

# ANSWER KEY

*For*

# Breaking Through

**COLLEGE READING**

TWELFTH EDITION

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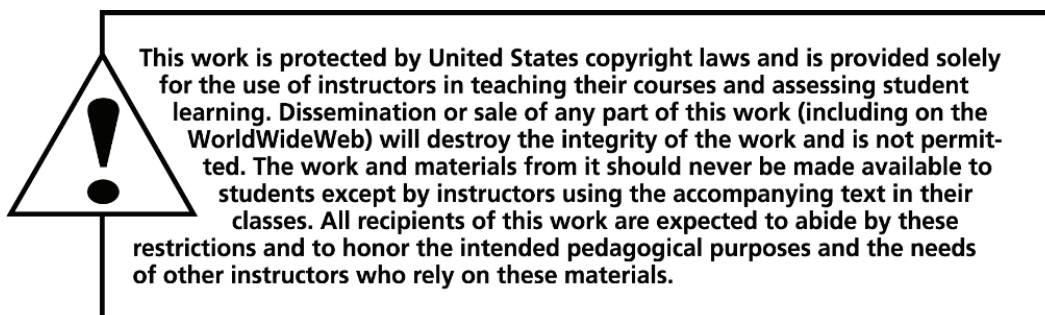
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# Successful Reading

## Reading 1

1020L/461 words

### ACHIEVING YOUR GOALS

*Setting goals for yourself is an important start, but then what? Are you aiming for something that truly reflects your values and your interests, or are you trying to please someone else? Do you have a sincere determination to work toward the goals you have set? Will you be happier when you have reached them? Whether a goal is for the long or short term, honest answers to these questions are critical to your success.*

Psychologists, motivational speakers, life coaches, and a raft of others offer advice about how to go about fulfilling personal ambitions. Their suggestions often reflect solid psychological research and provide helpful inspiration to get you started. In addition, though, some critical thinking on your part will help to sort out the ideas that will transfer to real-life. Consider these important points:

- **Align your goals with your values.** Psychologists agree that happiness is more often the result of meaningful activities than acquiring things. As attractive as wealth and fame might be, consider whether they will provide you a happy and fulfilling life. For example, if you want to be an attorney, providing legal services through a non-profit agency might be more satisfying to you than winning cases at a high-priced law firm. A recent study in the Proceedings of the National Academy of Sciences concluded that earning more than an average living wage is unrelated to happiness, enjoyment, sadness, or stress. Be honest with yourself about what makes you happy.
- **Focus on the journey, not only on the destination.** Students sometimes think of their time in college as a means to an end rather than a time of living. There is much to be gained from the college experience other than a degree or certificate. Your goals as a student probably include earning good grades. Of course, this is important to completing your educational goals. However, if you focus on learning and embracing new, broadening experiences, you will achieve good grades and enjoy a more meaningful and lasting result.



- **Build your supporting resources.** Everyone needs support for the times when motivation or confidence weaken. Nurture positive relationships. Learn to ask for and accept support from friends, family, teachers, professionals, and faith to get you through the difficulties you will face. Identify resources offered at your school such as tutoring, financial aid, and career services. Even more important, develop your internal resources. Maintain good physical and mental health with regular exercise, healthy eating, consistent routines, and by limiting unproductive distractions.

Above all, remember that achieving your dreams will take time, persistence, and patience. In fact, you will probably find that the process is a series of steps and milestones that change and evolve throughout your entire life. Having and working toward your goals will provide a life that makes you proud!

## EXERCISE 1

### Think and Write

Answer the following questions.

1. In light of what you read in this selection, consider and perhaps revise your answer to the first Personal Feedback 1 question.

Specifically, name (1) your primary professional goal and (2) your primary personal goal:

*(Answers will vary.)*

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2. What barriers might stand in your way?

*(Answers will vary.)*

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3. How will you overcome these barriers? Think about the suggestions in the selection. *(Answers will vary.)*

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## EXERCISE 2

Carefully read the syllabus for your reading course and then refer to it to answer the following questions: (Answers are unique to each course and professor.)

1. The rubric, number, and title of this course are \_\_\_\_\_  
\_\_\_\_\_.
2. The professor's name is \_\_\_\_\_. When can you visit the professor's office? \_\_\_\_\_
3. What is the stated purpose of the course? \_\_\_\_\_  
\_\_\_\_\_
4. What materials are required for this course? \_\_\_\_\_  
\_\_\_\_\_
5. How will your grade be determined? \_\_\_\_\_  
\_\_\_\_\_
6. What is the policy on attendance? \_\_\_\_\_
7. Is there a penalty for late work? \_\_\_\_\_
8. Does the syllabus describe any student support services? \_\_\_\_\_. If so, what are they? \_\_\_\_\_  
\_\_\_\_\_
9. What questions do you have about the syllabus or the course? \_\_\_\_\_  
\_\_\_\_\_
10. If your professor included a calendar of due dates, what is the first assignment and when is it due? \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 3

Read the table of contents of this text and glance through the chapters. Notice the format of the chapters and briefly scan the headings. Preview the text to answer the following questions:

1. How many chapters are in this book? \_\_\_\_\_ 10 \_\_\_\_\_
2. Other than the obvious differences of topics covered, how does the organizational format of Chapter 3 differ from the format of Chapter 4?  
Chapter 3 has three longer practice readings at the end of the chapter, with comprehension and vocabulary questions. Chapter 4 is solely vocabulary instruction.
3. What is the purpose of the Learning Objectives? to focus readers on the purpose of each section of the chapter

4. What is the purpose of Summary Points? to review important points relating to the Learning Objectives in the chapter; a type of summary
5. In which chapter will you find information on making inferences? Chapter 7
6. In Chapter 5, “Topic, Main Idea, and Supporting Details” what other words are sometimes used to mean the same as *main idea*? thesis, main point, central focus, gist, controlling idea, central idea
7. Name five college subjects represented in the longer selections at the end of the chapters. psychology, business, literature, history, communication, criminal justice, health, science, sociology
8. In which chapter will you learn more about patterns of organization? Chapter 6
9. What is the purpose of Appendix 1? to practice what you have learned about reading and studying a textbook chapter
10. In which chapter will you find hints on time management? Chapter 1

## Reading 2

1170L/704 words

What is this about?  
Time frame?

5 Stages

Stage 2?

Stage 3

Very descriptive. All  
senses involved

Luck and personal  
strength

### SALTWATER SLAVES

The grim transatlantic voyage was different for every person. Still, the long nightmare of deportation contained similar elements for all. The entire journey, from normal village life in Africa to slavery beyond the ocean, could last a year or two. It unfolded in at least five stages, beginning with capture and deportation to the African coast. The initial loss of freedom—the first experience of bound hands, harsh treatment, and forced marches—was made worse by the strange landscapes and unfamiliar languages. Hunger, fatigue, and anxiety took a steady toll as young and old were marched slowly toward the coast through a network of traders.

The next phase, sale and imprisonment, began when a group reached the sea and African traders transferred “ownership” of the captives. European buyers put them in iron chains alongside hundreds of other captives. After several months, canoes transported the captives through the surf to a waiting vessel. (Their hands were bound, so if a canoe capsized, it meant certain drowning.) Once aboard, the captives might have suffered in the sweltering hold for weeks while the captain cruised the coast in search of additional human cargo. Crew members sometimes raised nets surrounding the deck to prevent attempts at escape or suicide.

The ship’s captain decided when to begin crossing the Atlantic Ocean, the frightening third phase that was the middle passage. The Africans below deck were trapped in the dark, crowded, and stinking hold. The rolling of the ship on ocean swells brought seasickness and painful *chafing* from lying on the bare planks. Alexander Falconbridge, who sailed as a surgeon on several slave ships, recorded that “those who are emaciated frequently have their skin and even their flesh entirely rubbed off, by the motion of the ship, from the . . . shoulders, elbows and hips so as to render the bones quite bare.”

Historians have documented more than 27,000 slave voyages from Africa to the Americas, and in each one, many factors came into play to shape the Atlantic crossing. These included the route, the season, the adequacy of supplies, the crew’s skills, and the ship’s condition. The resolve of the prisoners, the possibility of piracy and ocean

warfare, and the ravages of disease also became factors. A change in weather conditions or in the captain's mood could mean the difference between life and death.

Inhuman

While the grim details varied, the overall pattern remained the same. The constant rolling of the vessel; the sharp changes in temperature; the crowded, filthy conditions; and the constant physical pain and mental anguish took a heavy toll. Pregnant mothers gave birth or miscarried; women were subjected to abuse and rape by the crew. Sailors threw the dead to the sharks and even used corpses as bait, catching sharks that they then fed to the captives.

Stage 4

For the starving survivors of the Atlantic ordeal, two further stages remained in their descent into slavery: the selling process and the time called "seasoning." The selling process on American soil could drag on for weeks or months, as prospective owners examined and prodded the newcomers in dockside holding pens. Those purchased were wrenched away from their shipmates with whom they had formed strong links during their miseries at sea. Slaves often were auctioned in groups, or parcels, to ensure sale of the weak along with the strong. A final journey brought them to the particular plantation where many would work until they died.

Like soldiers today?

Stage 5 Kindness or practicality?

Most Africans did not begin their forced labor immediately. Instead, they entered a final stage, known as "seasoning," which lasted several months or longer. The newcomers were known as "saltwater slaves," in contrast to "country-born slaves" who had grown up in America from birth. Seasoning gave newcomers time to mend physically and begin absorbing a new language. Inevitably, many suffered from what we call "posttraumatic stress disorder," or PTSD.

How would a slave trader tell the story?

What is the main point?

As adults and children recovered from the trauma of the middle passage, they faced a series of additional shocks: foreign landscapes, strange foods, unfamiliar tasks, and even new names. Worst of all, fresh arrivals met a master or overseer who was determined to turn them into obedient servants. Repeatedly, the powerful stranger used force to demand the slaves' obedience, destroy their hope, and crush any thoughts of resistance.

—From *Created Equal: A History of the United States*,  
Fourth Edition, by Jacqueline Jones et al.

#### EXERCISE 4

Answer the following main idea items on the passage about "saltwater slaves." Then read the handwritten remarks describing the student's thinking about whether a response is correct.

- d 1. The best statement of the main idea of this passage is
- a. Slavery in America  
*(Too broad and general)*
  - b. Slaves suffered seasickness, abuse, and horrible pain during the ocean crossing.  
*(Important detail, but the statement does not reflect the entire passage.)*
  - c. Historians have documented more than 27,000 slave voyages from Africa to the Americas, and in each one, many factors came into play to shape the Atlantic crossing.  
*(Tempting, but only talks about the Atlantic crossing, not the other stages of the journey.)*
  - d. The traumatic journeys of captured Africans and their arrival in America as "saltwater slaves" happened in stages over a year or two.  
*(Forms an "umbrella" that covers all of the major parts of the passage.)*

For more help answering main idea questions, refer to "Answering Topic and Main Idea Test Questions" in Chapter 5, page 189; for additional practice, refer to Appendix 5, page 530.



### EXERCISE 5

Answer the following detail question on the passage about “saltwater slaves.” Then note the handwritten remarks reflecting the thinking about whether a response is correct.

  d   1. According to the passage, “saltwater slaves” experienced all of the following stages *except*

*[Note the use of “except”; look for the only false item to be the correct answer.]*

a. a stage when they waited in America to be sold.

*[This is the fourth stage described in the selection.]*

b. the crossing of the Atlantic ocean in a slave ship.

*[The passage describes the horrible details of this third stage.]*

c. a forced march across land from their home villages.

*[This is the first stage described in the passage.]*

d. sailing immediately upon arrival at the sea from their villages.

*[After the land journey, they were sold and sometimes waited weeks on the ship before sailing. This is the only false statement, so it has to be the answer.]*

For additional practice answering detail questions, refer to Appendix 5, page 530.

### EXERCISE 6

Answer the following inference questions on the passage about “saltwater slaves.” Then note the handwritten remarks reflecting the thinking about whether a response is correct.

  c   1. The author believes that

a. the slave trade should have been stopped sooner.

*[The details present a negative picture, but the passage says nothing to propose this.]*

b. the slave trade flourished only because slavery was legal in the United States.

*[Although this might be true, the passage does not discuss the reasons for the slave trade or describe other destinations for slave ships. The word “only” suggests a false statement.]*

c. the slave trade was wrong.

*[The very negative emotional language and details suggest the author feels strongly that the slave trade was immoral.]*

d. some captives escaped from the slave traders.

*[Some probably did escape, but the passage does not mention this.]*

For additional practice answering inference questions, refer to Appendix 5, page 530.

## EXERCISE 7

Reading comprehension tests tend to include three basic types of passages, each of which suggests a separate set of purposes. Study the notes about the three types shown in the Reader's Tip box and answer the question on the "saltwater slaves" passage. Then note the handwritten remarks reflecting the thinking about whether an answer is correct.

### Reader's TIP Types of Test Passages

#### **Factual Passages**

**What?** Science, sociology, psychology, or history articles

**How to Read?** Read for the main idea and do not get bogged down in details. Remember, you can look back.

#### **Author's Purpose?**

- To inform
- To explain
- To describe

*Example:* Textbooks

#### **Opinion Passages**

**What?** Articles with a particular point of view on a topic

**How to Read?** Read to determine the author's opinion on the subject. Then judge the value of the support included and decide whether you agree or disagree.

#### **Author's Purpose?**

- To argue
- To persuade
- To condemn
- To ridicule

*Example:* Newspaper editorials, advertisements, many blog and media posts

#### **Fiction Passages**

**What?** Articles that tell a story

**How to Read?** Read to understand what the characters are thinking and why they act as they do.

#### **Author's Purpose?**

- To entertain
- To narrate
- To describe
- To shock

*Examples:* Novels and short stories

b

1. The author's purpose in writing this passage is
- to entertain the reader with an interesting account of the slave trade.  
*(The passage is interesting, but it seems to be from an American history textbook and is probably not meant for entertaining reading.)*
  - to inform the reader of the conditions in the stages of Africans' journey to becoming slaves in America.  
*(The passage focuses on the stages of the journey and on the horrible conditions. It appears to be from a textbook, so the purpose is most likely to inform and explain.)*
  - to persuade the reader to oppose slavery in any form.  
*(The descriptions are horrifying, but no position on slavery is stated.)*
  - to condemn modern forms of slavery.  
*(The passage is about the Africa-to-America slave trade. It says nothing about slavery today.)*

For additional practice answering author's purpose questions, refer to Appendix 5, page 530.

### EXERCISE 8

Answer the following vocabulary question on the passage "saltwater slaves." Then note the handwritten remarks reflecting the thinking about whether an answer is correct.

d

1. As used in the third paragraph, the best definition of *chafing* is
- splinters.  
*(This could happen from lying on wood planks, but Falconbridge's quote suggests something else.)*
  - disease.  
*(This wouldn't necessarily happen from lying on bare planks, and it doesn't fit with the surgeon's comment.)*
  - muscle soreness.  
*(Falconbridge's quote suggests damage to the skin, not the muscles.)*
  - rubbing away of the skin.  
*(This would happen if a person lay on wood planks for a long time. It fits with the surgeon's comment.)*

For additional practice answering vocabulary questions, refer to Appendix 5, page 530.

## EXERCISE 9

Consider the following question about “saltwater slaves” as you respond to the items below. Reading the handwritten notes that explain some answer choices will help you think through the process of responding to an essay question.

List and describe the stages that slaves from Africa usually experienced as they traveled from their home to American plantations.

**Read the Question Carefully.** Be sure you are clear about what you are expected to write.

- b** 1. Which of the following is the best focus for your answer to the essay question above?
- a. The terrible conditions on the ship during the Atlantic crossing  
*(This is just one of the stages in the journey.)*
  - b. The five stages of the journey, in order  
*(This responds directly to the question.)*
  - c. The feelings of confusion, fear, and sadness that the African must have experienced  
*(The question asks about the stages, not for a general description of feelings. They can be mentioned in the description of each stage or as a closing.)*
  - d. The physical hardships of the journey  
*(This can be mentioned in the descriptions, but the focus should be on what happened in each stage.)*

**Notice Key Words in the Question.** Essay questions commonly use certain key action words. The list below gives hints about how to respond to an essay question.

*Compare:* List the similarities.

*Contrast:* Note the differences.

*Criticize:* State your opinion and stress the weaknesses.

*Define:* State the meaning and use examples so the term is understood.

*Describe:* State the characteristics so the image is vivid.

*Diagram:* Make a drawing that demonstrates relationships.

*Discuss:* Define the issue and elaborate on the advantages and disadvantages.

*Evaluate:* State positive and negative views and make a judgment.

*Explain:* Show cause and effect and give reasons.

*Illustrate:* Provide examples.

*Interpret:* Explain your own understanding of and opinions on a topic.

*Justify:* Give proof or reasons to support an opinion.

*List:* Record a series of numbered items.

*Outline:* Sketch the main points with their significant supporting details.

*Prove:* Use facts to support an opinion.

*Relate:* Connect items and show how one influences another.

*Review:* Give an overview with a summary.

*Summarize:* Retell the main points.

*Trace:* Move sequentially from one event to another.

- <sup>c</sup> 2. The key words in the essay question about “saltwater slaves” suggest which of the following plans?
- a. Explain your opinions on the topic of slavery.
  - b. Show cause and effect and give reasons.
  - c. Name the five stages of the journey and describe what happened in each one.
  - d. Connect items and show how one influences another.

**Reword the Question to Form the First Sentence of Your Essay Answer.** This method makes the main point clear and helps you stay on track as you write the rest of the answer.

- <sup>a</sup> 3. Which of the following is the best opening sentence for your essay response?
- a. Slaves from Africa usually experienced five stages in the journey from their home to plantations in America.
  - b. Slaves experienced terrible conditions on the way to America.
  - c. The history of slavery in America included much human suffering.
  - d. The first stage of the journey to slavery in America began with capture from home in African villages.

**Organize Your Answer Before You Write.** A brief informal outline will guide your writing and might even earn points if you are unable to finish the full written answer.

- <sup>d</sup> 4. Which of the following best guides an answer to the essay question?
- a. Stage 1 Capture  
    Stage 3 Middle passage  
    Stage 4 Sale in America  
    Stage 5 PTSD  
*(Not enough information about each stage; Stage 2 missing)*
  - b. Stage 1  
    Stage 2  
    Stage 3  
    Stage 4  
    Stage 5  
*(No description of the stages)*
  - c. Stage 1  
    Stage 2  
    Stage 3 Middle passage  
        Ocean crossing  
        Terrible conditions in the ship’s hold  
    Stage 4  
    Stage 5 Seasoning

Physical recovery, adjustment, PTSD  
Forced into obedience

*(Good information on Stages 3 and 5 but not enough for the others.)*

- d. Stage 1 Capture and march to the sea  
Bound hands, harsh treatment
- Stage 2 Sale and imprisonment  
Dangerous transport from shore to ship
- Stage 3 Middle passage  
Ocean crossing  
Terrible conditions in the ship's hold
- Stage 4 Selling process in America  
Could take weeks/months
- Stage 5 Seasoning  
Physical recovery, adjustment, PTSD  
Forced into obedience

*(All stages and descriptions included.)*

**Use Formal Language, Correct Spelling, and Correct Grammar.** Expect this as the standard for every academic assignment. You are not texting or posting on social media. Use paragraph form unless the question suggests something else (e.g., to draw a time line of the slave journey.)

**Write for Points.** Essay test grades almost always depend on a **rubric**—a set of expectations with points attached. For this essay on “saltwater slaves,” a rubric like this might be used:

15 points total:

10 points for the names and descriptions of the five stages (2 points each)

3 points for an opening sentence that restates the question

2 points for formal style, spelling, and grammar

5. Using the rubric above, assign a grade to each of the following answers to the question:

List and describe the stages that slaves from Africa usually experienced as they traveled from their home to American plantations. (Answers will vary, but Essay #2 should receive a higher grade than Essay #1.)

**Essay #1: Grade \_\_\_\_\_**

\_\_\_\_\_ Name and description of each stage (0–10 points)

\_\_\_\_\_ Opening sentence (0–3 points)

\_\_\_\_\_ Formal style, spelling, grammar (0–2 points)

Whew! The life of a slave was really hard. First, they were taken from their homes. Next, they were moved to ships and traveled over the ocean to America. The journey was very hard and many people got sick. Next, they arrived in America and got sold. At the plantation they had a chance to get better, but they had PTSD and tons of work to do the rest of their life.

## Essay #2: Grade \_\_\_\_\_

\_\_\_\_\_ Name and description of each stage (0–10 points)

\_\_\_\_\_ Opening sentence (0–3 points)

\_\_\_\_\_ Formal style, spelling, grammar (0–2 points)

Slaves from Africa usually experienced five stages in the journey from home to plantations in America. First, they were captured from their home villages by slave traders, bound with ropes, and marched cruelly over land to the sea. On arrival they were sold to European buyers and transported to waiting ships. They often endured this second stage trapped for weeks in the heat until the captain set sail. The third stage, the middle passage, was the Atlantic Ocean crossing. The conditions during this phase were especially horrible due to disease, illness, abuse, and physical injury, and many died. The fourth stage began when the ship docked in America. There buyers examined the slaves and settled on sale prices. Finally, when slaves arrived at their owner's plantation, the "seasoning" stage began. During this time slaves recovered their health, began to adjust to their new surroundings, and were forced into obedience. These "saltwater slaves," slaves born in Africa, suffered traumatic physical and emotional hardships during these five stages of their journey.

For additional practice answering essay questions, refer to Appendix 5.

### EXERCISE 10

Read the following selection at your normal reading speed and aim for four correct answers out of the five at the end of the reading. Time your reading so that you can calculate your words-per-minute rate. Use a stopwatch or a watch with a second hand. Record your starting time in minutes and seconds. When you have completed the selection, record your finishing time in minutes and seconds. Answer the questions that follow and use the chart to determine your rate.

Starting time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

### Reading 3

1120L/479 words

#### COMMON CAUSES OF COLLEGE STRESS

Although everyone feels stress, life events and situations do not affect everyone the same way. Our personalities, past experiences, and gender all influence how we perceive situations and cope with stress. Regardless of these differences, you can learn ways to deal effectively with the stress in your life.

Recognizing the everyday life situations that contribute to your stress level is important in managing stress. The pressure of performing well in classes, along with competing deadlines for papers, projects, and tests, can be a source of stress, especially if you do not have strong time-management skills. Choosing a major and planning for your future after graduation are also stressful processes. Making use of career counseling services and talking with your professors and faculty advisors can help you find the best options in light of your strengths and interests.

#### INTERPERSONAL RELATIONSHIPS

Interpersonal relationships often change when you enter college. If you relocate to attend college, getting connected within the college community and developing new relationships can be stressful. Leaving family and friends can also be a challenge. Even if you did not relocate, your existing relationships still might be affected as you balance school, work, friends, family, and other responsibilities.

## FINANCES

Financial responsibilities can be a source of stress during many stages of college life. Costs associated with tuition, fees, and books are high, and you may have to rely on loans to assist with college expenses. Work-study arrangements or other jobs can relieve some of the financial burden, but they place additional demands on your already limited time. Work demands can be a significant source of stress because they affect relationships, time, and schoolwork. Also, when selecting your major, you have to consider the job opportunities and earning potential of the career paths that interest you. The need to attend graduate school or take low-paying or nonpaying internships can further add to financial strain and stress. Learning financial management skills can help reduce stress. Budgeting and planning for expenses are important skills to develop. Avoiding credit card debt also reduces the stress of the financial burden of college.

## OTHER STRESSORS

Other common college stressors include traffic, parking on campus, and adjusting to college life. Students with families have the combined stresses of balancing work and family responsibilities with the demands of school. Nontraditional students may feel out of place and experience stress related to those feelings. Students with disabilities may face stressors in trying to navigate a campus that might not adequately accommodate their specific situation.

In addition to balancing the demands of school, work, and relationships, some students engage in activities, such as spending too much time online, that negatively affect productivity and, in turn, may lead to stress. Excessive online game playing or social media interactions can increase stress levels by interfering with effective time management. A relatively new source of stress is cyberbullying, in which a student is threatened or humiliated via electronic communication.

(479 words)

—*Total Fitness and Wellness*, Seventh Edition,  
by Scott K. Powers and Stephen L. Dodd

Finishing time: \_\_\_\_\_ minutes \_\_\_\_\_ seconds

Reading time in seconds = \_\_\_\_\_

Words per minute = \_\_\_\_\_ (see Time Chart)

### TIME CHART

| Time in Seconds and Minutes | Words per Minute |
|-----------------------------|------------------|
| 60 (1 min.)                 | 479              |
| 80                          | 359              |
| 90                          | 319              |
| 100                         | 287              |
| 110                         | 261              |
| 120 (2 min.)                | 240              |
| 130                         | 221              |
| 140                         | 205              |
| 150                         | 192              |
| 160                         | 180              |
| 170                         | 169              |
| 180 (3 min.)                | 160              |
| 190                         | 151              |



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

- T   1. According to the passage, gender can influence the way a person copes with stress.
- T   2. For college students, one common stressor is choosing a major field of study.
- F   3. The passage discusses causes of stress in college but does not mention any solutions.
- F   4. Changes in personal relationships are generally not a source of stress for students who attend college in their hometown.
- T   5. Spending too much time online is mentioned as a common stressor.

Were you able to read normally and answer four out of the five questions correctly? Analyze your reading experience in this exercise. Did you maintain your focus on the reading? Did you find yourself going back to reread it at times? The following sections offer good strategies that will increase your reading rate and thus increase your reading efficiency.

### EXERCISE 11

In the list below, the key word is in boldface. Among the words to the right, mark the one most similar in meaning to the key word. In this exercise, you are looking quickly for meaning. This will help you think fast and effectively.

|                     |           |          |            |           |          |
|---------------------|-----------|----------|------------|-----------|----------|
| 1. <b>recall</b>    | read      | guide    | ✓ remember | fail      | forgive  |
| 2. <b>sanitary</b>  | new       | fine     | equal      | ✓ clean   | straight |
| 3. <b>physician</b> | health    | ✓ doctor | coward     | elder     | teacher  |
| 4. <b>motor</b>     | car       | horse    | wagon      | shine     | ✓ engine |
| 5. <b>first</b>     | ✓ primary | last     | finally    | only      | hard     |
| 6. <b>look</b>      | stick     | serve    | ✓ glance   | open      | wait     |
| 7. <b>usual</b>     | ✓ common  | neat     | best       | cruel     | kindness |
| 8. <b>quick</b>     | noisy     | near     | ✓ fast     | finish    | give     |
| 9. <b>annoy</b>     | logic     | make     | win        | ✓ disturb | set      |
| 10. <b>shout</b>    | ✓ cry     | action   | most       | fear      | force    |

## EXERCISE 12

In the following list, the key phrase is in boldface. Among the words on the line below, mark the phrase that is most similar in meaning to the key phrase. This exercise will help you increase your eye span and grasp meaning quickly from phrases.

- |                             |  |   |   |  |
|-----------------------------|--|---|---|--|
| 1. <b>to have your own</b>  | wish for more                                  | share with others                                   | <input checked="" type="checkbox"/> keep for yourself | be harmed by fire                                  |
| 2. <b>finish a task</b>     | lessen the impact                              | clean the attic                                     | turn on the lights                                    | <input checked="" type="checkbox"/> complete a job |
| 3. <b>sing a song</b>       | <input checked="" type="checkbox"/> hum a tune | work for pleasure                                   | leave for vacation                                    | wish on a star                                     |
| 4. <b>manage a business</b> | lose your job                                  | lock the door                                       | seek employment                                       | <input checked="" type="checkbox"/> run a company  |
| 5. <b>sit for a while</b>   | make ends meet                                 | <input checked="" type="checkbox"/> rest in a chair | learn new ways  | fall into bed                                      |

## EXAMPLE

### BREAKING FOR MEMORY

Researchers have found that taking a series  
of short breaks <sup>1</sup> during a long <sup>2</sup>  
study period ~~can~~ enhance memory  
and thus <sup>3</sup> improve <sup>4</sup> your recall  
of the information. The breaks should be  
a complete rest ~~from~~ the task  
and should be no longer than  
ten minutes. You may choose  
to break every 40 or 50 minutes.  
During your break, you will experience  
what experts ~~call~~ memory consolidation  
as the new information is linked  
and organized into knowledge networks.  
According to some experts, deep breathing  
and relaxation exercises can also help  
by improving the flow of oxygen to the brain.

(100 words)

Time in seconds = \_\_\_\_\_

- F** 1. Fifty-minute breaks are recommended during long study periods.
- F** 2. Memory consolidation means improving the flow of oxygen to the brain.

**EXPLANATION** The answers are (1) *false* and (2) *false*. Although it may seem awkward at first, practice using a pen to read in a Z pattern on light material such as newspaper or magazine articles to get accustomed to the technique. It will not only force you to move your eyes faster, but it will also improve your concentration and keep you alert and awake.

Try using your pen as a pacer for the first five or ten minutes of your reading to become familiar with the feeling of a faster, rhythmical pace. When you tire, stop the technique, but try to keep reading at the same pace. If you feel yourself slowing down later in the reading, resume the technique until you have regained the pace. This is a simple technique that does not involve expensive machines or complicated instruction, and *it works!* Pacing with the Z pattern *will* increase your reading speed.

## EXERCISE 13

Read the following passage using your pen as a pacer in the Z pattern. Answer the comprehension questions with *T* (true) or *F* (false).

### Passage 1

#### CHECK THE FACTS . . . OR ELSE

When journalist Ann Curry was invited to deliver the commencement address at Wheaton College in Norton, Massachusetts, her research strategy led to an embarrassing moment: "I decided to mention all the great people who graduated from the school. I went to the computer and added the names. It was only later that I discovered that none of those people had gone to Wheaton College in Norton, Massachusetts. They had graduated from Wheaton College in Wheaton, Illinois." Curry acknowledged her mistake and apologized to the school. The lesson? Don't assume that the hits from Internet searches necessarily yield the information you are seeking. Check your facts.

(104 words)

—From *Communication: Principles for a Lifetime*, Sixth Edition, by Steven A. Beebe, Susan J. Beebe, and Diana K. Ivy

*Time in seconds* = \_\_\_\_\_

- T   1. Ann Curry made an embarrassing mistake.
- T   2. The point of the passage is that checking information from Internet searches is essential.

## Passage 2

### I HAVE A SENSE OF HUMOR

According to the journalist Norman Cousins, laughing is internal jogging, and when you laugh, you are exercising all your internal organs. Not only does laughter feel good, it is essential to good health and a sense of well-being. Cousins has good reason to believe this. Some years ago he was diagnosed with a terminal illness and given just two months to live. Instead of spending his precious time remaining in the hospital, he checked into a hotel and watched, read, or listened to every humorous movie, book, and audiotope he could get his hands on. He virtually laughed himself well. Many years later, still in excellent health, Cousins was convinced, as were his doctors, that laughter accounted for his recovery! In fact, the medical school at UCLA invited him to join its faculty to teach interns how to lighten up.

Cousins' amazing story holds a lesson for all of us. We can all stand to lighten up a little—to find the genuine humor in an embarrassing moment, in a mistake, in a situation that is so serious that we need to laugh to keep from crying. Humor at its best means being able to laugh at yourself. Look for opportunities to see the lighter side of life and to share the experience of being human with others who can laugh with you, not at you. Cultivate the habit of walking on the “light” side of life.

(237 words)

—From *The Career Fitness Program: Exercising Your Options*,  
Seventh Edition, by Diane Sukiennik et al.

*Time in seconds* = \_\_\_\_\_

- F** 1. Norman Cousins had humorous movies, books, and audiotapes brought to his hospital room to speed his recovery.
- T** 2. Cousins was invited to teach student interns about humor.

### EXERCISE 1

1. Create an association to remember that *cereal* is a breakfast food and *serial* is a numerical order. corn flakes for the c in cereal and series of items for the s in serial
2. Create an acrostic to remember the elements that make up the vast majority of molecules in living things: carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. Create an acronym with CHNOPS or an acrostic such as Call Help Number of Police Support.
3. Create a rhyme or jingle to remember that World War II ended in 1945. With Hitler no longer alive, the soldiers returned in '45.