

Test Bank

For

Breaking Through: College Reading

Twelfth Edition

Brenda D. Smith, *Georgia State University*

LeeAnn Morris, *San Jacinto College*

Prepared by

Carolyn Poole



Pearson



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

Copyright © 2019, 2016, 2013 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

ISBN-10: 0134690796
ISBN-13: 9780134690797



PREFACE

Within this volume, the instructor will find assessment material to accompany Smith and Morris's *Breaking Through: College Reading*, twelfth edition. The tests are constructed to measure students' ability to:

- 1) comprehend chapter content through multiple-choice and true-false items;
- 2) apply reading skills to supplemental reading passages;
- 3) demonstrate reading comprehension through writing;
- 4) apply test-taking strategies;
- 5) study college textbooks efficiently; and
- 6) think and read critically.

In addition, students are required to preview, annotate, interpret, evaluate, and synthesize reading selections.

Features of the test bank include:

- A. Approximately two to three tests for each chapter: Multiple-choice test items are provided; these tests are beneficial in that they facilitate scoring.
- B. Two mastery tests:
 - 1) *Mastery Test I* assesses whether the student has a grasp of the content of Chapters One through Four. It covers successful reading strategies, academic reading and studying, and vocabulary.
 - 2) *Mastery Test II* determines whether the student has learned the content of Chapters Five through Nine. The higher academic reading skills of main idea, details/patterns, analytical reasoning, inference, and critical reading are tested.
- C. Reading selections, carefully chosen to reflect the concepts presented in the chapters, as well as to reflect course content across the curriculum. Passages were drawn from disciplines such as philosophy and religion, business, psychology, communication arts, sociology, health science and history.
- D. Answer keys

NAME _____

DATE _____

SCORE _____

CHAPTER 1: Student Success

TEST A

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

1. According to the text, one of the most important factors for a successful college experience is
 - a. obtaining a high school diploma.
 - b. maintaining a passing grade point average.
 - c. an attitude for success.

2. The way successful people manage to get more done is that they
 - a. manage their use of time.
 - b. have lunch regularly with successful businesspeople.
 - c. work on Saturday.

3. According to the text, how often should a student make a to-do list?
 - a. daily
 - b. once a week
 - c. once a month

4. According to the text, all of the following are keys to academic success *except*
 - a. currying favor with the professor.
 - b. being prepared by reading the syllabus.
 - c. marking your textbook.

5. Test preparation enhances
 - a. self-confidence.
 - b. speed reading.
 - c. anxiety.

6. After your test is returned, you should review it
 - a. because the instructor suggested it.
 - b. to challenge the grade.
 - c. to learn from your errors.

7. Main idea questions are designated by such words or phrases as
 - a. “suggests” / “implies.”
 - b. “it is stated” / “the author asserts.”
 - c. “primarily concerned with” / “central focus.”

8. The best strategy for finding the answer to a detail question is to
 - a. reread the first sentence and determine the topic.
 - b. find a key word in the question options, and then find the same word in the passage.
 - c. skim the passage to understand the gist of the passage.

9. "Drawing a conclusion" is categorized as what type of question?

- a. inference
- b. detail
- c. stated main idea

10. To answer vocabulary in context, a student should

- a. break down the word into parts and try to recognize the root.
- b. reread the passage to be certain s/he covered all the context.
- c. reread the sentences before and after the word, as well as the sentence the word is in.

11. A student can simplify an essay question by

- a. noticing key words in the question.
- b. asking another student for clarification.
- c. writing a brief summary of the material before writing the essay.

12. True False Efficient readers know that the most important reading goal is reading the material as fast as possible.

13. An increase in reading speed usually means

- a. an improvement in comprehension.
- b. poorer comprehension.
- c. slower eye movements.

14. An example of an external distraction would be

- a. worrying about money.
- b. visualizing during the reading process.
- c. a telephone call.

15. Reading a selection on economics should take

- a. more time than reading a popular magazine article.
- b. less time than reading a popular magazine article.
- c. the same amount of time as reading a popular magazine article.

TEST B: ESSAY

Choose **either** the selection on *Optimism* or the selection on *Classroom Behavior* and respond to the questions that follow in your essay response. Be sure to support your opinion or points with examples.

Optimism

Optimism, a positive state of mind, is really more an outlook, a view that has to do with how you explain the bad things that happen in your life, which in turn can keep you from becoming depressed or demoralized in the face of setbacks. In failing an exam, for example, some people would say they failed because they are stupid. They explain it in terms of some fixed, permanent trait in themselves. (That's the negative or pessimistic view.) Others would say they failed because it was a very hard test, but next time they'll study harder. They explain bad things happening in terms of a constantly changing situation—not a permanent flaw within themselves. They are hopeful that things will be different next time.

In one study started in the 1940s, students at Harvard University were classified as pessimists or optimists based on essays they had written explaining events in their lives. About thirty years later, the health history of these same students was examined. Starting in their forties, the pessimists had more serious diseases and health problems than the optimists.

—Goleman, 1997, pp. 40–41

Question: How has pessimism blocked you from your dreams in the past? Give three specific examples. Looking back at these situations now, how could an optimistic view have helped you through the situations? That is, how would you have handled the situations differently? Do you believe that a negative outlook in life and/or stressful situations can lead to health problems? Why or why not?

Behavior in the Classroom.

Your body has its own language in class and can communicate a lot, even if you rarely say a word. You want to be comfortable, but if you prop your feet up on another desk, lean your head on the wall, or slump forward, you will look inattentive. Avoid sitting back with your arms folded because you obviously aren't taking notes and can even be perceived as aggressive or defiant, especially if you look unhappy and bored.

Use facial expressions and eye contact to demonstrate interest and attention. Watch the teacher unless you are taking notes, and if the teacher catches your eye, don't look away. You can even use body language to participate in class, which can be a particularly helpful technique for the shy or unprepared student. As your teacher or classmates talk, focus on them. Don't fidget. Tapping pens, pointedly looking at your watch, shifting around restlessly in your seat, getting out your keys—this kind of body language is distracting.

Remember to behave as you would if you and the teacher were the only people in the room. You wouldn't stare out the window, fail to respond to a question, or go to sleep, would you? Strive to impress the teacher with your qualities as a student. A pleasant, attentive expression and good posture can go a long way toward making a good impression.

—Arthur, et al., 1996, pp. 23; 25–26

Question: Try to recall classmates who did not like to go to class. What kind of behaviors did they exhibit to call attention to the fact that they did not like the class? Was the teacher aware that these students did not like the class? At the time, did you consider these students to be “acting successfully”? What kind of grades did they earn? What did you learn from their actions and the consequences of their actions? Be sure to address the question of how you could improve your behavior in the classroom.

CHAPTER ONE
Student Success

TEST A

1. c
2. a
3. a
4. a
5. a
6. c
7. c
8. b
9. a
10. c
11. a
12. false
13. b
14. c
15. a

TEST B

Essay: Answers will vary.