Reading

1. A philosopher once said that life is “nasty, brutish, and short.” He might have been writing about early English settlers in the American colonies. **For one thing**, the majority of the new arrivals died quickly. They were wiped out by malaria, typhoid, and dysentery. Children born in the colonies had a short life expectancy as well. Half of them died before they reached the age of 20. Furthermore, the chances were slim that a colonist would have a long, happy marriage. Most marriages ended within seven years, due to the death of one partner.

|  |
| --- |
| *------For one thing* introduces the first item in a list of three ways that colonial life was difficult: short life span for new arrivals, a similar short life span for children, and the unlikelihood of having a long marriage. |
|  |

1. A chimp by the name of Sherman participated in an interesting math experiment. He was given two pairs of cups containing chocolates. One pair contained five candies—three in one cup and two in the other. The second pair held only four candies—three in one and only one in the other. Sherman chose the pair of cups with the most chocolates 90 percent of the time. Another chimp, Lana, can match the numbers 1, 2, or 3 with a picture of the matching number of boxes 80 percent of the time.

-----Sentence 6 requires an addition transition. Sentences 1-5 describe an experiment with a chimp named Sherman. Sentence 6 describes an experiment with a second chimp, Lana.

|  |
| --- |
| 1. (1) When life inflicts setbacks and tragedies on optimists, they weather those storms better than pessimists do. (2) Optimists look on the bright side. (3) After a setback, they pick up the pieces and start again. (4) On the other hand, pessimists give up and fall into depression. (5) With their ability to spring back, optimists achieve more at work and in school. (6) Optimists have better physical health and may even live longer. (7) However, even when things go well for pessimists, they are haunted by fears of catastrophe. |
|  |
| Q:The passage mainly |
| |  |  | | --- | --- | | **a. defines and illustrates the terms "optimist" and "pessimist."** |  |  |  |  | | --- | --- | | b. shows similarities between optimists and pessimists. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | c. shows differences between optimists and pessimists. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | d. explains the causes of optimism and pessimism. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is c. |
|  |
| Sentences 2-3 and 5-6 describe optimists' ways of functioning. Sentences 4 and 7 describe the contrasting ways that pessimists function. |

|  |
| --- |
| 1. (1)The increasing influence of the mass media contributes to the success of fast-food restaurants. (2)Without saturation advertising and the influence of television and other mass media, fast-food restaurants would not have succeeded as well as they have. (3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the extensive advertising employed by such systems as H & R Block, Jenny Craig, and Pearle Vision Centers has helped make them resounding successes. |
|  |
| Q: Click on the appropriate transition to fill in the blank. |
| |  |  | | --- | --- | | **a. Because of** |  |  |  |  | | --- | --- | | b. Similarly | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | c. For instance | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | d. Even though | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is b. |
|  |
| The sentence uses the comparison word *similarly* to signal that extensive advertising has also helped such systems as H & R Block, Jenny Craig, and Pearle Vision Centers become successful. |
|  |
| 1. (1) Our senses of sight, hearing, taste, and smell are constantly bombarded by stimuli. (2) These stimuli are stored in our sensory memory, where they remain for just a fraction of a second. (3) When we look up a phone number and remember it long enough to dial it, we are using another form of memory, our short-term memory. (4) Ideal for briefly remembering such small chunks of information, short-term memory decays quickly, which is why we would probably have to look up that same phone number again if we needed it a few hours later. (5) The third type of memory is long-term memory, where we store information that we've judged as important. (6) Our long-term memories can last a lifetime. |
|  |
| Q: The implied main idea of the selection is |
| |  |  | | --- | --- | | **a. Sensory memory is stored for only a fraction of a second.** |  |  |  |  | | --- | --- | | b. In our daily lives, we use three kinds of memory. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | c. Short-term memory and long-term memory are the two most important types of memory for our daily lives. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | d. Short-term memory is needed for short-term tasks such as remembering a telephone number until we have dialed it. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is b. |
|  |
| Answer b is correct because the passage describes three kinds of memory that function in a person's daily life: 1) sensory memory (sentences 1-2), 2) short-term memory (sentences 3-4), and long-term memory (sentences 5-6). Answer a is too narrow because it covers only sentence 2. Answer d is too narrow because it covers only sentences 3-4. Answer c is not stated; the paragraph does not indicate that one type of memory is any less important than the others. |
| 1. (1) According to recent research, bad moods descend upon us an average of three out of every ten days. (2) The most effective way to banish a sad or bad mood is by changing what caused it in the first place—if you can figure out what made you upset and why. (3)“Most bad moods are caused by loss or failure in work or intimate relationships,” says psychologist Randy Larsen. (4)“The questions to ask are: What can I do to fix the failure? (5) What can I do to remedy the loss? (6) Is there anything under my control that I can change? (7) If there is, take action and solve it.” (8) Rewrite the report. (9) Ask to take a makeup exam. (10) Apologize to the friend whose feelings you hurt. (11) If there’s nothing you can do, accept what happened and focus on doing things differently next time. (12)“In our studies, resolving to try harder actually was as effective in improving mood as taking action in the present,” says Larsen.   (13) Another way of changing a bad mood is to change the way you think about what happened—by putting a positive spin on it. (14) This technique, called cognitive reappraisal, or reframing, helps you look at a setback in a new light: What lessons did it teach you? (15) What would you have done differently? (16) Could there be a silver lining or hidden benefit?  (17) If you can’t identify or resolve the problem responsible for your emotional funk, the next-best solution is to concentrate on altering your negative feelings. (18) For example, try setting a quick, achievable goal that can boost your spirits with a small success. (19) Clean out your drawer; sort through the piles of paper on your desk; send an e-mail or text message to an old friend.  (20) Another good option is to start exercising. (21) In studies of mood regulation, exercise consistently ranks as the single most effective strategy for banishing bad feelings. (22) Numerous studies have confirmed that aerobic workouts, such as walking or jogging, significantly improve mood. (23) Even nonaerobic exercise, such as weight lifting, can boost spirits, improve sleep and appetite, and produce feelings of mastery and accomplishment. |
|  |
| Q: The implied main idea of this textbook passage is |
| |  |  | | --- | --- | | a. Some mood-boosting strategies are more effective than others. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. Most bad moods are caused by loss or failure at work or in intimate relationships and can be relieved through cognitive reappraisal or exercise.** |  |  |  |  | | --- | --- | | c. Learning effective mood-boosting, mood-regulating strategies can help us pull ourselves out of an emotional slump. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | d. The most important thing to ask when suffering from a bad mood is “What can I do to fix the failure or remedy the loss?” | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is c. |
|  |
| Answer c is supported by all the details of the passage. Answer a is not discussed. Answer b covers only sentences 3, 13–16, and 20–23. Answer d covers only sentences 4–12. |

|  |
| --- |
|  |
| http://www.townsendpress.net/resources/book/26/c7m1q1.png |
|  |
| 1. Click on the logical inference. |
| |  |  | | --- | --- | | a. The house was built on stilts so the children could play underneath it. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | b. The children are enjoying themselves. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **c. The children probably seldom watch real television.** |  | |
|  |
| The correct answer is b. |
|  |
| Answer b is a logical inference because of the big smiles on the children’s faces. Answer a is not logical because the water shows that the stilts serve the purpose of keeping the house above high tide. Answer c is not logical because the children are watching the fake TV instead of playing on the beach. This suggests that watching real TV is a significant part of their lives. |
|  |



|  |
| --- |
| (1) Mutual attraction may get us into a love relationship, but it is not the determining factor in making the relationship grow and last. (2) Two factors that make relationships endure have to do with expectations and equity. (3) When two people first fall in love, they often enjoy a mixture of romantic, sexual, and other intense feelings of love. (4) In healthy, lasting relationships this passionate love gradually shifts into compassionate love, which blends friendship, intimacy, commitment, and security. (5) If both people in the relationship anticipate and welcome this shift, the transition is managed comfortably. (6) Expectations are aligned with reality. (7) If not, the relationship can become troubled or even end because of this surprise about the nature of love or any number of other unrealistic expectations that can occur. (8) In addition, each person in the relationship needs to experience a balance between what he/she puts into the relationship and what he/she gets out of it. (9) Each needs to feel that neither too little nor too much is received when compared with what is given. (10) This equity helps make for a happy relationship. |
|  |
| 3. We can infer that the author of this passage believes |
| |  |  | | --- | --- | | a. romantic love can be damaging to a relationship. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. the happiest couples are not physically attracted to one another.** |  |  |  |  | | --- | --- | | c. physical attraction is often strongest early in a relationship. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is c. |
|  |
| Sentences 1, 3, and 4 support inference c. Answers a and b are not supported. |



|  |
| --- |
| My brother says that I was so ugly as a kid that my mother had to tie a pork chop around my neck to get our dog to play with me. |
|  |
| The primary purpose of this sentence is to |
| |  |  | | --- | --- | | a. inform. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | b. persuade. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **c. entertain.** |  | |
|  |
| The correct answer is c. |
|  |
| The author uses exaggeration to make this statement humorous. The image of a person wearing a pork chop adds to the amusing quality. |
|  |



|  |
| --- |
| My son explained that the healthy vegetable side of his stomach felt full, but that the dessert side was very empty. |
|  |
| The primary purpose of this sentence is to |
| |  |  | | --- | --- | | a. inform. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | b. persuade. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **c. entertain.** |  | |
|  |
| The correct answer is c. |
|  |
| The author is describing an amusing way of rejecting vegetables in favor of sweets. |



|  |
| --- |
| (1) If manufacturers of children's breakfast cereals were honest, they would call their products names like "Too Much Sugar Crisps" and "Fake Fruit Flakes." (2) Breakfast foods targeting children are filled with excess sugars and unnecessary chemical dyes. (3) Such foods condition young children to start their days with sweetened foods, making them more likely to continue eating heavily sugared foods as adults. (4) In addition, these cereals are often more expensive than healthier foods. (5) When shopping for children's breakfast foods, parents should leave these little boxes of sugar chips where they belong—on store shelves. |
|  |
| The primary purpose of this passage is to |
| |  |  | | --- | --- | | a. inform. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. persuade.** |  |  |  |  | | --- | --- | | c. entertain. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is b. |
|  |
| The author wants to persuade parents not to buy children's breakfast cereals. To do so, the author lists several negative qualities of the cereals. The word *should* (sentence 5) is a word used to persuade. |



|  |
| --- |
| (1) While we say the future depends on our children, we don't feed all of them. (2) While the United States is the wealthiest nation in the world, more than 11 million American children are stuck below the poverty level. (3) Nor do we spend a lot of time with our children. (4) The time that parents spend with their children in meaningful interactions is measured in minutes per day, while the time children spend watching television is measured in hours. (5) We hope that our schools will do the job we aren't doing at home, but we pay schoolteachers a tiny percentage of what we pay professional athletes. (6) We graduate hundreds of thousands of students each year who cannot read their own high-school diplomas.  (7) We isolate our teenagers from the world, quarantining them in school buildings. (8) We give them little responsibility, and demand of them even less. (9) By cutting them off from the adult world, where they could develop a sense of competence and belonging, we leave them alienated and open to joining gangs that will give them a sense of belonging. (10) And many of us have turned away from the human values that have served all the generations that came before us. (11) We act as if enduring values are not important, and then we wonder why our children often seem so morally adrift. |
|  |
| 6. You can infer that this author |
| |  |  | | --- | --- | | **a. thinks society's attitude toward children is often hypocritical.** |  |  |  |  | | --- | --- | | b. does not believe our children are "morally adrift." | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | c. is opposed to setting expectations for children. | http://www.townsendpress.net/1.gif | |
|  |
| Answer is A. |
|  |
| Answer a is supported by sentences 1 and 2. Answer b is contradicted by sentence 11, which suggests that our children are "morally adrift." Answer c is incorrect because sentence 8 suggests we do need to have expectations for our children. |
|  |



|  |
| --- |
| (1) While we say the future depends on our children, we don't feed all of them. (2) While the United States is the wealthiest nation in the world, more than 11 million American children are stuck below the poverty level. (3) Nor do we spend a lot of time with our children. (4) The time that parents spend with their children in meaningful interactions is measured in minutes per day, while the time children spend watching television is measured in hours. (5) We hope that our schools will do the job we aren't doing at home, but we pay schoolteachers a tiny percentage of what we pay professional athletes. (6) We graduate hundreds of thousands of students each year who cannot read their own high-school diplomas.  (7) We isolate our teenagers from the world, quarantining them in school buildings. (8) We give them little responsibility, and demand of them even less. (9) By cutting them off from the adult world, where they could develop a sense of competence and belonging, we leave them alienated and open to joining gangs that will give them a sense of belonging. (10) And many of us have turned away from the human values that have served all the generations that came before us. (11) We act as if enduring values are not important, and then we wonder why our children often seem so morally adrift. |
|  |
| 7. You can infer that the author |
| |  |  | | --- | --- | | a. believes professional athletes are good role models for children. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. blames teachers for not doing a better job of teaching children to read.** |  |  |  |  | | --- | --- | | c. believes teachers deserve higher status in our society. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is c. |
|  |
| Sentence 5 supports answer c. Answer a is refuted by sentence 5. Answer b is incorrect because the passage does not say whose fault it is that students can’t read. |
|  |

|  |  |  |
| --- | --- | --- |
| Following is one of the most famous passages in the English language, from the play *The Tragedy of Macbeth* by William Shakespeare. Shakespeare has the king Macbeth speak the words below upon hearing of the death of his wife. Her death adds to the despair Macbeth feels as his power over the kingdom slips away from him.   |  | | --- | | *strut*: walk pompously | | *fret*: worry |   . . . . Out, out, brief candle! Life's but a walking shadow, a poor player That struts° and frets° his hour upon the stage And then is heard no more. It is a tale Told by an idiot, full of sound and fury,  Signifying nothing. |
|  |
| 2. In the metaphor of life as “a walking shadow,” Macbeth suggests mainly that life is |
| |  |  | | --- | --- | | a. flimsy and insubstantial. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. ghostly.** |  |  |  |  | | --- | --- | | c. too mysterious to understand. | http://www.townsendpress.net/1.gif | |
|  |
| The correct answer is a. |
|  |
| Answer a is supported by the idea that a shadow is flimsy and unsubstantial; Macbeth is suggesting that life is without substance and meaning. Answers b and c are incorrect because the metaphor does not include anything that suggests life is ghostly or mysterious. It is just empty and meaningless. |
| |  |  |  | | --- | --- | --- | | Following is one of the most famous passages in the English language, from the play *The Tragedy of Macbeth* by William Shakespeare. Shakespeare has the king Macbeth speak the words below upon hearing of the death of his wife. Her death adds to the despair Macbeth feels as his power over the kingdom slips away from him.   |  | | --- | | *strut*: walk pompously | | *fret*: worry |   . . . . Out, out, brief candle! Life's but a walking shadow, a poor player That struts° and frets° his hour upon the stage And then is heard no more. It is a tale Told by an idiot, full of sound and fury,  Signifying nothing. | |  | | 3. By saying life is a “poor player/That struts and frets his hour upon the stage/And then is heard no more,” Macbeth implies that | | |  |  | | --- | --- | | a. each life is too brief to be very significant. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. each person’s life is of enormous value.** |  |  |  |  | | --- | --- | | c. he expects to die young. | http://www.townsendpress.net/1.gif | | |  | | The correct answer is a. | |  | | Answer a is supported by the idea that one hour on a stage is not a significant amount of time in relation to all of human history. This same idea contradicts answer b. Answer c is incorrect because Macbeth does not say anything about how old he expects to be when he dies. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The passage below is taken from *A Son of the Middle Border*, a literary autobiography of Hamlin Garland (1860-1940).   |  |  | | --- | --- | | *imperative*: commanding | *resolution*: firm determination | | *impassive*: expressionless | *mused*: thought it over | | *countenance*: face |  |   (1) Slipping from my weary horse, I tied her to the rail and hurried up the walk toward the doctor's bell. (2) I remembered just where the knob rested. (3) Twice I pulled sharply, strongly, putting into it some part of the anxiety and impatience I felt. (4) I could hear its imperative° jingle as it died away in the silent house.  (5) At last the door opened and the doctor, a big blond handsome man in a long nightgown, confronted me with an impassive° face. (6) "What is it, my boy?" he asked kindly. (7) As I told him he looked down at my water-soaked form and wild-eyed countenance° with gentle patience. (8) Then he peered out over my head into the dismal night. (9) He was a man of resolution°, but he hesitated for a moment. (10) "Your father is suffering sharply, is he?"  (11) "Yes, sir. I could hear him groan. (12) Please hurry."  (13) He mused° a moment. (14) "He is a soldier. (15) He would not complain of a little thing—I will come." |
|  |
| 8. We can infer that the author |
| |  |  | | --- | --- | | a. did not like the doctor. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | b. was very afraid of the doctor. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **c. had been to the doctor’s house before.** |  | |
|  |
| Anser is C |
|  |
| Answer c is supported by sentence 2; if the author remembers where the bell knob is, he must have been there before. Answer b is refuted by the author’s description of the doctor in sentence 6 (“kindly”) and sentence 7 (“gentle patience”). Nothing in the passage supports answer a. |
|  |
| |  |  | | --- | --- | | |  | | --- | | http://www.townsendpress.net/1.gif | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The passage below is taken from *A Son of the Middle Border*, a literary autobiography of Hamlin Garland (1860-1940).   |  |  | | --- | --- | | *imperative*: commanding | *resolution*: firm determination | | *impassive*: expressionless | *mused*: thought it over | | *countenance*: face |  |   (1) Slipping from my weary horse, I tied her to the rail and hurried up the walk toward the doctor's bell. (2) I remembered just where the knob rested. (3) Twice I pulled sharply, strongly, putting into it some part of the anxiety and impatience I felt. (4) I could hear its imperative° jingle as it died away in the silent house.  (5) At last the door opened and the doctor, a big blond handsome man in a long nightgown, confronted me with an impassive° face. (6) "What is it, my boy?" he asked kindly. (7) As I told him he looked down at my water-soaked form and wild-eyed countenance° with gentle patience. (8) Then he peered out over my head into the dismal night. (9) He was a man of resolution°, but he hesitated for a moment. (10) "Your father is suffering sharply, is he?"  (11) "Yes, sir. I could hear him groan. (12) Please hurry."  (13) He mused° a moment. (14) "He is a soldier. (15) He would not complain of a little thing—I will come." |
|  |
| 9. We can infer that |
| |  |  | | --- | --- | | a. the author did not admire the doctor. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **b. the author’s errand is an urgent one.** |  |  |  |  | | --- | --- | | c. the author hates his father. | http://www.townsendpress.net/1.gif | |
|  |
| Answer is B |
|  |
| Answer b is supported by sentence 12; if the situation were not urgent, there would be no need to hurry. Answer a is contradicted by the author’s descriptions of the doctor in sentences 5, 6, 7, and 9. Nothing in the passage supports answer c; furthermore, the fact that he is trying to get help for his father suggests that he cares about him. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The passage below is taken from *A Son of the Middle Border*, a literary autobiography of Hamlin Garland (1860-1940).   |  |  | | --- | --- | | *imperative*: commanding | *resolution*: firm determination | | *impassive*: expressionless | *mused*: thought it over | | *countenance*: face |  |   (1) Slipping from my weary horse, I tied her to the rail and hurried up the walk toward the doctor's bell. (2) I remembered just where the knob rested. (3) Twice I pulled sharply, strongly, putting into it some part of the anxiety and impatience I felt. (4) I could hear its imperative° jingle as it died away in the silent house.  (5) At last the door opened and the doctor, a big blond handsome man in a long nightgown, confronted me with an impassive° face. (6) "What is it, my boy?" he asked kindly. (7) As I told him he looked down at my water-soaked form and wild-eyed countenance° with gentle patience. (8) Then he peered out over my head into the dismal night. (9) He was a man of resolution°, but he hesitated for a moment. (10) "Your father is suffering sharply, is he?"  (11) "Yes, sir. I could hear him groan. (12) Please hurry."  (13) He mused° a moment. (14) "He is a soldier. (15) He would not complain of a little thing—I will come." |
|  |
| 10. We can infer from the passage that the doctor |
| |  |  | | --- | --- | | a. did not want to go out at night for a little complaint. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | b. had been a soldier himself once. | http://www.townsendpress.net/1.gif |  |  |  | | --- | --- | | **c. is a wealthy man.** |  | |
|  |
| The correct answer is a. |
|  |
| Answer a is supported by sentences 8-15; he hesitates a moment to be certain the man is truly ill before agreeing to go out on such a night. Answers b and c are not supported by any evidence in the passage. |