or less official recorder of the convention. He sat out in front, his back to Washington, facing the delegates. "In this favorable position for hearing all that passed," he tells, "I noted in terms legible and in abbreviations and marks intelligible to myself what was read from the Chair or spoken by the members; and not losing a moment . . . I was enabled to write out my daily notes during the session or within a few finishing days after its close." At the same time he participated vigorously in the debates and contributed greatly to the clarification of many issues. Evenings he would check up with the delegates to make sure that his shorthand record was accurate. It was a

grueling task which, Madison said years later, almost killed him, for he was small and frail.

a. _____

b. _____

Following are two selections composed of several paragraphs. They are preceded by several questions that focus on significant details. Read the selections and then, in the space provided, answer the questions.

24. a. List three signs of the Depression.

b. What is meant by the "generation gap"?

c. How did people who were on relief feel? Why?

d. What is meant by a "Hooverville"?

Deepening misery. Hardship had been known before, but never had it approached the nightmare qualities of the Depression years. Evicted owners and tenants moved in with relatives or camped along the road. Some went to the city dumps and built shanties of goods boxes and tin. Others went back to the family farm and built tarpaper shacks, only to see everyone turned out by creditors. Counties, municipalities, and school districts were desperately pressed for funds. Public works and hospitals were allowed to deteriorate, teachers' salaries were cut, and some schools were finally closed.

As deprivations and frustrations mounted, they found vent in personal abuse of Hoover and Secretary of the Treasury Mellon, an aid that was zealously promoted by Raskob's propaganda mill. The Great Engineer, it was said, had ditched, drained, and damned the country. The name "Hoover Depression" came into use, and the shanty villages of down-and-out men were generally called "Hoovervilles," while scores of thousands of unfortunates of all ages and both sexes became tramps. Washington and Oregon apple cooperatives shrewdly exploited the current pessimism by stationing veterans at city street corners to sell apples. Breadlines and soup kitchens abounded.

Accurate statistics are impossible to obtain, but in 1932 roughly one-fourth of the labor force was out of work. Men were seriously affected by "unemployment shock," which robbed them of initiative and pride and made them let their families scamble for a living. Americans, reared in the faith that they were entitled to success, were becoming increasingly frustrated and resentful, and there was even an odor of revolution in the air. The shame that proud and hitherto self-reliant persons suffered at being on relief made so indelible an impression that it cannot pass until the death of the last man who carried his sack of free flour through the back alleys in order not to be seen by the neighbors. The result was seen in the universal pessimism that followed World War II, as men of all classes automatically expected another devastating depression. The generation that went through the Depression was marked for life and came to overvalue affluence and security. Doubtless this had much to do with the "generation gap" which became so evident in the 1960s between the parents who

had gone through the Depression and their children who had been reared in affluence and so lacked empathy with what the older generation had suffered.

- a. (1) _____
 (2) _____
 (3) _____

b. _____

c. _____

d. _____

25. a. What are two consequences of failing to order materials and supplies at the right time?
 b. The failure to order materials and supplies in the right quantity can have several consequences. Name four of the consequences.
 c. What are four possible hazards to be considered when deciding upon the right source of supplies?

The objectives of purchasing employees have been labeled the "five rights of purchasing." Purchasing employees try to buy the necessary materials and supplies at the right price, the right quantity, the right quality, from the right sources, at the right time. They must use the telephone to "shop around" for the best buys available; and they must take advantage of any discounts and any deliveries, installations, and warranties included in the prices.

When purchasing employees decide on the supplier they intend to use, they issue a *purchase order*. The purchase order may direct the supplier to prepare the item for pickup by company employees or for delivery by the supplier. Purchasing people must then follow up on the order to make certain that the needed item is received on schedule and in good condition.

The problem of ordering the right quantity was explained earlier in the chapter. Several costs are associated with excessive inventories of materials and supplies: Money invested in excess inventories could have been invested elsewhere, where it could be earning money; excess inventories may be misplaced or stolen, may become spoiled or obsolete, and must be insured.

The consequences of not ordering materials and supplies soon enough or in sufficient quantities can be especially catastrophic for production departments. What if purchasing employees at American Motors Corporation failed to order the right number of distributors or wheel covers? What if purchasing employees at California Packing Corporation failed to order the right number of cans or bottles? In each instance,

production at a factory (or large segment of a factory) would be discontinued. The companies would lose much valuable production, even though many of their costs would continue; and employees would lose some of their income.

Buying materials and supplies of the right quality is often just as important as controlling the quality of the items being manufactured for sale. The quality of the items produced can be no higher than the quality of the materials used in production processes. Also, purchasing employees are interested in getting what they are paying for, both in quantity and quality—and a little extra whenever possible.

A reliable source is often more important than the lowest price in securing quality. A purchasing manager who abandons a reliable supplier to take advantage of a lower price elsewhere may not find the reliable supplier available if he needs him at some future date.

A balance between price and quality must often be made. The purchasing task is easier when only one or a few suppliers are used. As one purchasing manager put it:

It is a hell of a lot easier to use just one or two suppliers. Their people soon get to know what we are all about, and they do half our work for us. A salesman from AAA Cleaning Supplies has been calling on us since 1960. He's like one of the family. He checks each week to see what we need, and we give him a purchase order; that's how much we trust him.

However, total reliance on one supplier can be hazardous. Many companies go bankrupt each year. Employees sometimes strike. Production facilities often break down. Floods, hurricanes, and other natural disasters occasionally interfere with production and transportation facilities. Accordingly, many purchasing managers consider the use of several suppliers of key items as good insurance against disruptions in their own production processes.

Timing is an important consideration in purchasing. When raw materials are needed today, delivery tomorrow or the day after won't do. Purchasing managers must devise control systems that allow their employees to check on the progress of incoming orders.

- a. (1) _____
 (2) _____
- b. (1) _____
 (2) _____
 (3) _____
 (4) _____
- c. (1) _____
 (2) _____
 (3) _____
 (4) _____

Chapter 4

Seeing Relationships I:

Example; Explanation; Comparison-Contrast

After learning this chapter, you will be able to recognize some of the ways in which ideas in paragraphs are related to one another.

- example
- explanation
- comparison-contrast
- guide words and punctuation marks

We have said that each paragraph has its main idea and that this main idea reflects the point the author is trying to make. If this is so, why do we need the rest of the paragraph? If we already know the point, why must the author continue to comment upon it? Obviously he or she must in some way clarify the main idea to help us to understand what it is really meant. How does the author do this?

EXAMPLE

Read the following groups of sentences:

1. Henry likes all kind of hot or spicy foods. For instance, he enjoys food containing hot chili peppers.
2. In recent years, UFOs have been seen in different parts of the country. For example, there was a rash of sightings in New Hampshire several years ago. More recently, they have been seen in Georgia.
3. Mary shows her interest in the women's movement in several ways. She speaks to small groups about the importance of equal rights for women. She subscribes to magazines such as Ms.

In 1 above, how does the second sentence relate to the first sentence? It gives an EXAMPLE of one of the kinds of hot or spicy foods that Henry likes. The author

says this in order to help you understand what he or she really means by the first sentence. In 2 above, the main idea is, of course, that UFOs have been seen in different parts of the country. How does the second sentence relate to this idea? It is an EXAMPLE of a place where UFOs have been sighted. The third sentence provides another EXAMPLE of a place where they have been sighted. Look at 3 above. Do you see how the second and third sentences give EXAMPLES of how Mary shows her interest in the women's movement?

Now read the following longer paragraph. First discover the main idea. Then see if you can discover how the other sentences in the paragraph relate to this main idea.

Junior colleges offer several advantages over more traditional schools. Because they have often evolved from the needs of the immediate community, they are located within commuting distance of most of their students, and their programs are often based on the unique characteristics of the community within which they exist. For many students, they provide a bridge between the close student-teacher contact in high school and the general lack of such relationships at large state universities. Costs at junior colleges tend to be lower than at four-year schools, and courses are often scheduled to permit full-time or part-time work to be coordinated with progress toward a degree.

The main idea is given in the first sentence. Do you notice that the second sentence is an EXAMPLE of one of the advantages of the junior college over more traditional schools? The third sentence is another EXAMPLE of this. So is the fourth sentence.

When authors give an example of a thought, they zero in on a piece of this thought in order to help you understand it more easily. If you think of a main idea as a pie, an example of this main idea would be a piece of the pie. Other pieces of the pie would also be examples of the thought, but no one piece would be the entire pie. An example usually helps you to understand the thought better because it is easier to visualize.

Look at the following two lists. If the item in column B is an example of the idea on the same line in column A, write *yes* in the space provided. If not, write *no*.

A	B
1. Bicycles	_____ A green bike
2. Perfect grades this semester	_____ An A in history this semester
3. Perfect grades this semester	_____ An A in each of my courses this semester
4. Daily tasks	_____ Brushing my teeth
5. My two brothers	_____ Mike
6. My two brothers	_____ Mike and Bill
7. My two brothers	_____ Ann

You should have written *yes* on the first two lines. A green bike is an example of the term *bicycles*. An A in history is an example of a perfect grade. You should have written *no* on the third line. A grade of A in all courses is not a piece of the pie, it is the whole pie. It repeats the entire thought (or perhaps even defines it), but it is not an example. Lines 4 and 5 should be *yes*, but Line 6 should be *no* for the same reason as Line 3. The last answer should have been *no* because Ann is a girl's name and so couldn't be the name of a brother.

The following main idea sentence is followed by three sentences. Write E in the space provided before the sentence that is an example of the main idea.

Marie likes all flavors of ice cream.

_____ They all taste good.

_____ She likes chocolate ice cream.

_____ She doesn't care for cake, however.

The second sentence (She likes chocolate ice cream.) is the correct answer. It is an example of one of the flavors of ice cream that Marie likes—a piece of the pie. The first sentence (They all taste good.) tells why Marie likes all flavors of ice cream. It is not an example. The third sentence (She doesn't care for cake, however.) compares feelings about two different kinds of food. It is not an example.

EXPLANATION

Now read the following sentences or groups of sentences:

1. Joe called the doctor because his sister was very ill.
2. Frank loves to swim. It makes him feel relaxed after a long, tiring day.
3. Many people just refuse to involve themselves in issues of national importance. They feel that they are too busy or that somehow they will get into trouble if they make their views known.

In 1 above, how does the second part of the sentence relate to the first part? It gives the reason Joe called the doctor. The relationship is EXPLANATION. In 2 above, the second sentence gives the reason Frank loves to swim. The relationship is EXPLANATION. In 3 also, the second sentence gives reasons people refuse to get involved. It is EXPLANATION. Whenever an author gives a reason for a particular deed or behavior, we call it explanation. The key to understanding the EXPLANATION relationship is that it tells *why* something is so; it gives *reasons* for a behavior or deed.

The following main idea sentence is followed by three sentences. Write XP in the space provided before the sentence that is an explanation.

Joe decided not to take the chemistry course.

_____ He really doesn't like science courses.

_____ He did the same thing last year.

_____ As a result, he may have to change his schedule.

The first sentence is the correct answer. It tells why (gives the reason) Joe decided not to take the chemistry course. The second sentence tells about Joe's behavior but is not a reason for his action. The third sentence tells about the effect of his decision but, once again, is not a reason for it.

Read the following paragraph. Find the main idea. Then see if you can discover how the other sentences in the paragraph relate to this main idea.

Is it a good idea, when taking short-answer tests, to read all questions first, answering the easier ones as you come to them. First, if time is called before you finish, you may have answered questions that you might not have reached otherwise. Second, questions farther down on the exam paper may provide clues to answers to prior questions that you might otherwise have spent more time thinking about. Third, there is a psychological advantage in knowing in advance just how difficult the exam is going to be for you.

The first sentence is the main idea. The second sentence tells why you should read all questions and answer easier ones first. It is an EXPLANATION of the main idea. The third and fourth sentences also give reasons for this. They also are EXPLANATIONS.

The major difference between EXAMPLE and EXPLANATION is that in EXAMPLE the author focuses on a piece of the idea and makes it more specific, while in EXPLANATION the author gives reasons for an idea.

Read the following sentence. Then for each sentence following it, decide whether it is an EXAMPLE or an EXPLANATION of the original sentence. Write E in the space provided before the sentence(s) that are example and XP in the space provided before the sentence(s) that are explanation.

The problem of clean air is important to many people today.

_____ It is important to the people of Los Angeles.

_____ A person's health is affected by it.

_____ It is very important to people with lung disease.

_____ It costs millions of dollars to maintain air standards.

Seeing Relationships I: Example; Explanation; Comparison-Contrast

Do you understand why 1 and 3 should have been answered EXAMPLE and 2 and 4 should have been answered EXPLANATION?

There are several other ways in which authors will relate ideas in sentences and paragraphs. Sometimes they will help you to understand their point by showing you how two things are alike (comparison) or how they are different (contrast). When authors do this, they are using a COMPARISON-CONTRAST relationship.

COMPARISON-CONTRAST

Read the following groups of sentences:

1. Marge is a very talkative person. Her sister Mae, on the other hand, is very shy and quiet.
2. Sue is a very talkative person. So is her sister Ann.
3. Some states have very strict laws prohibiting gambling. Others, on the contrary, have laws that encourage gambling.

In 1 above, the author shows one way in which Marge and Mae are different. He uses CONTRAST. In 2 above, the author shows one way in which Sue and Ann are alike. He uses COMPARISON. In 3 the gambling laws in some states are CONTRASTED. Whether the author uses comparison or contrast, it is customary to refer to the relationship by the combined title COMPARISON-CONTRAST. The important thing to recognize is that the author's purpose is to show you how two things are alike or how they are different.

The following sentence is followed by three sentences. Write CC in the space provided before the sentence that is comparison-contrast.

Helen has been very ill lately.

_____ However, her husband Jim has been in the best of health.

_____ She has kidney failure.

_____ Medical bills have been costing the family a lot of money.

The first sentence is the correct answer. It contrasts Helen's health with that of her husband, Jim. The second sentence tells the nature of her illness but doesn't compare or contrast it with anything else. The third sentence tells how it has affected the family. It is not comparison-contrast.

One further point about paragraph relationships. Think of yourself driving in an area where you have never been before. Not knowing the road, you pay particular attention to the road signs. If a sign says SHARP CURVE AHEAD, you slow down. A FULL SPEED AHEAD sign indicates that the road is good and that

there are no hidden dangers ahead. SLOW DOWN indicates that you should drive carefully and be ready for sudden stops or unusual road conditions.

As it is with the motor highway, so it is with the reading road. Authors also have road signs you should note. Read the following paragraph. See if you can recognize the "road signs."

Over the last thirty years crop yields have increased sharply. For example, the corn yield has gone up more than 40% in that period. It is because of scientific methods of farming that production has increased this much. The use of modern farm machinery is another reason for this production boom. Also, six million acres that were once considered useless are now productive.

Now, examine this paragraph more carefully. The first sentence provides a thought. You don't know whether it is the main thought, but you read on. You look at the first two words of the next sentence. These words, *for example*, provide you with important information. They tell you first that an example will follow. An example of what? It must be an example of a thought that appeared *before* the words *for example*.

Therefore, it must be an example of the thought in the first sentence. How should you react to this signpost? If you already understand the point made in the first sentence, the words *for example* should act as a "full speed ahead" sign. The example will not bring up a new and different point. If you do *not* fully understand the point, however, the words *for example* should tell you to slow down because the approaching example may help clarify the point being made.

Look at the third sentence. The word *because* tells you that an explanation will follow. Once again you know (even before you read ahead) that the author is going to clarify a previous point. Here again, if you thoroughly understand the point, you can go "full speed ahead." If you don't understand the point, this guide word warns you to "slow down." In the fourth and fifth sentences you have the words *another* and *also*. These words signify that there will be continuation of the preceding thought pattern (that is, further explanations).

Some of the more significant signposts that will help you to recognize the thought relationships discussed in this chapter are as follows:

example: *for example, for instance*
 explanation: *why, (this is so) because, the reason for this is*
 comparison-contrast: *by comparison, on the other hand, on the contrary*

THE IMPORTANCE OF PUNCTUATION

Certain types of punctuation should also be noted. Words set off by commas or dashes or parentheses, for instance, usually do not express a main idea. A good reader knows that such punctuation may be signaling explanatory or illustrative

material—information that helps to explain or illustrate the thought before and after the commas or dashes or parentheses.

Gary, who was always interested in cars, acquired a reputation as an expert auto mechanic.

The author's point here is simply that Gary acquired a reputation as an expert auto mechanic. But why doesn't he just say that without adding the words that are set off by commas? He wants you to understand the background that helped Gary to become a good auto mechanic. He was always interested in cars. His long-time interest in cars adds something to the main point but is not part of that point; therefore, it is placed between commas.

Another type of punctuation, the colon, also signals information that may help the reader understand a general statement. Although the colon has many functions, two major ones are enumeration and explanation.

Suzanne couldn't lift the sack by herself: it was too heavy.

The words before the colon provide you with the information that Suzanne was unable to lift the sack by herself. The words after the colon explain why this was so: it was too heavy.

Many types of vehicles now crowd the highways: small delivery trucks, large interstate moving vans, buses, small foreign cars, and even house trailers.

Here enumeration helps you to understand the thought before the colon. The author provides examples that help to make the idea clearer. As in the example above, an important function of the colon is to signify that examples and explanations will follow. You should use these signposts to determine whether you should go "full speed ahead."

The good reader also recognizes the question mark as an important reading aid. It gears one's mind to look for an answer. Periods, of course, indicate a momentary halt to the thought.

In doing the exercises that follow, try to be aware of these signposts on the reading road. Use them to guide you to a better understanding of meaningful paragraph relationships.

In Brief

Details are needed to clarify the main idea. Details can be related to the main idea in several ways:

Example: The main idea presents a group or a general statement. The detail is a part of that group or general statement.

Explanation: The main idea presents an action or an outcome. The detail following it gives the *raison why* the outcome occurred.

Comparison-contrast: The main idea presents an idea, then a detail is presented showing similarities or differences.

Signposts—words or phrases that signal a specific relationship—are often used by the author, or can be inserted as a test.

Example: for example, for instance

Explanation: why, (this is so) because, the reason for this is

Comparison-contrast: by comparison, on the other hand, on the contrary

To use a test word or phrase, state the main idea, then the test phrase, then the detail.

Punctuation can signal relationships. Commas, parentheses, or dashes can set off parenthetical elements that are often examples, explanations, or contrasts to the main idea. Colons have two main functions:

1. enumeration (to give a list of examples)
2. explanation

Practice Exercises

A. Each of the following sentences is followed by four statements. For each one, mark E in the space provided if it is an example. If it is not, mark O.

- Different people are inspired in different ways.
 - Some are inspired by the people they love.
 - Some are inspired by the chance to make a lot of money.
 - Some are inspired by the chance to become famous.
 - Some people, however, are never inspired.
- Good students develop their own systems for taking notes in textbooks.
 - They may, for example, underline important points.
 - They also develop a system for taking notes from classroom lectures.
 - They may put an S to show where a summary is.
 - These students usually get better grades.
- Sea creatures make different sounds in the water.
 - Sea bass and catfish sound like foghorns.
 - Crustaceans make clicking sounds.
 - These sounds mean different things.
 - Scientists are trying to understand the meanings of these sounds.
- Within the limits of the law, we are free to make our own choices.
 - We can work behind a desk or in a factory.
 - We can work indoors or outdoors.
 - We can choose high-calorie food, or we can go on a diet.
 - We can do anything we want as long as it is legal.
- People seek friends with similar interests.
 - A sports-minded person looks for friends who are also sports minded.
 - A very religious person selects friends who are also very religious.
 - They feel more comfortable with friends who have similar interests.
 - An intellectual student tries to have friends who are intellectual too.

B. Each of the following sentences is followed by four statements. For each one, mark XP in the space provided if it is an explanation. If it is not, mark O.

- Many people like to watch TV.
 - It's relaxing.
 - My neighbor likes to watch TV.
 - It's inexpensive.
 - They learn from it.
- Some students do very poorly on tests.
 - They are careless.
 - As a result, they fail their courses.
 - Some students, though, do very well on tests.
 - They don't study for the test.
- That furniture is not very appealing.
 - It is clumsy looking.
 - It is uncomfortable.
 - That chair is not appealing.
 - It is much too expensive.
- Don't exceed the speed limit when you drive.
 - You could have an accident.
 - If the limit is 55 mph, don't drive 65 mph.
 - You could be fined.
 - It could be dangerous.
- Students don't want to write papers or make speeches on topics that don't interest them.
 - They feel that it is a waste of time.
 - They feel that they can't do a good job when they are not interested in the topic.
 - They feel that they will be embarrassed.
 - My friend is a stamp collector and loves to write and talk about it.

C. Each of the following sentences is followed by four statements. For each one, mark E in the space provided if it is an example or X if it is an explanation. If it is neither of these, mark O.

1. Computers are used in many businesses.
 - _____ They are used by banks.
 - _____ They save a lot of time.
 - _____ The telephone company uses them.
 - _____ They keep accurate records.
2. A successful salesperson must have certain traits.
 - _____ She must be enthusiastic.
 - _____ He must be sincere.
 - _____ He must be tactful.
 - _____ She must be courteous.
3. Sam and Laura Hovans like to travel a lot.
 - _____ They like to go to Canada during the summer.
 - _____ They go in order to learn about people and places.
 - _____ They love to go to Hawaii.
 - _____ It adds excitement to their lives.
4. If you are ill, go to bed.
 - _____ Rest will help you to recover faster.
 - _____ You will be less likely to expose your illness to others.
 - _____ If you have a bad cold, go to bed.
 - _____ If you have the flu, go to bed.
5. When returning the ball in tennis, hit it at the top of its bounce.
 - _____ You might catch your opponent off guard.
 - _____ You can prepare for your opponent's return shot more quickly.
 - _____ You can make use of the ball's speed in your return.
 - _____ For example, if the bounce is high, hit it at the high point.

D. Each of the following sentences is followed by four statements. For each one, mark C if it is comparison-contrast. If it is not, mark O.

1. Fred loves to play football.
 - _____ He thinks that baseball is a boring game, however.
 - _____ He also likes basketball.
 - _____ However, he doesn't care for golf at all.
 - _____ Tennis is another game he likes to play.
2. In a town where most of the residents work for one plant, almost anything that concerns the plant is news.
 - _____ In rural communities, anything related to agriculture will get good coverage.
 - _____ In a desert community, a heavy rainfall might make the headlines.
 - _____ The newspaper business is very profitable.
 - _____ On the other hand, in a large city, the happenings in a particular plant aren't even noticed.
3. A large part of a salesperson's day is spent communicating.
 - _____ A teacher also spends much of the day communicating.
 - _____ On the other hand, a long distance truckdriver doesn't spend much of his day communicating.
 - _____ A salesperson's livelihood depends on her ability to communicate.
 - _____ However, a research librarian spends little time each day communicating.
4. Football coaches are very aware that the team's performance can vary according to its emotional readiness.
 - _____ Teachers, on the other hand, don't always recognize the effect of emotional readiness on class performance.
 - _____ They are also aware of the effect of physical readiness on the team's performance.
 - _____ Baseball coaches aren't that sensitive to this fact.
 - _____ As a result, they get a "pep talk" before a game.

5. A fireman's work is dangerous.

- A clerk's job is much safer.
 My friend Dave wants to be a fireman.
 Most firemen are young.
 So is a police officer's work.

E. Each of the following sentences is followed by four statements. For each one, mark E if it is an example, XP if it is an explanation, or C if it is a comparison-contrast. If it is none of these, mark O.

1. Physicists measure the speed of light with great accuracy.

- They can't measure the speed of sound as accurately.
 For example, the speed of light in air is 186,000 miles per second.
 In water, the speed of light is 140,000 miles per second.
 They are very happy about this ability.

2. The United States is considered a youth-centered society.

- This is because we emphasize looking and acting young.
 Other countries are not as youth oriented.
 Some countries in Asia, on the other hand, emphasize the experience and maturity of the older person.
 For example, we place great value on energy and health and physical attractiveness.

3. Childhood experiences are related to a happy marriage.

- If you had good relationships with your parents, you will probably have a happy marriage.
 Adult experiences are also important.
 If you were brought up in a home with a happy marriage, you will probably have a happy marriage.
 Children who receive firm discipline administered without undue harshness or frequency make better spouses.

4. Most people work in exchange for money.

- Money buys them what they want or need.
 Some people work without pay to help others.
 Owners of small businesses work for money.
 Employees of large companies work for money.

5. Many people take medicine when they don't feel well.

- It makes them feel better.
 They take aspirin to relieve a headache.
 Some people, however, refuse to take medicine under any circumstances.
 They take cough medicine when they have a cold.

Seeing Relationships II: Definition; Repetition; Cause-Effect; Conclusion

After learning this chapter, you will be able to show four additional ways in which ideas and paragraphs can be related to one another and how to recognize these relationships.

- definition
- repetition
- cause-effect
- conclusion
- appropriate guide words

DEFINITION

Sometimes writers realize that you may not understand the meaning of a word or a concept. They must then **DEFINE** that word or concept. How can you recognize when they do this? Read the following sentences:

1. By a *society* I mean a number of people who have lived together long enough to become organized to some degree and who share a common culture.
2. A *neonate* is a newborn infant.

When writers define, they tell you what they mean by something. If you can recognize that a writer's purpose is to do this, you can be reasonably sure that you are reading a definition, and you should seek to recognize what is being defined. In 1 above, the author is trying to tell you what he or she means by the term *society*. The sentence, therefore, is a **DEFINITION** of this term. In 2, the writer's intention is to give you a **DEFINITION** of the term *neonate*. You will find definitions easy to recognize if you keep the writer's purpose in mind. Because they are so important to understanding, you should try to do so.

REPETITION

Sometimes writers try to help you understand their point by saying it in different words. They provide a **REPETITION** of their idea, usually in brief, easier-to-understand language. Read the following groups of sentences:

1. I wish you would discontinue constantly annoying me. Please stop calling me on the phone, writing letters to me, and waiting for me when I leave my place of work. In other words, please stop bothering me.
2. Just because there are laws prohibiting murder doesn't mean that there are never any situations where one is not justified in committing murder: What I am really trying to say is that sometimes it is permissible to kill someone.

In 1 above, the main idea is stated in the first sentence. This is followed by examples of the point and finally, in the last sentence, a **REPETITION** of the main idea. In 2, the second sentence is a **REPETITION** of the first.

You may occasionally find it difficult to decide whether a particular relationship is example or repetition. One hint may help. Recall the idea of a thought being a pie, suggested in the last chapter. In **EXAMPLE**, the author zeroes in on a piece of pie. In **REPETITION**, he repeats the entire pie.

Look at the following two lists. Decide whether the item in column B is an **EXAMPLE** of the idea on the same line in column A or a **REPETITION** of it. Write your answer in the space provided.

A	B
1. The states in the United States	_____ Wisconsin
2. The states in the United States	_____ All fifty states
3. The sexes	_____ Males
4. My parents	_____ My mother and father
5. My parents	_____ My mother

You should have written **EXAMPLE** on the first line. Wisconsin is a piece of the pie, an example of just one of the fifty states. The second line, however, is **REPETITION**. The states in the United States and all fifty states refer to the same idea. Lines 3 and 5 are **EXAMPLE**. Males refer to just one of the sexes, and my mother would refer to only one of my parents. Line 4, on the other hand, is **REPETITION** because it refers to both parents.

The following sentence is followed by four statements. Write E in the space provided if the statement is **EXAMPLE** and R if it is **REPETITION**.

- Seeing Relationships II: Definition; Repetition; Cause-Effect; Conclusion

Some TV programs are educational.

In other words, you can learn things by watching certain TV programs.

Sesame Street is an educational program.

A college TV course is educational.

Certain programs on TV provide educational experiences.

The second and third sentences are examples. They specifically mention some of the TV programs that are educational. (They are a piece of the pie.) The first and fourth sentences are repetition. They repeat the whole idea in the same general terms as the lead sentence. They are not specific.

CAUSE-EFFECT

In CAUSE-EFFECT, writers refer to the idea that one thing happened or came about only because something else happened or came about first. One thing occurred as a result of something else occurring. Read the following groups of sentences:

1. It is raining outside. The ground is getting wet.
2. Professor X is very boring. Because of this, few people like his class.
3. Courses in African-American history are being offered in many schools. As a result, more people than ever before appreciate the African-American's contribution to society.

In 1 above, the ground is getting wet as a result of the rain. The second thing happened because the first thing happened. It is CAUSE-EFFECT. Sentence 2 is also CAUSE-EFFECT for the same reason. So is 3. The cause-effect relationship is really the reverse of explanation. That is, if you turned the order around, you would have explanation. Look at 1 above. Turn the sentences around. The ground is getting wet. Why? Because it is raining outside (EXPLANATION). Cause-effect has the sense of *because of this*. . . . Explanation has the sense of *this is because*. . . . Try to reverse 2 and 3 above. It will help you understand this concept better.

In the following groups of sentences, determine whether the relationship is EXPLANATION or CAUSE-EFFECT. Write your answer in the space provided.

1. He was late to work three days in a row. He was fired.
2. He was sick all night. He had eaten food that didn't agree with him.

3. Her car stopped running. She was out of gas.
4. She ran out of gas. Her car stopped running.

Do you understand why 1 and 4 are CAUSE-EFFECT and 2 and 3 are EXPLANATION?

CONCLUSION

Sometimes authors will offer a conclusion. Simply stated, a CONCLUSION is a guess or an opinion. Even if it's dressed up with words like *inference*, *theory*, or *hypothesis*, a CONCLUSION means that the author is guessing. Read the following groups of sentences.

1. It's raining outside. The ground will probably become soaked.
2. Jim spends most of his spare time listening to the musical group called the Brothers. He spends most of his money buying their records. He certainly must enjoy their music.
3. Roslyn has been studying very hard in her science course. She should take a break.

In 1 above, the second sentence talks about what will probably happen. This looks like a cause-effect relationship, but the author uses a "maybe" word to let you know he is guessing. Maybe words, such as *maybe*, *perhaps*, *can*, *might*, and *probably*, indicate that the relationship is a CONCLUSION. In 2 above, the relationship is more subtle, but it's still given as a guess. If the sentence had stated, "Jim enjoys their music," it would be reporting fact. But since it uses "certainly must," we know that the author is guessing. In 3 above, the second sentence gives an opinion. The writer thinks that Roslyn should take a break. Others, including Roslyn herself, could have a different opinion. "Opinion" words, such as *should*, *best*, *good*, and *ugh*, let you know that the relationship is a CONCLUSION.

Examine 1 again. If we remove the maybe word, the second sentence reads, "The ground will become soaked." It sounds factual, but it's still a guess; we don't know that the ground will become soaked, because nobody knows the future. Whenever a relationship extends into the future, the author is guessing and the relationship is a CONCLUSION.

Read the following sentences to determine whether the relationship is CAUSE-EFFECT or CONCLUSION. (Remember that CAUSE-EFFECT is something you're sure of, whereas CONCLUSION is a guess or opinion.) Write CE in the space provided if it is CAUSE-EFFECT and CN if it is CONCLUSION.

- _____ Jerry has become very busy in the past few weeks. As a result, he doesn't see his friends as often as before.
- _____ Sarah just got a job in addition to her other responsibilities. You won't get to see her as much as you used to.

The first sentence is CAUSE-EFFECT. Do you see that the second thing happened as an outcome of the first thing? Sentence 2 should have been answered CONCLUSION. It is an opinion, a guess that you won't get to see her as often. As in the last chapter, the thought relationships discussed in this chapter can often be recognized by signposts. Some of the more significant ones are as follows:

- definition: *by . . . I mean*
 repetition: *in other words*
 cause-effect: *because of this, as a result, consequently*
 conclusion: *perhaps, good, will*

Although they can be helpful, it is important not to be misled by the guide words. It is the *thought pattern* that determines the relationship. What is the writer really trying to say? In understanding the difference between cause-effect and conclusion, for example, it is the existence or nonexistence of a sense of probability that should guide you to a decision. The guide words could be the same.

Once again, as you do the following exercises, try to discover the relationships of *ideas* as well as the signposts to help you better understand the writer's message.

In Brief

Details can be related to the main idea and to each other in several ways:

Definition: Writers will sometimes define a term they wish to use. The relationship is usually detail to detail, rather than detail to main idea.

Repetition: Unlike EXAMPLE, which gives only part of the main idea, REPETITION gives the entire idea again.

Cause-Effect: This pattern presents a cause, followed by its effect. The reader is sure about the cause and the effect.

Conclusion: The order of presentation is not important in this pattern. CONCLUSION can state the cause first, or the effect first.

It is labeled CONCLUSION because the cause or the effect is an opinion or a guess.

Conclusion can be recognized three ways:

1. Opinion words are used: *good, bad, should, etc.*
2. Maybe words are used: *perhaps, might, appears, etc.*
3. The relationship talks about the future: *Bill will pass the test.*

Practice Exercises

A. Each of the following sentences is followed by four statements. For each one, mark D in the space provided if it is a definition. If it is not, mark O.

- When fuel is scarce, a fireless cooker can help.
 - _____ A fireless cooker is a small container that fits into a larger container with enough space between the two so that some material can be packed around it.
 - _____ The fireless cooker may someday be a common household tool.
 - _____ Fuel refers to anything that will ignite and burn.
 - _____ The fireless cooker is really very helpful.
- Fallout radiation passes through any clothing that is practical to wear.
 - _____ Clothing does not protect you from fallout radiation.
 - _____ Fallout refers to the heavier-than-air particles that fall back to earth.
 - _____ Radiation is a process in which energy is sent out in all directions.
 - _____ Even waterproof rainwear is not protective.
- Some people get "carried away" over their automobiles.
 - _____ Being "carried away" means paying more attention to them than is really necessary.
 - _____ They wash and polish them, and buy gadgets to decorate them.
 - _____ They constantly tinker with them.
 - _____ Some people really do pay excessive attention to their cars.
- Many people we consider to be heroes today were criticized during their lives for not conforming.
 - _____ Robert Fulton is one such person.
 - _____ A hero is a person who is admired for certain qualities or achievements.
 - _____ Conformity means behaving the way you think people want you to rather than according to your own set of values.
 - _____ Florence Nightingale was a heroine.

5. Young children function at the expressive level of creativity.

- _____ It is one way to gain adult approval.
 - _____ You ask a young child to do something, and he or she does it without thought for the consequences.
 - _____ To be expressive means to be spontaneous.
 - _____ A young child is one who is seven years of age or younger.
- B. Each of the following sentences is followed by four statements. For each one, mark R if it is repetition. If it is not, mark O.

- Sometimes it is proper to lie.
 - _____ It might be proper to lie in order to save a life.
 - _____ There are circumstances when lying is the correct thing to do.
 - _____ Don't ever lie!
 - _____ It's not true that it is never proper to lie.
- The more times you repeat information, the better you will learn it and the longer you will remember it.
 - _____ In other words, repetition helps both learning and memory.
 - _____ Therefore, reread your notes several times.
 - _____ In order to learn and remember something, make sure to repeat it many times.
 - _____ If you want to remember a poem, repeat it over and over.
- Music has been essential to humans since the very earliest times.
 - _____ People used it in religious rites.
 - _____ People used it for entertainment.
 - _____ Music has been very important to humans since very early times.
 - _____ People used it in war.
- Experiences during the earliest years of life have a greater effect upon later behavior patterns than do experiences at any other time in the life span.
 - _____ In other words, first experiences are more influential than later experiences.

- _____ One reason for this is that the child's attitude about himself or herself develops at a very early age.
- _____ Later experiences don't have as great an effect upon behavior as do earlier experiences.
- _____ Behavior patterns refer to the way in which people react to different situations.

5. Belittling Congress is a national pastime.

- _____ People are constantly belittling Congress.
- _____ It makes some people feel superior.
- _____ It is a way of getting rid of our frustrations.
- _____ People all over the country spend time belittling Congress.

C. Each of the following sentences is followed by four statements. For each one mark D if it is definition and R if it is repetition. If it is neither of these, mark O.

1. The volume of freight traffic carried by the different modes of transportation in the United States is measured by ton-miles.
 - _____ A ton-mile is the movement of a ton of freight for the distance of one mile.
 - _____ A mode of transportation refers to the type of vehicle that is used.
 - _____ Ton-miles are used because they give us a better understanding of the amount of freight carried.
 - _____ Ton-miles are used to indicate the amount of freight carried by the different types of vehicles used.
2. Student activities at college range from athletic events to presentations in the fine arts.
 - _____ Student activities refer to areas of student life not related to specific courses or course work.
 - _____ Colleges offer a variety of student activities.
 - _____ A student should participate in student activities.
 - _____ Attending a college football game is a student activity.
3. Riots don't solve problems.
 - _____ Therefore don't resort to them.

- _____ There are better ways to solve problems.
- _____ What I am really trying to say is that problems won't be solved by creating a riot.
- _____ A riot is a situation in which mob behavior has become widespread and destructive.

4. Many people take medicine when they don't feel well.

- _____ It makes them feel better.
- _____ When people are ill, they often find relief with some medication.
- _____ Some people take aspirin to relieve a headache.
- _____ Some people, however, refuse to take medicine under any circumstances.

5. There are many kinds of leisure-time activities.

- _____ It is not true that leisure-time activities are limited.
- _____ Dancing is one type of leisure-time activity.
- _____ Leisure-time activity is any activity that is done for fun and recreation.
- _____ Some people don't have enough leisure-time activity.

D. Each of the following sentences is followed by four statements. For each one mark CE if it is cause-effect. If it is not, mark O.

1. Winter came early and with it came a great deal of cold and wind and snow.
 - _____ As a result, swimming and other warm weather activities stopped early.
 - _____ This resulted in people staying indoors more.
 - _____ Because of this, the stores were soon sold out of raincoats, snow shovels, and other winter gear.
 - _____ By comparison, other winters have been milder.
2. Many daily publications hire critics to write reviews of musical events.
 - _____ These reviews help keep society interested in music.
 - _____ Because of this, hardly a musical event goes by that is not reviewed by someone.
 - _____ Few weekly publications hire music critics, however.
 - _____ As a result, these events are very thoroughly reviewed.

3. Sometimes the title of your speech doesn't indicate its real purpose.

- ___ As a result people are confused.
- ___ When this happens, your speech is less effective.
- ___ Because of this, you may deceive people.
- ___ It is unfair for the audience not to know the real purpose of the speech.

4. The individual lives in a social setting.

- ___ Some animals, on the other hand, live by themselves.
- ___ Because of this, he or she learns to get along with people.
- ___ Thus, he or she is affected by the actions of other people.
- ___ Hermits, however, live by themselves.

5. In our society a large number of marriages fail.

- ___ Many children suffer as a result.
- ___ This is not true of certain other societies.
- ___ Because of this, there are a lot of separated couples.
- ___ As a result, there are a large number of divorces.

E. Each of the following sentences is followed by four statements. For each one mark D if it is definition, R if it is repetition, and CE if it is cause-effect. If it is none of these, mark O.

1. Most speakers are nervous before speaking.

- ___ Nervousness is common when speakers are about to make a speech.
- ___ This is known as "stage fright."
- ___ Because of this, the speaker often perspires.
- ___ Often it causes the speaker to forget what he or she wanted to say.

2. The frequency of serious flash burns was greatest among those who were outdoors.

- ___ Those who were in the open needed hospitalization more than those who were indoors.
- ___ A flash burn is a direct burn caused by thermal radiation.
- ___ People who were indoors were better protected.
- ___ As a result, more of those who were in the open died from flash burns.

3. Some senior citizens have negative feelings about young people.

- ___ Therefore, they have little to do with them.
- ___ A senior citizen is one who is sixty-five years of age or older.
- ___ Many senior citizens don't like young people.
- ___ As a result, they stay away from places where there are many young people.

4. Contagious diseases are very prevalent in certain parts of the world.

- ___ Therefore, shots and other precautions are needed.
- ___ A disease is very prevalent when more than one-half of 1 percent of the population has it.
- ___ There are places in the world where contagious diseases exist widely.
- ___ Some contagious diseases are fatal.

5. Motivation for church attendance varies.

- ___ That is why churches appeal to various purposes in order to increase attendance.
- ___ People go to church for various reasons.
- ___ Some people go to church to please other family members.
- ___ Most people go to express deeply felt spiritual beliefs.

F. Each of the following sentences is followed by four statements. For each one, mark CN if it is conclusion. If it is not, mark O.

1. Humans have been pushed to the surface and kept there by porpoises.

- ___ Perhaps they have taken pity on less well adapted humans and wish to assist them.
- ___ They have saved people from drowning.
- ___ They can probably be considered good friends of humans.
- ___ My friend was saved by porpoises.

2. After the war, the government curtailed its purchases.

- ___ As a matter of fact, they cut their purchases in half.
- ___ Thousands of people lost their jobs.

- _____ This wasn't a good idea.
 _____ The government should have cut its purchases more gradually.
3. We live in an age of exciting change.
 _____ History will probably record this age as a time of insecurity.
 _____ One of these changes is the information explosion.
 _____ We should benefit immensely from these changes.
 _____ It may take years for conditions to become stabilized.
4. Breaking a long-time habit is difficult.
 _____ You probably can't do it by yourself.
 _____ Trying to stop smoking is difficult.
 _____ It will most likely take a long time.
 _____ It may not be successful.
5. Computers are invading our lives more and more.
 _____ They have changed the way we live.
 _____ They will be even more influential as time goes by.
 _____ It's a good development.
 _____ They calculate and print utility bills.
- G. Each of the following sentences is followed by four statements. For each one, mark D if it is definition, R if it is repetition, CE if it is cause-effect, or CN if it is conclusion. If it is not one of these, mark O.
1. Data and information are important aspects of computer use.
 _____ Data are the facts that the computer needs.
 _____ Information is the data after they have been processed.
 _____ When we work with computers, we have to deal with data and information.
 _____ Because of this, data should be gathered very carefully.
2. There are a number of difficulties in predicting school success from tests.
 _____ These difficulties will eventually be overcome.
 _____ We have to find better ways to predict school success.

- _____ As a result, many errors are made.
 _____ Thus it is not done very often.
3. Many poor people have difficulty increasing their income.
 _____ Thus they do not have many luxuries.
 _____ Poor people will probably always be with us.
 _____ A poor person is one whose income is below the established poverty level.
 _____ Some poor people will probably never rise out of the poor category.
4. In growing up, a child is subjected to many experiences and events.
 _____ As a result, the child develops his or her own unique personality.
 _____ Because of this, he or she is different from any other person.
 _____ If we could control this, we could probably shape his or her personality.
 _____ Children are exposed to all sorts of experiences as they grow up.
5. Postwar presidents do several things to get Congress to support their policies.
 _____ As a result, they have gotten congressional support for their policies.
 _____ By postwar presidents we mean all of the presidents since World War II.
 _____ Future presidents will do the same thing.
 _____ Asking people to write to their congressperson is one device used.

Chapter 6

Developing Organizational Skills: Outlining and Mapping

After you learn about outlining and mapping in Chapter 6, you will be able to demonstrate

- why you should outline and map
- how to outline and map
- how to rotate in outlining and mapping.

Well, the school year is finally over. What a lot of hard work this past year has been. I've just got to relax. I think I'll get into the car right now and spend the summer traveling across the country.

Do you think that this student will have a successful summer if he follows through on these thoughts? I doubt it. He may certainly enjoy his summer driving across the country even if he doesn't quite know where he will be each day, but he still needs to plan more carefully if he is to avoid everyday problems. He'll need some money (or at least a plan for earning money as he travels). He should be sure that the car has gas and that it will be in condition for all that travel. (How are the tires? Is the car in good shape mechanically?) He should pack a suitcase with some clothes. Some kind of plan will be helpful, even if it is a flexible one.

Reading textbooks without trying to discover the authors' general plan is like getting up in the morning and driving off on a two-month tour of the country without prior planning, without being sure that the car is in good mechanical shape, without extra clothing, without money, and without knowing the condition of the road ahead. You may often fail to get any meaning from what you read because you don't understand how the authors put their ideas together. As a result, you miss the point.

WHY STUDY ORGANIZING?

The authors of your textbooks plan what they are going to say and how they are going to say it. Before writing the chapter, they make an outline or concept map to organize their thoughts. Discovering this plan, this organization, will help you

study. And the best way to study is to make your own outline or concept map from their material.

Making your own outline or map of the material you need to learn helps you in three ways: (1) You will understand the material better. (2) You will spend less time studying. (3) You will have handy material to review later.

Besides helping you study, becoming skilled at outlining or mapping helps you take class lecture notes. You can distinguish quickly between main points and supporting material, between new material and repetition. This means less writing and better notes.

OUTLINING AND MAPPING

Outlining and mapping are two different ways to do the same job. Both systems take the author's ideas and put them on paper where they can be seen. But they don't just list the ideas; they show how these ideas relate to each other—how many main points there are, and which details go with each main point. Outlining and mapping show all the ideas of the original, but they eliminate many of the words. An outline presentation of this paragraph would look like this:

Outlining and Mapping

- I. Ways of representing an author's ideas on paper
 - A. Outlining
 - B. Mapping

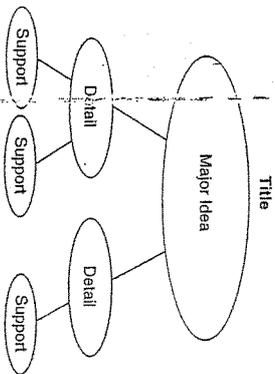
Notice how the outline organizes the ideas and eliminates most of the words.

Both outlining and mapping show the same ideas and the same interrelationships. OUTLINING, as you know, uses indentation to show relationships; then adds Roman numerals, capital letters, and Arabic numerals, like this:

- Title
- I. Major Idea
 - A. Detail
 1. Support

In an outline, details are listed under the appropriate main idea, then indented to show that they are part of the idea directly above them.

MAPPING uses circles or other shapes and shows relationships by the size of the shapes and the lines connecting them, like this:



Unlike an outline, the map has no "correct" place to put information. In one map, the title could be in the center of the page, with the major ideas in a starburst arrangement around it. In another, the major ideas could be arranged down the left side of the paper, similar to an outline. A third map arrangement, such as a time line, could have the major ideas marching across the page. The details for these maps can be in any arrangement, just so their shapes are smaller than the major idea shapes and have a line connecting them to the right major idea.

The same major ideas, details, and support will appear in both outlining and mapping. An outline with three major ideas will have three Roman numerals. A map with three major ideas will have three large circles (or rectangles, or whatever shape you choose.) The Roman numerals or large circles, along with their information, are called headings, and referred to as the first level. An outline or map with no details, just a title and some headings, is called a one level outline or map.

So which is a better system, outlining or mapping? It depends. Some people are familiar with outlining and don't want to learn a new system. For them, outlining is better. Others have had bad experiences with outlining and want something new. And some find that they can see the overall structure of the material more clearly with a map. These people will choose mapping.

But choosing isn't all personal preference; each system has its own advantages. Since there is no fixed placement of material in mapping, information can be added to a completed map more easily than to an outline. If you map a textbook chapter, then find additional material in a lecture or outside reading, adding to the map is simply a matter of drawing another line and circle. Adding to an outline, in contrast, means rewriting the entire thing. On the other hand, almost everyone, including instructors and employers, understands and accepts outlines, a statement that cannot be made about concept maps. So which method will you choose? Many people use both, first roughing out ideas on a map, then making a finished outline.

WHAT IS ORGANIZING?

Organizing is simply putting ideas that are alike into groups, with a heading to identify the group. These groups are then written down so they can be referred to later.

Look at the following list of items: *apple, hot dog, hamburger, spinach, peach, carrot, plum, steak, corn*. If you had to divide them into three groups, which items would you keep together? Did you put *apple, peach, and plum* in one group? Did you put *hot dog, hamburger, and steak* in another, and *spinach, carrot, and corn* in another? If you did, you have just organized the material. Now try dividing the following items into three groups: *dog, robin, cow, salmon, eagle, trout, dove, horse, whitefish*. Write the three groups of items in the spaces provided.

(Be sure to do the exercise before reading on.)

Did you put *dog, cow, and horse* together? Were the other two groups *robin, eagle, dove* and *salmon, trout, whitefish*? Once again, you have organized the material. How did you do this? What must you have understood in order to have organized the groups correctly? You must have realized that certain of the creatures listed have something in common with one another. You must have understood that three of them are birds (or at least flying creatures), that three are fish (or at least creatures that live in water), and that three are land animals. In the first groups you must have understood that the categories are fruits, meats, and vegetables. You had to understand these relationships before you could group them. In other words, you had to understand how big ideas and little ideas related to one another. Is it difficult to make an outline or map? It can be when you work with difficult-to-understand textbooks, but you can learn to outline more easily if you follow the steps suggested in this chapter.

HOW TO ORGANIZE INFORMATION

When you wish to organize a chapter in a textbook for outlining or mapping, do the following:

Try to discover the most important idea. In textbooks this has usually been done by the author—it's the chapter title. This chapter title becomes the title of your outline or map. If you would rather reword the title or write it as a thesis statement, do so.

Look at the following list of words. Which item includes all of the other items? *Shirts, coats, articles of clothing, shoes, dresses, hats.* Do you understand why *articles of clothing* is the correct answer? If you do, you have taken a first step toward being a skilled outliner or mapper. Now take the next step. Think in exact terms. Read the following list: *aunts, sisters, mothers, wives, grandmothers.* Think about a term that would include all of those terms. Now, which of the following terms would most exactly include every one of the above: *females, young girls, people, human beings?* The correct answer is *females.* *Young girls* is incorrect because we can reasonably assume that *grandmothers* will not fit that category. (It is likely that mothers and wives do not either.) Everyone on the list could be included in the two remaining categories, *people* and *human beings.* However, *men* and *little boys* could also fit this category. *Females* is more exact. It describes the terms more precisely. It is essential when you look for important or major ideas that you describe them as precisely as you can.

Try to discover how the author develops or subdivides the most important idea. Frequently, the author has done your work for you by dividing the chapter into sections with *headings.* These headings, or the ones you compose, become the major headings of your outline or map.

Sometimes authors will develop their main point chronologically. They will tell about the early years of a person's life, then the middle years, and finally the later years. These, then, are your major headings. Sometimes authors will enumerate. They may talk about three reasons or four methods or six advantages. This again is a clue to your major headings. Sometimes they use cause-effect relationships (as in the discussion of a war in a history book or an experiment in a chemistry book). Sometimes they go from general to specific or from specific to general or from easy to difficult or from known to unknown. Sometimes they use comparison-contrast. Although this is not an all-inclusive list, these are the major ways in which authors develop their topics. To review briefly, these ways are chronological order, enumeration, cause-effect, general to specific, specific to general, easy to difficult, known to unknown, and comparison-contrast. When you can discover these relationships the difficulties of outlining and mapping melt before you and understanding becomes easy.

Which of these methods is used to develop the topic in the following paragraph?

There are six factors that contribute to a good memory. First, there is *association.* When you associate, you make ideas belong to one another—you relate them in some way. The second factor that contributes to a good memory is *visualization.* When you visualize, you try to form pictures in your mind of what you wish to remember. If you can create a strong, intense picture, then all you need do is recreate that picture when you wish to remember the information. Visualization also forces you to practice the next item, which is *concentration.* What is concentration? It is the ability to focus attention on one thing, thus eliminating attention to anything else. Learning to concentrate forces you to pay

attention to what you want to remember. The fourth factor is *repetition.* Repeat information that you wish to remember by saying it over and over in your mind. This will help you to overlearn it, thus helping memory. The next factor in memory improvement is *intensity of impression.* You should realize that the more vividly, the more intensely the information is presented to you, the longer you will remember it. Seeing movies of how people lived in eighteenth-century England helps you to remember this information longer than if you just read about it. Whistening or being involved in an accident helps you to remember the details longer than if you read about it. The last factor in memory improvement is the realization that *we tend to remember longest those things that we see first.* You may have heard the expression about first impressions lasting longest. This is probably related to two of the other items. The first idea that you come across when you study probably comes to you more intensely because your mind is undisturbed. For the same reason, you will probably concentrate better.

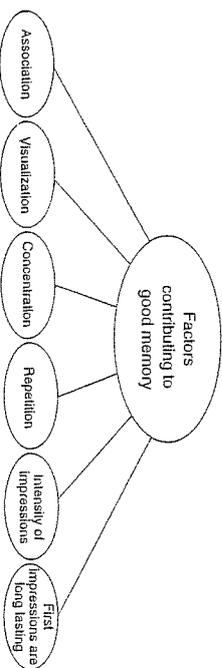
Before answering the question, let us do Step 1 first. What is the main thought in this paragraph? Your answer should make the point that there are six factors that contribute to a good memory. Which of the techniques mentioned does the author use to develop the information given? Your answer should be *enumeration.* The author numbered, named, and spoke briefly about each memory factor in turn. If you chose to use outlining to organize the ideas in the preceding excerpt, your outline's first level might look like this:

Factors Contributing to a Good Memory

- I. Association
- II. Visualization
- III. Concentration
- IV. Repetition
- V. Intensity of impression
- VI. First impressions are long lasting

If you chose to map the concepts, your map's first level might look like Figure 6.1.

Figure 6.1



Developing Organizational Skills: Outlining and Mapping

Try this exercise once more. Read the following paragraph to discover the technique the author uses for developing his point.

I was born to very poor parents in the middle of a city ghetto teeming with people. Even when I was very young I was conscious of all the people around me. I played in the street on a block that must have contained 300 kids. At five I began to do odd jobs for whatever I could earn. At six, I was sent to school, but I hated it and couldn't wait for each school day to end. When I was nine, I had all sorts of after-school jobs until I quit school at sixteen. Then I worked full-time as a helper in a restaurant. At twenty I joined the Navy. For the first time in my life I felt uncrowded. When I left the Navy, I didn't want to go back to what I had run away from. Also, I realized for the first time what training could do for me. I enrolled in a school for barbers and graduated at 25. I also married that same day. At 30, after working as a barber for five years, I opened another shop, and still another two years after that. By the time I was 40 I had a string of twelve shops. Today, as I celebrate my sixtieth birthday, I think fondly of my four sons, who are managing the shops.

The main point of this paragraph concerns a man who became successful after overcoming a background of poverty and little education. Which technique does the author use? Notice how chronological order is used to develop the point. This, then, is the basis for the headings of your outline or map.

Try to discover the author's details. How does he or she develop major ideas? Which ideas are given the most attention? These are ordinarily clues to what the author thinks is important or complicated and in need of more detailed explanation. Always connect these details to the major points that they explain or develop. It is very important not to allow the detail to become a fact by itself, but to connect it instead to some major point. Read the following paragraph. Try to discover the title, the three major ideas, and the details related to them. Write these items in the spaces provided in the outline and in the concept map (see Figure 6.2).

There are three major kinds of programs offered in the junior or community college. One kind is the terminal program. Among the purposes of this program is to prepare students for a career or a job, to train students in particular skills, or to provide organized general education beyond high school. Then there is the college transfer program. This program provides the courses required for the first two years of college. It also helps to relieve the congestion and need for added facilities for the freshman and sophomore years at the four-year college. The third kind of program is the community service program. Two major purposes of this program are to provide community service projects and to train students in particular skills needed by local business or industry.

How to Organize Information

Title _____

I. (First major idea) _____

A. (Detail) _____

B. (Detail) _____

C. (Detail) _____

II. (Second major idea) _____

A. (Detail) _____

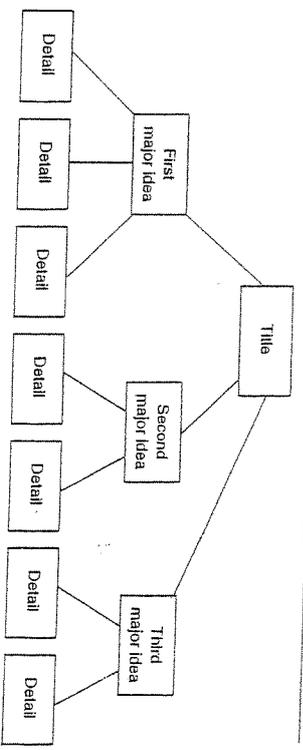
B. (Detail) _____

III. (Third major idea) _____

A. (Detail) _____

B. (Detail) _____

Figure 6.2



As you can see from the outline and concept map, the details make up the second level, so an outline or map with a title, some headings, and some details is called a two-level outline or map.

(Be sure to do the exercise before reading on.)

What did you say was the title? A correct response would focus on the statement that there are three kinds of programs in many junior or community colleges. What are the major ideas? You should have noted the three kinds of programs (terminal, transfer, and community service) and should have written them in the correct spaces. How should the spaces provided for details have been filled in? Under "terminal programs," you should have mentioned preparing students for careers or jobs, training students in particular skills, and providing organized general education beyond high school. Under "transfer programs," you should have mentioned providing needed courses for the first two years of college and relieving congestion

and the need for more facilities at the four-year college. Under "community service programs," your details should have included providing adult special-interest courses and training students in skills to meet business or industry needs.

You may not have been able to do this last exercise well. Do not be concerned. The exercises following this chapter will take you to this level of skill in easy-to-understand steps. Before going on to these exercises, however, it is important to talk about notation in outlining and hierarchy in mapping.

NOTATION IN OUTLINING AND HIERARCHY IN MAPPING

Skill in outlining and mapping depends upon an ability to understand how ideas are related to one another. Once you can do that, you will probably find it quite easy to learn the notation symbols and their relative ranking positions. Following are some of the important points that you should understand about notation for outlining and hierarchical arrangement in mapping.

The importance of an idea determines its placement. In outlining, the more important an idea is, the closer to the left you should place it. You should place the most important ideas (the major ideas) closest to the left-hand margin of the page. Also, in order to follow the standard system for notation, you should assign a roman numeral to these major ideas. In other words, the most important ideas are placed farthest to the left as headings and are notated I, II, III, and so on. These make up your first level of ideas.

You should place the next most important ideas—the details that explain or develop the headings—to the right and below the headings, and you should notate them with capital letters (A, B, C, etc.). These make up your second level of ideas.

You should place the support material, or lesser ideas that explain or develop the details, to the right and below these details, and you should notate them with arabic numbers (1, 2, 3). These make up your third level of ideas.

Most outlines need not go beyond this third level of ideas. If you must do so, however, as in very complicated or highly developed outlines, less important ideas are placed below and to the right and are notated

a.

(1)

(a)

In making a concept map, the ranking of ideas is also important. An outline is a linear sequence of major ideas and details, whereas a map is a more horizontal arrangement. This horizontal ranking of ideas results in a hierarchical pattern that is easy to follow and remember.

In the typical map, major ideas are reduced to key words or phrases, then are put into large boxes or circles arranged left to right across the top of the page. Details are shown in smaller shapes and are linked to the major ideas by lines or arrows. These lines or arrows are sometimes labeled with a word or phrase to explain the relationship. The details form the second level of the hierarchy. Support material is written in still smaller shapes and linked to the appropriate detail with lines. This support material makes up the third level of the hierarchy.

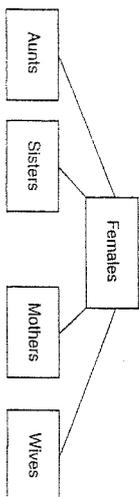
As in outlining, most maps do not exceed the third level. If there is a need to do so, less important ideas are shown by still smaller boxes, with additional branching.

Read the following list: *aunts, sisters, females, mothers, wives*. Which term should be placed farthest to the left? What should its notation be? The term *females* is the major idea here in the sense that it includes the remaining terms. You should have placed it farthest to the left, and you should have assigned the notation I to it. When outlined, it should look like this:

- I. Females
 - A. Aunts
 - B. Sisters
 - C. Mothers
 - D. Wives

When mapped, it should look like Figure 6.3.

Figure 6.3



Now read the following list and outline it in the spaces provided: *aunts, uncles, sisters, females, brothers, males, mothers, fathers, wives, husbands*.

1. _____
- A. _____
- B. _____
- C. _____
- D. _____

- II. _____
- A. _____
- B. _____
- C. _____
- D. _____

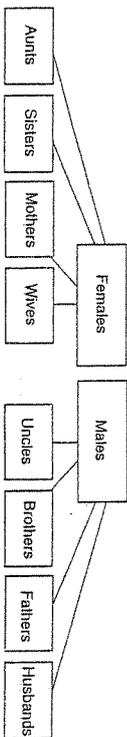
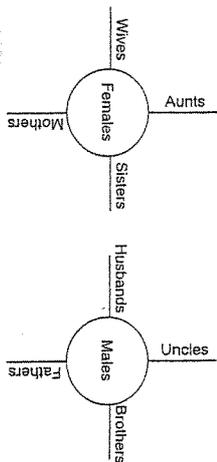
If you organized this correctly, you would have realized that *female* is once again the first major idea. It should have been placed next to I. You should have placed the items that name females under I, next to the capital letters (A, B, C, D). You also should have realized that the term *males* is the second major idea. You should have placed it next to II. Then you should have placed the items that name males under II, next to the capital letters (A, B, C, D). The completed outline should look like this:

- I. Females
- A. Aunts
- B. Sisters
- C. Mothers
- D. Wives
- II. Males
- A. Uncles
- B. Brothers
- C. Fathers
- D. Husbands

A concept map could take one of the forms shown in Figure 6.4.

All ideas of the same importance should have equal prominence. In other words, in an outline you should begin all major ideas (headings with Roman numerals assigned to them) farthest to the left. You should begin all details (ideas having capital letters assigned to them) in the column to the right of the headings, and you should begin all support material (ideas having lowercase letters assigned to them) in the column to the right of the details. If you think about this for a moment you will realize that in an outline, any stated idea is smaller than and part of, or a development of, any stated idea that is above it and to the left of it. It is equal to any stated idea that has an equal rank or

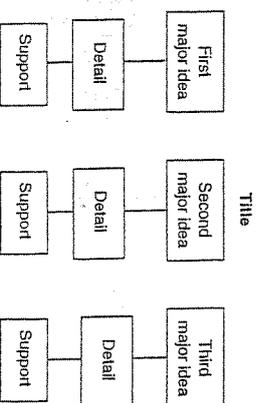
Figure 6.4



indentation (whether above or below it) and is a bigger idea than any idea that is stated to the right of it (whether it is above or below it).

The same system of ranking ideas holds true when making a map. The size of the box (or chosen shape) differentiates the most important ideas and the major and minor details. These different sized boxes form the basis for the ranking of ideas. The major ideas are shown in a left-to-right sequence (in order of occurrence) across the page, forming the top level of the hierarchy. Details follow in smaller boxes and under the appropriate major idea box. Support is next, in still smaller boxes placed under the appropriate details.

Figure 6.5



Title

Examine the following list of items. In the space to the left of each one, mark 1 if it should be ranked as a roman numeral, mark A if it should be ranked as a capital letter, and mark 1 if it should be ranked as an arabic number.

- | | | |
|---------------------|-------------------|-------------------|
| _____ Uncle Joe | _____ Sister Jean | _____ sisters |
| _____ Sister Rose | _____ Aunt Paula | _____ aunts |
| _____ males | _____ females | _____ Uncle Marty |
| _____ Sister Lucy | _____ fathers | _____ brothers |
| _____ mothers | _____ Uncle Abe | _____ Aunt Sarah |
| _____ wives | _____ husbands | _____ uncles |
| _____ Brother Harry | _____ Brother Tim | |

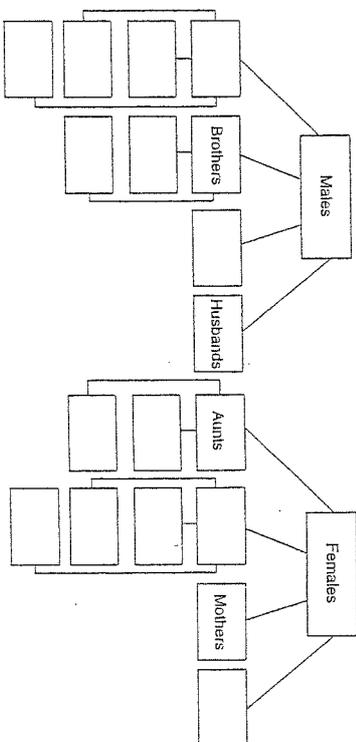
You should have marked two items with a 1 (males, females) because they are the major ideas. You should have marked eight items with an A (mothers, wives, fathers, husbands, sisters, aunts, brothers, uncles) because they are details, and you should have marked ten items with a 1 (Uncle Joe, Sister Rose, Sister Lucy, Brother Harry, Sister Jean, Aunt Paula, Uncle Abe, Brother Tim, Uncle Marty, Aunt Sarah) because they are support material. Now use the same items to finish the partially completed outline below.

- I. Males
- A. _____
1. _____
2. _____
3. _____
- B. _____
1. _____
2. _____
- C. _____
- D. _____
- II. _____
- A. Aunts
1. _____
2. _____
- B. _____
1. _____
2. _____

3. _____
- C. Mothers
- D. _____

Use the same information to complete the map in Figure 6.6.

Figure 6.6



Items in an outline or map should balance. In organizing the above material, there is no reason to list uncles first under males. The outline or map would have been correct with fathers, husbands, or brothers first. But once the pattern is set for one major idea, the other major idea must follow that pattern. If husbands is the first detail under males, then wives must be the first detail under females. This balance, or parallel structure, makes the ideas easier to understand and remember.

You may write items in an outline as either phrases or sentences, but the entire outline should be one or the other. In other words, don't mix phrases and sentences in the same outline.

Always capitalize the first word of each item in an outline.

Always place a period after each notation symbol (numbers and letters) in an outline. In concept maps, key words and phrases are used within the geometric shapes, without regard for capital letters and punctuation (except for proper names).

■ Developing Organizational Skills: Outlining and Mapping

These are the most important rules for outlining and mapping. Remember, the main purpose of outlining and mapping is to help you understand how an author or a speaker has organized a book or a speech. Used this way, both methods will help you study effectively and will provide you with better and faster understanding.

Many exercises in organizing information follow this skill-development presentation. Do them carefully. They will—in gradual, easy-to-difficult steps—provide you with an opportunity to develop the skill of outlining and/or mapping. Learning this skill can be difficult. You must take time, you must have patience, you must put forth effort, and above all *you must practice*. You will find, however, that it's worth the effort.

Following is an outline based on the information contained in the discussion in Chapter 1, Using Vocabulary in Context. Notice the use of the notation rules as they are described in the summary below. Use it as a model to help you improve your own outlining skills.

Using Vocabulary in Context

- I. Nature of word meanings
- II. Approaches to improving word meanings

A. Context

1. Synonym
2. Antonym
3. Example
4. Definition
5. Situation

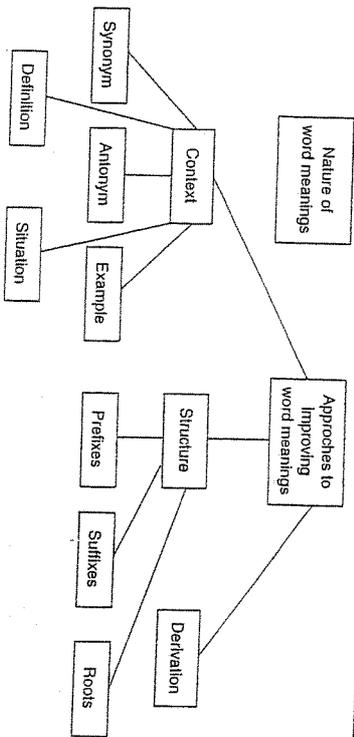
B. Structure

1. Prefixes
2. Suffixes
3. Roots

C. Derivation

Notice how the same information is organized in a concept map (Figure 6.7). You can use this as a model to help you improve your mapping skills.

Figure 6.7



In Brief

Outlining and mapping give a visual representation of a writer's ideas and their interrelationships. Making an outline or map has certain benefits:

1. You understand the material better.
2. You save study time.
3. You have good review material.

Becoming skilled at outlining or mapping helps you take good lecture notes.

Outlining shows organization by (1) indentation, and (2) labels.

Mapping shows organization by (1) the size of the shape surrounding the idea, and (2) the lines that connect the shapes.

Outlining has two advantages: (1) You already know the system. (2) Most people accept it.

Mapping has two advantages: (1) Information with shapes is easier to remember. (2) The overall structure (organization of the material) is easier to see.

How to Organize Information

1. Find the most important idea (title).
2. Find the subdivisions (headings). Relate them to the title.
3. Find the details. Relate them to the headings.

Notation in Outlining and Hierarchy in Mapping

The importance of an idea determines—

In outlining: how far to indent, and the notation to use.

In mapping: the size of the shape surrounding the idea.

Ideas of equal importance should be placed—

In outlining: on the same level of indentation.

In mapping: inside boxes or circles of the same size.

Parallel structure (balance) should be maintained in both outlining and mapping.

In outlining: Don't mix phrases and sentences. Capitalize the first word in each item. Place a period after each notation symbol.

Practice Exercises

A. Each of the following lists represents a particular topic. Decide what the topic is and write it in the space provided. You may not be familiar with items in some of the lists. Check these in an encyclopedia or a dictionary. The first one is done for you.

1. *Countries*

- Holland
- Japan
- Brazil
- Greece
- Argentina

6. _____

- Hudson
- Congo
- Rio Grande
- St. Lawrence
- Yangtze

2. _____

- Toyota
- Buick
- Chrysler
- Oldsmobile
- Datsun

7. _____

- Noun
- Verb
- Adverb
- Adjective
- Pronoun

3. _____

- Pies
- Cakes
- Bread
- Cookies
- Brownies

8. _____

- College
- High school
- Elementary school
- University
- Junior high school

4. _____

- Elm
- Redwood
- Maple
- Spruce
- Birch

9. _____

- Living room
- Dining room
- Kitchen
- Bedroom
- Bathroom

5. _____

- Horse
- Cow
- Cal
- Goat
- Dog

10. _____

- Rain
- Snow
- Tornado
- Hurricane
- Sleet