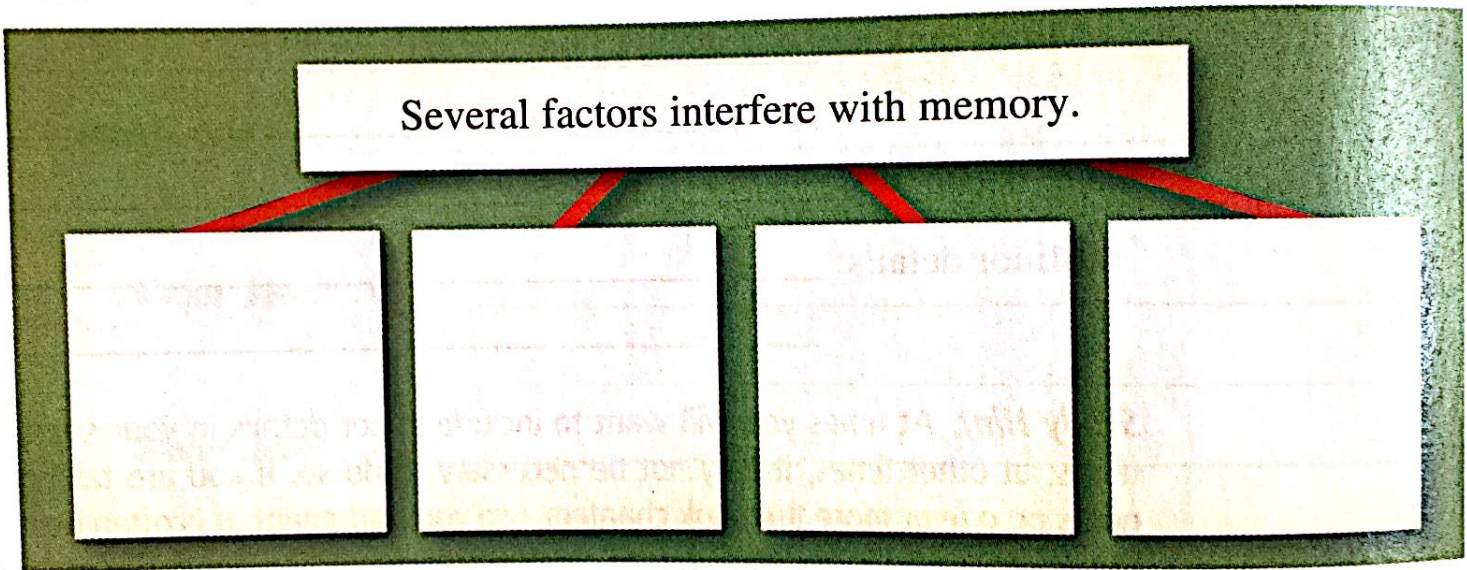


Check Your Understanding

Read the following passage, and then see if you can complete the map and the questions that follow.

¹Several factors can interfere with having a good memory. ²One such factor is a lack of motivation. ³Without a real desire to learn or remember something, you probably won't. ⁴Another cause is a lack of practice. ⁵To stay sharp, memory skills, like any other skill, must be used on a regular basis. ⁶A third factor that can hurt memory is self-doubt. ⁷If you're convinced you won't remember something, you probably won't. ⁸A person with a positive attitude will do much better on a test than someone who is sure he or she won't remember the material. ⁹Last, distraction can interfere with memory. ¹⁰If you are being distracted by the sound of a television or a conversation nearby, try to find a quiet environment before you attempt to commit something to memory.

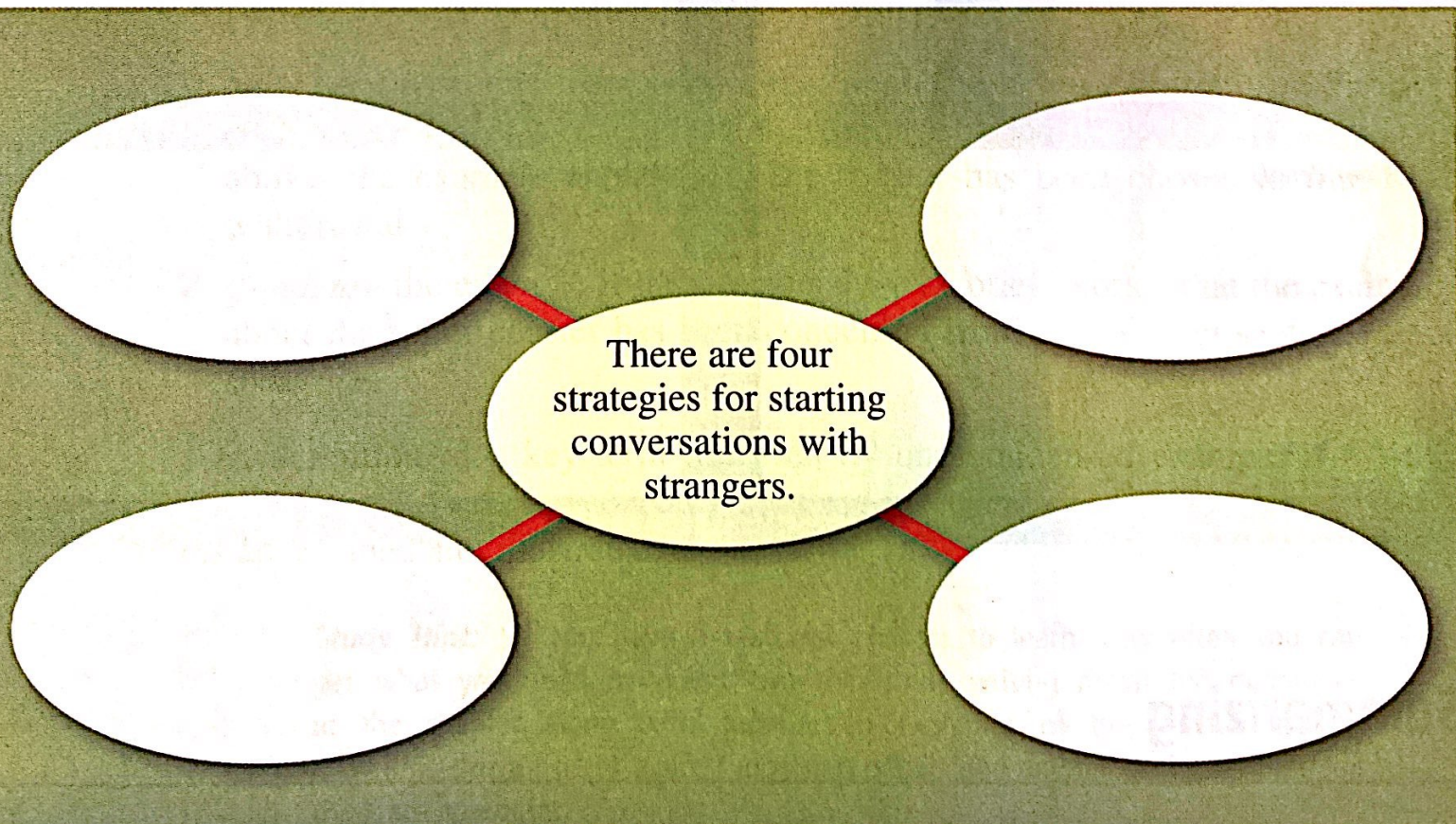


Which words introduce:

1. The first major detail? _____
2. The second major detail? _____
3. The third major detail _____
4. The last major detail? _____

Read each passage, and then complete the maps that follow. The main ideas are given so that you can focus on finding the supporting details. The first passage requires only major details. The second passage calls for you to add both major and minor details.

- A.** ¹Many people become nearly tongue-tied when they want to meet other people. ²For those of us who find starting conversations with strangers difficult, the following four strategies may be useful. ³Notice that each is developed in question form, inviting the other person to respond. ⁴One approach is to introduce yourself, giving your name and asking the name of the other person. ⁵"Hi, I'm Shelby. ⁶And who are you?" ⁷A second approach is to refer to the physical setting in a question. ⁸You might, for example, make such a comment as, "This is awful weather for a game, isn't it?" ⁹Another approach is to give the other person a compliment and ask a question related to it. ¹⁰You might say, for instance, "Your braid looks great. ¹¹Did it take long to do?" ¹²Finally, you can seek direct information from the other person. ¹³At a work gathering, you can ask such a question as, "Which department do you work in?" ¹⁴At a party, you might say, "Walt and Jan give a really nice party. ¹⁵How do you happen to know them?"



B. ¹Industrialized dairy farming differs from old-fashioned dairy farming in two basic respects. ²First of all, there is an immense saving of labor in industrial farming. ³Industrial farms have milking machines installed on a huge carousel, and each revolution allows sufficient time for a cow to be milked. ⁴Consequently, it takes only one operator to place and release cows as each milking station comes by the gateway. ⁵In contrast, in many nations milking is still done by hand and takes about 10 minutes per cow. ⁶The second major difference is the higher milk output per cow on industrial farms. ⁷The average American cow gives 7.5 times more milk than does the average cow in Brazil, where farms are old-fashioned. ⁸The productivity differences are so great that milk is far cheaper in the United States than in Brazil.

Industrialized dairy farming differs from
old-fashioned dairy farming in two
basic respects.

(Major detail)

(Major detail)

(Minor detail)

(Minor detail)

A. Answer the questions about supporting details that follow the textbook passage.

¹Contemporary American society has a variety of markers of entrance into adulthood. ²There are legal definitions: at 17, young people may enlist in the armed forces; at age 18, in most states, they may marry without their parents' permission; at 18 to 21 (depending on the state), they may enter into binding contracts. ³Using sociological definitions, people may call themselves adults when they are self-supporting or have chosen a career, have married or formed a significant relationship, or have founded a family. ⁴There are also psychological definitions. ⁵Cognitive maturity is often considered to correspond with the capacity for abstract thought. ⁶Emotional maturity may depend on such achievements as discovering one's identity, becoming independent of parents, developing a system of values, and forming relationships. ⁷Some people never leave adolescence, no matter what their chronological age.

_____ 1. The main idea is expressed in sentence

- A. 1.
- B. 2.
- C. 3.

_____ 2. The paragraph is made up of a series of

- A. types of adults.
- B. definitions of adulthood.
- C. stages of adulthood.

_____ 3. The second major detail of the paragraph is introduced in sentence

- A. 3.
- B. 4.
- C. 5.

_____ 4. Sentence 4 contains

- A. the main idea.
- B. a major supporting detail.
- C. a minor supporting detail.

_____ 5. Sentences 5–7 contain

- A. major supporting details.
- B. minor supporting details.

6. Which is the best outline of the paragraph?

A. Markers for adulthood

1. Legal definitions
2. Sociological definitions
3. Psychological definitions
4. Cognitive maturity
5. Emotional maturity

B. Markers for adulthood

1. Age when entering the armed forces or marrying without parents' permission
2. Age when self-supporting or when starting a family
3. Age of discovering one's identity or learning to think abstractly

C. Markers for adulthood

1. Legal definitions
2. Sociological definitions
3. Psychological definitions

B. (7–10.) Outline the following textbook passage by filling in the main idea and the major supporting details. Condense the major details.

¹Chimpanzees, skillful tool-users, use several objects found in their environment as tools. ²First of all, they use sticks. ³They have been seen inserting carefully trimmed sticks into termite mounds and then withdrawing the sticks and eating the termites that cling to them; they also are known to use sticks to steal honey from beehives. ⁴In addition, chimps use leaves in a variety of ingenious ways. ⁵For example, they have been seen rolling leaves into cones to use as drinking cups, dampening them and using them to clean their bodies, and chewing them until they can serve as sponges. ⁶Finally, chimpanzees have been observed using stones to crack open nuts.

Main idea: _____

1. _____

2. _____

3. _____

SUPPORTING DETAILS: Mastery Test 5

A. Answer the questions that follow the textbook passage.

¹Suburbs arose out of a complex set of social factors. ²One factor was the economic and technological developments that made it possible for people to live far from where they worked. ³Early in this century, most people were limited in where they could live by the need to find transportation to work. ⁴This meant that most had to live in the cities near where the jobs were. ⁵Because there were relatively few automobiles and highways, people walked or used public transportation to get to work and go shopping. ⁶This encouraged the concentration of population, and central cities served as the commercial and cultural core of urban areas. ⁷By the 1940s and 1950s, the increasing prosperity of many Americans, along with the automobile, made it possible for them to live farther from work and opened up suburban life to middle-class Americans.

⁸In addition, government policy was also a factor contributing to suburbanization. ⁹First of all, the government paid 80 percent of the cost of developing the interstate highway system. ¹⁰With cars and high-speed highways, people can now live far from where they work and shop. ¹¹In sprawling cities such as Los Angeles, for example, it is common to live fifty or more miles from where you work. ¹²Also, government agencies made available federally guaranteed mortgage loans for the purchase of new homes. ¹³Because land outside of the cities was both inexpensive and available, this is where much of the construction took place.

- _____ 1. In general, the major details of this passage are
 - A. economic developments that led to the growth of suburbs.
 - B. factors that contributed to suburbanization.
 - C. ways the government helped suburbs to develop.
- _____ 2. Specifically, the major details of the passage are
 - A. suburbs; cities.
 - B. central cities; federally guaranteed mortgage loans for new homes.
 - C. economic and technological developments; government policy.
- _____ 3. Sentence 1 provides
 - A. the main idea of the passage.
 - B. a major detail of the passage.
 - C. a minor detail of the passage.

- _____ 4. Sentence 8 provides
- A. the main idea of the passage.
 - B. a major detail of the passage.
 - C. a minor detail of the passage.

- _____ 5. Sentence 12 provides
- A. the main idea of the passage.
 - B. a major detail of the passage.
 - C. a minor detail of the passage.

B. (6–10.) Complete the map of the following textbook passage by filling in the main idea and the four major supporting details.

¹Through the years, experts in our country have suggested various purposes of imprisonment. ²Prior to 1800 it was widely assumed that the punishment of those who did not follow society's rules was necessary if the community was to feel morally satisfied. ³In recent years there has been a renewed interest in punishment—not for the sake of vengeance, but to restore a sense of moral order. ⁴During the last century and a half, a second purpose of imprisonment has been rehabilitation. ⁵In this view, crime resembles “disease,” something foreign and abnormal to most people. ⁶It is presumed that individuals are not to blame for the disease, and that we should focus on curing them. ⁷Another purpose of imprisonment has been to deter crime. ⁸Some studies suggest that the certainty of arrest and punishment does tend to lower crime rates. ⁹Last, some argue that neither rehabilitation nor deterrence really works, so that it is useless to send people to prison with these goals in mind. ¹⁰Instead, imprisonment should be used as selective confinement, reducing crime rates by keeping “hard-core” criminals off the streets. ¹¹One study of young men in Philadelphia showed that 6 percent of the men were responsible for over half the crimes committed by the entire group.

