

## CHAPTER 2

# Approaching College Reading and Developing a College-Level Vocabulary

### CHAPTER OBJECTIVES

*In this chapter you will learn the answers to these questions:*

- What do I need to know about the reading process?
- How can I improve my reading?
- Why should I make predictions as I read?
- How can I monitor my comprehension while I read?
- What do I need to know about adjusting my reading rate?
- How can I develop a college-level vocabulary?
- What are denotations and connotations?
- What is figurative language?

**SKILLS**

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**Understanding the Reading Process****Improving Your Reading**

- Predicting as You Read
- Monitoring Your Comprehension
- Adjusting Your Reading Rate

**Developing a College-Level Vocabulary**

- Using Context Clues
- Using Word-Structure Clues
- Using a Dictionary Pronunciation Key
- Understanding Denotations and Connotations of Words
- Understanding Figurative Language

**CREATING YOUR SUMMARY**

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**Developing Chapter Review Cards****READINGS**

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**Selection 2-1 (Student Success)**

“Making It Happen: Creating Positive Change to Become a Peak Performer”  
from *Peak Performance: Success in College and Beyond*  
by Sharon K. Ferrett

**Selection 2-2 (History)**

“Fighting Terrorism in a Global Age” from *Nation of Nations:  
A Narrative History of the American Republic*  
by James Davidson et al.

**Selection 2-3 (Biology)**

“A Whale of a Survival Problem” from *The Nature of Life*  
by John Postlethwait and Janet Hopson

*To read without reflecting is like eating without digesting.*

Edmund Burke

*The difference between the almost-right word and the right word is really a large matter—it's the difference between the lightning bug and the lightning.*

Mark Twain

## UNDERSTANDING THE READING PROCESS

Understanding the reading process can make you a better reader and help you study more effectively. You should be aware of these important points about reading:

- 1. Reading is a form of thinking.** It is your brain that does the reading, not your eyes. The role of your eyes is to transmit images to the brain. (To understand this, consider a blind person reading Braille: In this case, the fingertips transmit input to the brain.) Therefore, improving your reading means improving your *thinking*. Remember that meaning resides in the reader's mind, not in symbols printed on a page. It is the readers who construct meaning by associating their knowledge and experience with what is on the printed page.
- 2. Reading requires no unique mental or physical abilities.** The processes you typically use when you read are the same processes of vision, reasoning, and memory that you use in other areas of your daily life.
- 3. The reading process includes three stages.** The three stages of reading are *preparing yourself to read*, *processing information*, and *reacting to what you read*. These stages overlap, but all three are needed for the reading process to be complete. In Chapter 3, this process will be explained as it applies to college reading.
- 4. Effective reading is active and interactive.** Effective reading requires that you interact with the material you are reading. One way to interact with an author's ideas is to mentally ask yourself questions as you read and then seek answers to these questions. Another way to interact with material you are reading is by relating the author's ideas to your own experience and knowledge. Reading actively also means being aware of how the material is organized. Finally, active reading means that you *monitor your comprehension* as you read and that you take steps to correct the situation when you are not comprehending. (Monitoring your comprehension will be discussed later in this chapter.)
- 5. Comprehension problems often result from a reader's lack of background knowledge.** Many comprehension problems are not strictly reading comprehension problems but instead are more general comprehension problems that occur when the reader lacks sufficient background knowledge. To put it another way, comprehension problems occur when a reader does not possess enough information about a subject to understand what an author is saying about it. This means that if you are having difficulty understanding new or unfamiliar material, you may need to increase your background knowledge. (For example, you

Developing strong reading and vocabulary skills will make you more successful in college.



could read a simplified explanation in an encyclopedia first.) Finding out more about an unfamiliar topic can often clear up this kind of problem. It stands to reason that the greater the amount of background knowledge you have, the more things you can understand. Every bit of information you acquire can help you learn new information more efficiently and easily.

**6. Comprehension, background knowledge, and reading rate are inter-related.** The more you know about a topic and the better you understand the material, the faster you can read it. Conversely, if you know very little about a topic, you must reduce your reading rate. For this reason, it is meaningless to try to improve your reading rate by artificial means, such as moving your eyes or hand down the page in a certain manner. Reading rate is a by-product of comprehension. To be precise, the goal is to *comprehend* more rapidly (efficiently). This is the work of the brain and does not depend on special eye or hand movements.

**7. Your reading strategies should fit your purpose for reading.** You read for many different purposes, and your reason for reading any particular material affects the way you approach it. (For example, your approach to reading a newspaper article or a letter from a friend will be different from your approach to reading and studying a college textbook.) You should choose reading strategies that fit your purpose.

With these things in mind, let's look at general ways you can improve your reading and your reading rate.

## IMPROVING YOUR READING

**KEY TERM**  
**predicting**

Anticipating what is coming next as you read.

**Predicting as You Read**

**Predicting** means anticipating or making educated guesses about what is coming next as you read. Predicting is a natural part of reading, but you may not always do it when you are reading college textbooks. As you read an assignment, you should make a conscious effort to anticipate not only what is coming next, but also the author's writing pattern. (Chapter 7 discusses authors' writing patterns.)

Of course, when you preview a chapter or reading selection, you are predicting in a general way what it will be about and how the material is organized. (The title or heading usually tells you or gives you a clue.) However, when you actually read and study it carefully, you should continue to make predictions as you read. For example, if an author presents one side of an issue, you might predict that he or she is going to discuss the other side as well. If a paragraph in a psychology textbook begins with the question "Why do people have nightmares?" you would expect the author to explain the reason or reasons.

Predicting helps you concentrate and comprehend; it focuses your attention because it makes you want to keep reading to see if your prediction is correct. In other words, predicting helps you stay involved with the material you are reading.

Instead of passively waiting to see what comes up next when you are reading, try to anticipate what the author will say or present. You will discover that making predictions helps you become a more active and effective reader.

**KEY TERM**  
**monitoring your comprehension**

Evaluating your understanding as you read and correcting the problem whenever you realize that you are not comprehending.

**Monitoring Your Comprehension**

**Monitoring your comprehension** means periodically evaluating your understanding as you read and correcting the problem whenever you realize that you are not comprehending. You should monitor your comprehension whenever you read and study college textbooks. If you are reading a difficult textbook or section, you may need to monitor your comprehension paragraph by paragraph. At other times, you may need to stop and monitor at the end of each section.

To monitor your comprehension, follow this procedure:

- First, ask yourself, "*Am I understanding what I am reading?*"
- If you do not understand what you are reading, ask yourself, "*Why don't I understand?*"
- Once you determine why you are not comprehending, do whatever is necessary to correct the situation.

Specific types of comprehension problems and strategies for correcting them are listed in the box on page 78. Strive to make monitoring your comprehension a habit. After all, unless you comprehend what you are reading, you are not really reading.

## COMPREHENSION MONITORING: STRATEGIES FOR CORRECTING COMMON COMPREHENSION PROBLEMS

Problems	Solutions
<p><i>I am not understanding because the subject is completely new to me, and I do not have enough background knowledge.</i></p> <p>College reading frequently introduces you to subjects you have not learned about before. Textbooks frequently contain a great deal of new information.</p>	<ul style="list-style-type: none"> <li>• Keep reading to see if the material becomes clearer.</li> <li>• Ask for a brief explanation from someone who is knowledgeable about the topic.</li> <li>• Read supplemental material or simpler material on the same topic (perhaps an encyclopedia, another textbook, or a book from the library) in order to build background knowledge.</li> </ul>
<p><i>I am not understanding because there are too many words I do not know.</i></p> <p>College material contains unfamiliar words and specialized or technical vocabulary that you must learn. Also, college textbooks in general are written at a higher level than other materials.</p>	<ul style="list-style-type: none"> <li>• Try to use the context (the rest of the sentence or paragraph) to figure out the meaning of an unfamiliar word.</li> <li>• Look up unfamiliar words in a dictionary or in the glossary at the back of the textbook. (Online dictionaries make this simple to do.)</li> <li>• Ask someone the meaning of unfamiliar words.</li> </ul>
<p><i>I am not understanding because I am not concentrating as I read. I am allowing distractors to interfere with my concentration.</i></p> <p>Your mind may sometimes wander while you are reading long or difficult passages.</p>	<ul style="list-style-type: none"> <li>• Identify what is bothering you. Is it a <i>physical distraction</i> (such as a noisy room or being tired), or is it a <i>psychological distraction</i> (such as being worried or daydreaming)?</li> <li>• Take some action that will help you deal with environmental distractions. For example, close the door or move to a quiet room. Turn off the television. Turn off the music. Move out of sight of the computer screen. Don't answer your phone.</li> <li>• If you are worrying about finding time for other important tasks or errands, jot the items down on a To Do list. Then, after studying, tackle your To Do list. If you are worrying about a personal problem, tell yourself, "I'll address this after I finish studying." The point is to take some action to prevent distractors from interfering with your concentration while you are studying.</li> <li>• Make a conscious decision to concentrate on what you are reading. Concentration does not happen automatically.</li> </ul>

### Adjusting Your Reading Rate

Have you ever been asked, "What's your reading rate?" The fact is that each reader has, or should have, *several* reading rates. Reading everything at the same rate is a sign of poor reading. "Reading" at any rate without comprehending, even if the rate is a fast one, isn't really reading.

Having a range of reading rates is an important skill. You will find it helpful to develop flexibility in your reading rates. The information below provides a brief introduction to adjusting your reading rate. A range of reading rates and when to use each are presented in the box below.

### ***Factors Influencing Reading Rate: Purpose and Difficulty***

To be a flexible, efficient reader you must adjust your reading rate according to two factors: your *purpose* for reading and *how difficult* the material is for you.

Obviously, you read for many different purposes. For instance, your purpose in reading a textbook chapter may be to understand and learn the material thoroughly and study for a test. Or there may be some specific bit of information you are searching for, such as the definition of a term in a textbook, a name in an index, or the starting time of a movie in a newspaper listing. Sometimes, of course, you read a magazine or a book just for pleasure.

#### **FLEXIBLE READING: INFORMATION-GATHERING RATES AND READING RATES**

	<b>Approximate rate (wpm)</b>	<b>Uses</b>
<b>Information-gathering rates:</b>		
Scanning	1,500 words per minute (wpm) or more	To find a particular piece of information (such as a name, date, or phone number)
Skimming	800–1,000 wpm	To get an overview of the highlights of the material
<b>Reading rates:</b>		
Rapid reading	300–500 wpm	For relatively easy material; when you want only important facts or ideas; for leisure reading
<b>Reading rates:</b>		
Average reading	200–300 wpm	For textbooks, complex magazines and journals, and literature
Study reading	50–200 wpm	For new vocabulary, complex concepts, technical material, and retaining details (such as legal documents, material to be memorized and material of great interest or importance)

What determines how difficult material will be for you to read? Actually, there are several factors, such as vocabulary level, writing style, and “idea density.” The most important factor, however, is your background knowledge, or *how much you already know about the subject*. If you are reading about computers, for instance, and you already know a great deal about them, then you will easily understand the terms and concepts you encounter. The information will make much more sense to you than it would to someone who knows nothing about computers.

When you are assigned to read a textbook chapter, you should preview it first. (The techniques that comprise previewing are presented in Chapter 3.) Ask yourself why you are reading it and how much you already know about the subject. If the material is new to you, then you will need to read more slowly. If you are very familiar with the subject, you can probably read at a much faster rate. The point is to read flexibly, adjusting your rate as needed.

Often, you must adjust your rate *as* you are reading. How can you tell when you should slow down and when you should speed up? The following lists describe situations in which you should do each.

### ***When to Slow Down***

Here are some situations in which you should slow down your reading:

- You know little or nothing about the topic.
- It is complicated or technical material that you need to learn.
- There are details you need to remember.
- There is new or difficult vocabulary in the selection.
- There are directions that you must follow.
- The material includes charts or graphs to which you must shift your attention as you read.
- The material requires you to visualize something in your mind (for example, visualizing a heart valve as you read a section in your biology text).
- Beautiful, artistic, descriptive, or poetic writing that invites you to linger and enjoy each word. (You may want to read such material aloud to yourself.)
- The material contains ideas you want to consider carefully (such as two sides of an argument) or “words to live by” (such as philosophical, religious, or inspirational writing).

### ***When to Speed Up***

Here are some situations in which you can speed up your reading:

- The whole passage is easy; there are no complicated sentences, no complex ideas, and no difficult terms.
- There is an easy passage within a longer, more difficult section.
- A passage gives an example of something you already understand, or merely explains it in different words.
- You are already knowledgeable about the topic.

- You want only main ideas and are not concerned about details.
- The material is not related to your purpose for reading (for example, a section of a magazine article that does not pertain to the topic you are researching).

Here is a technique for increasing your reading rate on leisure reading material:

1. Practice regularly with easy, interesting material, such as a newspaper, a magazine (like *Reader's Digest*), or a short, easy novel.
2. Read for 15 minutes each day, pushing yourself to read at a rate that is slightly too fast for you—in other words, a rate that is slightly uncomfortable. Once it becomes comfortable, push yourself a little more.
3. Strive for good concentration. If you are momentarily distracted, return immediately to your reading.
4. Keep track of the number of pages or articles you read each day.

As you continue to practice, you will find that you are able to read more in the same amount of time. You will also find that you can usually understand many of the important points in a passage even though you are reading it at a faster rate. There is another bonus: as you read each day, you will be adding to your background knowledge. This will enable you to read related material more effectively in the future.

## DEVELOPING A COLLEGE-LEVEL VOCABULARY

Developing a powerful vocabulary is a process that takes time, but every time you read, you have an opportunity to expand your vocabulary. The more you read, the better your vocabulary can become—if you develop a real interest in words and their meanings. Remember that writers take special care to select words that convey precisely what they want to say.

Improving your vocabulary will make your college work easier, and your speech and your writing will become more interesting and more precise. If all those benefits are not enough, your increased vocabulary may even lead to an increased salary. Research tells us that the size of a person's vocabulary correlates with his or her income. Thinking of each word you learn as “money in the bank” may be an incentive for you to pay attention to new words and add them to your vocabulary! And, needless to say, a broad vocabulary helps create a favorable impression in a job interview.

Here are three techniques that you can use to develop and expand your vocabulary as you read:

1. **Use context clues.** This means that you reason out the meaning of an unfamiliar word from clues provided by the surrounding words and sentences.
2. **Use word-structure clues.** That is, determine a word's meaning on the basis of its parts (prefix, root, and suffix).

- 3. Use a dictionary.** Use a dictionary to determine a word’s meaning (and perhaps pronunciation) as it is used in the passage you are reading.

The vocabulary exercises that follow each of the reading selections in *Opening Doors* will give you ongoing opportunities to use context clues and practice pronouncing words correctly.

## Using Context Clues

### KEY TERM context clues

Words in a sentence or paragraph that help the reader deduce (reason out) the meaning of an unfamiliar word.

### Comprehension Monitoring Question for Vocabulary in Context

Are there clues within the sentence or surrounding sentences that can help me deduce the meaning of an unfamiliar word?

### KEY TERM word-structure clue

Roots, prefixes, and suffixes that help you determine a word’s meaning.

Word-structure clues are also known as *word-part clues*.

Writers want you to understand what they have written. When they use words that they think might be unfamiliar to their readers, they often help the reader by offering various clues in the rest of the sentence so that the reader can deduce (reason out) the meaning of the word. Such clues are called **context clues**. (The word *context* refers to the sentence and the paragraph in which the word appears.) Since context clues can help you figure out the meaning of an unfamiliar word, think of them as gifts the writer is giving you to make your job easier.

How can you take advantage of these “gifts”? You can do so by reading the sentence carefully and by paying attention to the words and other sentences surrounding the unfamiliar word. The most common types of context clues are summarized in the box on page 83.

## Using Word-Structure Clues

Although context clues will be your greatest aid in determining the meaning of unknown words, **word-structure clues** or *word-part clues* can help you determine meanings. They can also help you confirm the educated guess you made based on context clues. A list of important and useful word parts appears in Appendix 3.

To use word-structure clues, examine an unfamiliar word to see if it has any of the following word parts:

- **Root:** Base word that has a meaning of its own.
- **Prefix:** Word part attached to the beginning of a root that adds its meaning to the meaning of the root.
- **Suffix:** Word part attached to the end of a root word.

Prefixes and suffixes are also called *affixes*, since they are “fixed” (attached or joined) to a root or base word. Words may consist of a:

Root only (such as the word *graph*)

Prefix and root (such as the word *telegraph*)

Root and suffix (such as the word *graphic*)

Prefix, root, and suffix (such as the word *telegraphic*)

Learning about prefixes and suffixes not only increases your vocabulary but can help you improve your spelling as well. For instance, if you know the meaning of the prefix *mis* (“bad” or “wrong”), then you will understand why the word *misspell* has two *s*’s: One is in the prefix (*mis*) and one in the root word (*spell*).

## USING CONTEXT CLUES TO DETERMINE THE MEANING OF UNFAMILIAR WORDS

Example	Type of Clue	What to Ask Yourself	What to Look for
The psychological term <b>interiority</b> is defined as a tendency toward looking within during middle age.	<b>Definition clue</b>	Are there <i>definition clues</i> and a definition?	Phrases that introduce a definition, such as: <i>is defined as, is called, is, is known as, that is, refers to, means, the term</i> ; a term that is in bold print, italics, or color; or certain punctuation marks that set off a definition or a term. (See pages 403–404.)
The garden was <b>redolent</b> , or fragrant, with the scent of roses.	<b>Synonym clue</b>	Is there a <i>synonym</i> for the unfamiliar word? That is, is the meaning explained by a word or phrase that has a <i>similar meaning</i> ? The synonym may be set off by commas, parentheses, a colon, dashes, or brackets. (See pages 403–404.)	Phrases that introduce synonyms, such as <i>in other words, or, that is to say, also known as, by this we mean, that is</i> .
I did the physical therapy exercises incorrectly and, <i>instead of helping</i> my back, they were actually <b>deleterious</b> .	<b>Contrast clue</b>	Is there an <i>antonym</i> for the unfamiliar word? That is, is the unfamiliar word explained by a contrasting word or phrase with the <i>opposite meaning</i> ?	Words and phrases that indicate opposites: <i>instead of, but, in contrast, on the other hand, however, unlike, although, even though</i> .
The campers <i>were warned that hiking up that steep mountain trail</i> would <b>ener-vate</b> even the fittest members of their group.	<b>Experience clue</b>	Can you draw on your <i>experience and background knowledge</i> to help you deduce (reason out) the meaning of the unfamiliar word?	A sentence that includes a <i>familiar experience</i> (or information you already know) can help you figure out the meaning of the new word.
He enjoys <b>aquatic</b> sports such as swimming, scuba diving, and water skiing.	<b>Example clue</b>	Are there <i>examples</i> that illustrate the meaning of the unfamiliar word?	Words that introduce examples of the meaning of the unfamiliar word: <i>for example, such as, to illustrate, like</i> .
When studying for his final exams, the student was told to <b>eschew</b> television. “ <i>Just give TV up!</i> ” was his roommate’s advice.	<b>Clue from another sentence</b>	Is there <i>another sentence</i> in the paragraph that explains the meaning of the unfamiliar word?	<i>Additional information in another sentence</i> that may help explain the unfamiliar word.

**KEY TERM****root**

Base word that has a meaning of its own.

**KEY TERM****prefix**

Word part attached to the beginning of a root word that adds its meaning to that of the base word.

**KEY TERM****suffix**

Word part attached to the end of a root word.

**Comprehension  
Monitoring Question  
for Word-Structure  
Clues**

Are there roots, prefixes, or suffixes that give me clues to the meaning of an unfamiliar word?

**KEY TERM****etymology**

The origin and history of a word.

**Roots** are powerful vocabulary-building tools because whole “families” of words in English come from the same root. For example, if you know that the root *aud* means “to hear,” then you will understand the connection between *audience* (people who come to *hear* something or someone), *auditorium* (a place where people come to *hear* something), *audit* (enrolling in a course just to *hear* about a subject, rather than taking it for credit), *auditory* (pertaining to *hearing*, as in auditory learner), and *audiologist* (a person trained to evaluate *hearing*). Knowing the meaning of a word’s root also makes it easier to remember the meaning of the word.

**Prefixes** change the meaning of a root by adding their meaning to the meaning of the root. For example, adding the prefix *tele* (“distant” or “far”) to the root word *scope* (“to see”) creates the word *telescope*, a device that lets you *see* things that are *far* away. Try adding the prefixes *pre* (“before”) and *re* (“back”) to the root *cede* (“to go” or “to move”). *Precede* means “to go before” something or someone else; *recede* means “to move back.”

Think of roots and prefixes as parts of a puzzle that can often help you figure out the meaning of an unfamiliar word. Remember, however, that although a word may begin with the same letters as a prefix, it does not necessarily contain that prefix. The words *malt*, *mall*, *male*, and *mallard* (a type of duck), for example, have no connection with the prefix *mal* (“wrong” or “bad”) as in words such as *malnourished* or *maladjusted*.

**Suffixes** are word parts that are attached to the end of a root word. Some add their meaning to a root. Other suffixes change a word’s part of speech or inflection. For example, consider these forms of the word *predict*: *prediction*, *predictability*, *predictor* (nouns); *predictable* (adjective); *predictably* (adverb). Examples of suffixes that serve as inflectional endings include adding *s* to make a word plural or *ed* to make a verb past tense.

Suffixes are not as helpful as roots or prefixes in determining the meaning of unfamiliar words because many suffixes have similar or even the same meanings. Also, some root words change their spelling before a suffix is added. For instance, when suffixes are added to *happy* the *y* becomes an *i*: *happier*, *happiness*, *happily*.

The most common and helpful roots, prefixes, and suffixes in English come from Latin and ancient Greek. These Latin and Greek word parts not only help you figure out the meaning of a word, but also serve as built-in memory aids that make it easy to recall the meaning.

Spanish, French, Italian, Portuguese, and Romanian are called *romance languages* because they draw so heavily on Latin. (Latin was the “Roman” language because it was spoken in ancient Rome.) Although English is not one of the romance languages (it is a Germanic language), English still has many words derived from Latin and ancient Greek. In particular, a considerable number of terms in science, medicine, and technology are derived from Latin and Greek, so learning word parts from these two older languages can be useful to you if you are considering a career in one of those fields.

A word’s **etymology** (origin and history) indicates whether it contains Latin or Greek word parts. Because a word’s etymology can help you understand and remember a word’s meaning, dictionaries typically give the etymology of a word in brackets [ ] before or after the definition. When you look up a word in the dictionary,

take an extra minute to check its etymology for word parts that you might recognize. This technique of checking a word's etymology will also help you learn and remember the meaning of many roots and affixes.

Take time to familiarize yourself with the common roots, prefixes, and suffixes in Appendix 2. Then watch for them in new words you encounter. Use word-structure clues whenever possible to help you determine the meaning of an unfamiliar word or confirm an “educated guess” you based on context clues.

### Using a Dictionary Pronunciation Key

Most college students already know how to locate a word in the dictionary efficiently and accurately, and how to determine which definition is appropriate for their needs. But, like many students, you may still not be proficient at or feel confident using a dictionary pronunciation key. Being able to use a pronunciation key is important, because when you need to remember words, one of the most helpful things you can do is say them aloud. Checking and then practicing a word's pronunciation takes only a moment or two.

A complete pronunciation key appears at the beginning of a dictionary. Most of them look similar to the example shown in the box on page 86.

### DICTIONARY PRONUNCIATION KEY

A list of pronunciation symbols used in this dictionary is given below in the column headed **AHD** [*American Heritage Dictionary*]. The column headed **Examples** contains words chosen to illustrate how the **AHD** symbols are pronounced. The letters that correspond in sound to the **AHD** symbols are shown

in boldface. The third column, headed **IPA** (International Phonetic Alphabet), gives the equivalent transcription symbols most often used by scholars. Although similar, the **AHD** and **IPA** symbols are not precisely the same because they were conceived for different purposes.

Examples	AHD	IPA	Examples	AHD	IPA
pat	ă	æ	<b>pop</b>	p	p
pay	ā	e	<b>roar</b>	r	ɹ
<b>care</b>	âr	ɛr, er	<b>sauce</b>	s	s
father	ä	ɑ:, ɒ	<b>ship, dish</b>	sh	ʃ
<b>bib</b>	b	b	<b>tight, stopped</b>	t	t
<b>church</b>	ch	tʃ	<b>thin</b>	th	θ
<b>deed, milled</b>	d	d	<b>this</b>	th	ð
pet	ë	ɛ	cut	ÿ	ʌ
<b>bee</b>	ē	i	<b>urge, term, firm</b>	ûr	ɜ, ɜr
<b>fife, phase, rough</b>	f	f	word, heard		
<b>gag</b>	g	g	<b>valve</b>	v	v
hat	h	h	<b>with</b>	w	w
<b>which</b>	hw	hw (also ʌ)	<b>yes</b>	y	j
pit	ï	ɪ	<b>zebra, xylem</b>	z	z
<b>pie, by</b>	ī	aɪ	<b>vision, pleasure, garage</b>	zh	ʒ
<b>pier</b>	îr	ɪr, ir	<b>about, item, edible,</b>	ə	ə
<b>judge</b>	j	dʒ	gallop, circus		
<b>kick, cat, pique</b>	k	k	<b>butter</b>	ər	əʳ
lid, needle*	l (nēd'l)	l, l̥ ['nidl]	<b>Foreign</b>	<b>AHD</b>	<b>IPA</b>
<b>mum</b>	m	m	<i>French feu</i>		ø
<b>no, sudden*</b>	n (sūd'n)	n, ŋ ['sʌdn]	<i>German schön</i>	œ	
<b>thing</b>	ng	ŋ	<i>French oeuf</i>		œ
pot	ö	ɒ	<i>German zwölf</i>		
<b>toe</b>	ō	o	<i>French tu</i>	ü	y
<b>caught, paw,</b>	ô	ɔ	<i>German über</i>		
<b>noise</b>	oi	ɔɪ	<i>German ich</i>		ç
<b>took</b>	öo	u	<i>German ach</i>	KH	
<b>boot</b>	ōō	u	<i>Scottish loch</i>		x
<b>out</b>	ou	aʊ	<i>French bon**</i>	ŋ (bôn)	~ [bõ]

\*In English the consonants / and n often constitute complete syllables by themselves.

\*\*The IPA symbols show nasality with a diacritic mark over the vowel, whereas the dictionary uses ɲ to reflect that the preced-

ing vowel is nasalized. In French four nasalized vowels occur, as in the phrase *un bon vin blanc*: **AHD** (æŋ bôn vān blān), **IPA** [œ bõ væ blā].

In most dictionaries an *abridged* (shortened) *pronunciation key*, showing only vowel sounds and the more unusual consonant sounds, appears at or near the bottom of each page. It looks something like this:

*Pronunciation Key:* ă pat ā pay âr care ä father ě pet ē be ĭ pit  
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒo took  
 ōō boot ŭ cut yōō abuse ūr urge th thin th this hw which  
 zh vision ə about *Stress mark:* '

Your instructor can give you guidance in using a dictionary pronunciation key. In *Opening Doors*, you will have numerous opportunities to practice this skill because the pronunciation is given for each term in the vocabulary quizzes that accompany the reading selections. To help you interpret the symbols, an abridged pronunciation key is repeated in each vocabulary section.

## Understanding Denotations and Connotations of Words

The literal, explicit meaning of a word—its dictionary definition—is called its **denotation**. But many words also have connotations. A **connotation** is an additional, nonliteral meaning associated with a word. For example, the two words *weird* and *distinctive* have similar denotations (both of them describe something that is different or out of the ordinary). It is their connotations that cause us to choose one of these words instead of the other when describing someone or something. You might describe the traits of someone you admire as *distinctive* but those of someone you dislike as *weird*, because *distinctive* has a positive connotation and *weird* has a negative one. Most people, for example, would rather be thought of as having *distinctive* clothes than *weird* clothes. *Distinctive* and *weird* have opposite connotations. *Distinctive* is associated with positive qualities; *weird* is associated with negative ones.

As explained above, many words have positive or negative connotative meanings that are very different from their more neutral denotative meanings. The first column in the chart on page 88 presents a sentence containing an italicized word whose denotation is neutral. In the other two columns, the italicized word has been replaced by other words that have a similar denotation, but have a positive or negative connotation.

### KEY TERMS

#### denotation

Literal, explicit meaning of a word—its dictionary definition.

#### connotation

Additional, nonliteral meaning associated with a word.

## EXAMPLES OF DENOTATIONS AND CONNOTATIONS

Denotation (Neutral)	Similar Word with Positive Connotation	Similar Word with Negative Connotation
Sofia has <i>different</i> tastes.	Sofia has <i>distinctive</i> tastes.	Sofia has <i>weird</i> tastes.
When I was younger, I was <i>thin</i> .	When I was younger, I was <i>slender</i> .	When I was younger, I was <i>skinny</i> .
I purchased a <i>used</i> car.	I purchased a <i>preowned</i> car.	I purchased a <i>secondhand</i> car.
She's a computer <i>expert</i> .	She's a computer <i>whiz</i> .	She's a computer <i>nerd</i> .
His behavior was <i>abnormal</i> .	His behavior was <i>unusual</i> .	His behavior was <i>peculiar</i> .
She <i>wants</i> power.	She <i>desires</i> power.	She <i>craves</i> power.
Lou spent time in <i>jail</i> .	Lou spent time in a <i>correctional facility</i> .	Lou spent time in a <i>penitentiary</i> .
Hector has joined a <i>club</i> .	Hector has joined an <i>association</i> .	Hector has joined a <i>gang</i> .
The patient <i>died</i> .	The patient <i>passed on</i> .	The patient <i>croaked</i> .

### Comprehension Monitoring Question for Connotative Meaning

Is there a positive or negative association in addition to the literal meaning of a word?

Careful readers ask themselves, “Does this word have a connotation as well as a denotation?” That is, “Is there a positive or negative association in addition to the word’s literal meaning?”

## Understanding Figurative Language

**Figurative language** is language that uses imagery—unusual comparisons or vivid words that create certain effects—to paint a picture in the reader’s or listener’s mind. Figurative expressions are also called *figures of speech*. You use figurative language every day, although you may not know it by that name. Whenever you say something such as “That chemistry test was a monster” or “My mother is a saint,” you are using figurative language.

Because figures of speech do not literally mean what the words say, the reader or listener must *interpret* their meaning. If you say, “My landlord is a prince,” you do not actually or literally mean that he is a member of a royal family. You expect your listener to interpret your words to mean that you appreciate your landlord, perhaps because he is cooperative and pleasant. If you say, “My landlord is a rat,” you do not literally mean that he is a rodent. You expect your listener to interpret your words to mean that you dislike your landlord, perhaps because he has proved to be untrustworthy or unfair.

Four common figures of speech are *metaphor*, *simile*, *hyperbole*, and *personification*. Let’s look at each of these.

Metaphors and similes both make comparisons. A **metaphor** is an implied comparison between two things that seem very different from each other on the sur-

### KEY TERM figurative language

Words that create unusual comparisons or vivid pictures in the reader’s mind.

Figurative expressions are also known as *figures of speech*.

**KEY TERM****metaphor**

Figure of speech suggesting a comparison between two essentially dissimilar things, usually by saying that one of them *is* the other.

**KEY TERM****simile**

Figure of speech presenting a comparison between two essentially dissimilar things by saying that one of them *is like* the other.

**KEY TERMS****hyperbole**

Figure of speech using obvious exaggeration for emphasis and effect.

**personification**

Figure of speech in which nonhuman or nonliving things are given human traits or attributes.

**Comprehension  
Monitoring Question  
for Figurative  
Language**

Should these words or this expression be interpreted figuratively?

face yet are alike in some significant way. A metaphor usually states that one thing is something else. The author assumes that readers will not take his or her words literally, but instead will understand that it is figurative language. (That is, the sentence is to be taken figuratively, not literally.) For example, in the sentence “Mae’s *garden is a rainbow*,” the writer is making a comparison between a garden and a rainbow to help the reader envision the colorful array of flowers in the garden. To interpret this metaphor correctly, the reader must compare a garden and a rainbow and determine what they might have in common: a multitude of colors. (The author does not mean that the garden was literally a rainbow.) Another example of a metaphor would be “Joe’s *desk was a mountain of paper*.” It creates a vivid image of how high (“a mountain”) the paper was stacked on the desk. As noted, a metaphor usually states that one thing is something else (in these cases, that a garden *is* a rainbow or that a stack of papers *was* a mountain).

A **simile** is also a comparison between two essentially dissimilar things, but instead of saying that one thing *is* something else, the author says that one thing *is like* something else. In fact, a simile is usually introduced by the words *like* or *as*. “Nancy felt *like a lottery winner* when she received the scholarship” and “The marine stood at attention *as rigid as an oak tree*” are examples of similes. In the first sentence, receiving a scholarship is compared with winning a lottery. The author wants us to understand that receiving the scholarship made Nancy feel as excited as if she had won a great deal of money in the lottery. In the second example, a marine, because of his stiff posture, is compared with an oak tree. To repeat: A simile says that one thing *is like* another. To understand a simile, you must determine which things are being compared and the important way in which the author considers them to be similar.

Another type of figurative language is **hyperbole** (pronounced hī pēr’ bə lē), in which obvious exaggeration is used for emphasis. “My parents will explode if I get one more speeding ticket!” is an example of hyperbole. The parents would not literally “explode,” but the exaggeration conveys how angry they would be.

In **personification**, nonliving or nonhuman things are given human characteristics or qualities. “My car groaned, coughed, and wheezed, then crawled to a stop” gives human attributes to an automobile to suggest that the car made strange noises and then quit running. Cars, of course, cannot groan, cough, wheeze, and crawl in the same sense that a person would do these things. That’s what makes it personification.

Careful readers ask themselves, “Is the author using figurative language?” “What things are being compared, and how are they alike?” “What exaggeration is being made, and why? What human traits are being given to a nonliving thing?”

The chart on page 90 summarizes metaphor, simile, hyperbole, and personification and presents examples of each.

## FOUR TYPES OF FIGURATIVE LANGUAGE

**Figures of Speech****Examples****Metaphor**

Implied comparison between two essentially dissimilar things, usually using the word *is* or *was*.

My grandfather's face is a raisin.  
 TV was my babysitter, my teacher, and my friend.  
 Shyness was my prison.  
 One person's trash is another person's treasure.  
 The midnight sky was diamonds on black velvet.  
 He believes losing his old job turned out to be a great gift.

**Simile**

Stated comparison between two essentially dissimilar things, usually introduced by the word *like* or *as*.

Roberto's garden is like a supermarket.  
 After the party, Ted's apartment looked as if it had been hit by a tornado.  
 Monica's closet is like a shoe store.  
 The ice hockey player looked as if he'd gone 10 rounds in a boxing ring—and lost.  
 My allergies made my head feel like a block of wood.  
 The sleet hit our faces like tiny knives.

**Hyperbole**

Obvious exaggeration for emphasis and effect.

I'm so hungry I could eat a horse!  
 Smoke came out of the coach's ears when the penalty was called.  
 My grandmother's biscuits are so light they float off the plate.  
 I'm buried in homework this weekend.  
 My backpack weighs a ton.

**Personification**

Attribution of human characteristics or qualities to nonhuman or nonliving things.

The ATM machine ate my debit card!  
 The old house looked tired and unhappy until it received a face-lift.  
 The mystery hooked me on the opening page and then reeled me in.  
 When the theater lights dimmed, the cell phones couldn't wait to begin screaming.  
 Even though it seemed far off and unlikely, a college degree beckoned me.

Understanding figurative language can help you grasp an author's message exactly, and it also makes material more interesting and enjoyable to read.

Here are some examples of figurative language by famous authors or well-known people. There are also some proverbs. On the lines beside each one, interpret the meaning of the figure of speech.

### Metaphor

What is the meaning  
of the figurative language?

"Time is money."

—Edward Bulwer-Lytton

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"Money is a good servant but a bad master."

—Sir Francis Bacon

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"Debt is a bottomless sea."

—Thomas Carlyle

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### Simile

"What happens to a dream deferred?  
Does it dry up like a raisin in the  
sun?"

—Langston Hughes, "Harlem"

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"Being president is like riding  
a tiger."

—Harry S. Truman

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"The water from the spring," she  
said, "is heavy as gold, sweet as  
honey, but clear as glass. If you look  
into the pool, you can see your face,  
just like in a mirror."

—Amy Tan, *The Kitchen God's Wife*

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## A WORD ABOUT STANDARDIZED READING TESTS: CONTEXT CLUES AND FIGURATIVE LANGUAGE

Many college students are required to take standardized reading tests as part of an overall assessment program, in a reading course, or as part of a state-mandated basic skills test. Examples of these tests include the Nelson-Denny Reading Test, COMPASS, ASSET, ACCUPLACER, CLAST (in Florida), and THEA (in Texas). A standardized reading test typically consists of a series of passages, each of which is followed by multiple-choice reading skill application questions. The test is often a timed test. That is, students are permitted to work for only a specified amount of time.

The tips below, along with the ones in each chapter in Part Two, can help you earn higher scores on standardized reading tests. The tips for this chapter deal with context clues and figurative language. Many tests, such as the CLAST and THEA test, include context clue questions, and the THEA test has figurative language items as well.

**On tests, vocabulary-in-context questions will be worded:**

As used in line [#] . . .

As used in paragraph [#] . . .

The [vocabulary word] in the first paragraph means . . .

In the fifth paragraph, the meaning of [word] is . . .

As used in the last paragraph, [the term] means . . .

To determine the correct answer, ask yourself, “What would this word have to mean in order to make sense in this sentence?” Most words have more than one meaning, so be sure to refer to the sentence in which the word appears. Reread the sentence and, if necessary, the sentences that come immediately before and after it. Look for definition clues, synonym clues (including punctuation clues), contrast clues (antonyms), experience clues, example clues, and clues from other sentences. You may be able to use word parts (prefixes and roots) to help confirm your answer choice. Keep in mind that you may occasionally be asked the meaning of a phrase in context. For example, in context, the phrase *to take a swing at it* might mean *to attempt* or *to try*. The process for determining the correct meaning will still be to ask yourself what the phrase would have to mean in order to make sense in the sentence. Be sure to read all the answer choices before choosing one.

**Figurative language questions might be worded:**

The author uses the metaphor of a ship to represent . . .

In paragraph 2 the author compares old age to . . .

In the selection, *winter* is personified as being . . .

In using the simile “Peace negotiations are a high-stakes chess game,” the author is suggesting . . .

The author uses the hyperbole “On 9/11, *the world stood still* in order to indicate that . . .

In the metaphor in paragraph 4, a bridge is compared with . . .

The comparison between the brain and a computer is an example of which figure of speech?

To find the right answer, think about the type of figure of speech. If it is a *simile* or *metaphor*, decide which two things are being compared and how they are alike. If it is a *hyperbole*, decide what effect the author is trying to achieve—humor, shock, persuasion, etc. If it is *personification*, decide what inanimate object is being compared with a person and the important way it might be like a person. Be sure to read all the answer choices before choosing one.



DEVELOPING CHAPTER REVIEW CARDS



**Student Online Learning Center (OLC)**  
**Go to Chapter 2.**  
**Select Flashcards or Chapter Test.**

*Review cards, or summary cards, are an excellent study tool. They are a way to select, organize, and review the most important information in a textbook chapter. The process of creating review cards helps you organize information in a meaningful way and, at the same time, transfer it into long-term memory. The cards can also be used to prepare for tests (see Part Three). The review card activities in this book give you structured practice in creating these valuable study tools. Once you have learned how to make review cards, you can create them for textbook material in your other courses.*

Now complete the eight review cards for Chapter 2 by answering the questions or following the directions on each card. When you have completed them, you will have summarized important information about (1) the reading process, (2) predicting as you read, (3) monitoring your comprehension, (4) adjusting your reading rate, (5) using context clues to determine the meaning of unfamiliar words, (6) using word-structure clues, (7) interpreting figurative language, and (8) monitoring your understanding of vocabulary. Use the type of handwriting that is clearest for you to reread (printing or cursive) and write legibly. You will find it easier to complete the review cards if you remove these pages before filling them in.

<b>Understanding the Reading Process</b>	
List seven important points about the reading process. (See pages 75–76.)	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	
<b>4.</b>	
<b>5.</b>	
<b>6.</b>	
<b>7.</b>	
<b>Card 1</b>	Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Predicting as You Read

1. What is predicting? (See page 77.)

2. Why is predicting helpful? (See page 77.)

**Card 2** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Monitoring Your Comprehension

1. What does monitoring your comprehension mean? (See page 77.)

2. Describe the three-part procedure for monitoring your comprehension as you read. (See page 77.)

First:

Second:

Third:

**Card 3** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Adjusting Your Reading Rate

Efficient readers adjust their rate according to two factors. List them. (See page 79.)

Factor 1:

Factor 2:

List several situations in which it is appropriate to *slow down* your reading rate. (See page 80.)

List several situations in which it is appropriate to *speed up* your reading rate. (See pages 80–81.)

**Card 4** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Using Context Clues to Determine Meanings of Words

What are *context clues*? (See page 82.)

Describe six types of context clues. (See the box on page 83.)

1. Definition:

2. Synonym:

3. Contrast:

4. Experience:

5. Example:

6. Clue from another sentence:

**Card 5** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Using Word-Structure Clues

Define the following terms. (See pages 83–84.)

Word-structure clues:

Root:

Prefix:

Suffix:

Etymology:

**Card 6** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

### Four Types of Figurative Language

Define the following terms. (See pages 88–89.)

Figurative language:

Metaphor:

Simile:

Hyperbole:

Personification:

**Card 7** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary

**Monitoring Your Understanding of Vocabulary**

1. What question should you ask yourself in order to take advantage of context clues? (See page 82.)

2. What question should you ask yourself in order to take advantage of word-structure clues? (See page 84.)

3. What question should you ask yourself in order to understand the connotation of a word? (See page 88.)

4. What question should you ask yourself in order to understand figurative language? (See page 89.)

**Card 8** Chapter 2: Approaching College Reading and Developing a College-Level Vocabulary



## Making It Happen: Creating Positive Change to Become a Peak Performer

From *Peak Performance: Success in College and Beyond*, 5th ed.

By Sharon K. Ferrett

### Prepare Yourself to Read

*Directions:* Do these exercises *before* you read Selection 2-1.

1. First, read and think about the title. What do you know about making positive changes and becoming a peak performer?

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2. Next, complete your preview by reading the following:

First paragraph

Headings

Bold print

Last paragraph (paragraph 20)

Now that you have previewed the selection, what points do you think the author is making about creating positive changes?

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## SELECTION 2-1

**Student Success***(Continued)***Apply Comprehension Skills**

*Directions:* Do these exercises *as* you read Selection 2-1. Apply three skills from this chapter:

**Adjust your reading rate.** On the basis of your preview and your prior knowledge of how to change a habit, do you think you should read Selection 2-1 slowly or more rapidly?

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**Develop a college-level vocabulary.** Did you notice any unfamiliar words while you were previewing Selection 2-1? If so, list them here.

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**Predict as you read.** As you read Selection 2-1, make predictions about what the author will discuss next. Write your predictions in the blanks provided throughout the selection.

**MAKING IT HAPPEN: CREATING POSITIVE CHANGE TO BECOME A PEAK PERFORMER**

*The first paragraph of this selection serves as an introduction.*

- 1 You can use many strategies for doing well in your school, career, and personal life. Many techniques are also available on how to manage your time, how to succeed at taking tests, and how to develop healthy relationships. Reading about and discussing them is one thing, but actually making these techniques and strategies part of your everyday life is another. You will find that embracing them will prove rewarding and helpful as you begin developing and working on your goals. Knowing that you have the motivational skills to succeed in school and in your career can give you the confidence to risk, grow, contribute, and overcome life's setbacks. You have what it takes to keep going even when you feel frustrated and unproductive. This selection will show you how to take strategies and turn them into lasting habits. It will also look at the importance of effort and commitment, without which there is no great achievement. Look at great athletes. The difference in their levels of physical skill is often not dramatic, but their sense of commitment is what separates the good from the truly great. Peak performers also achieve results by being committed.

### Make a Commitment to Change Your Habits

- 2 Most people resist change. Even when you are aware of a bad habit, it is difficult to change it. Consequently, you may find it hard to integrate into your life some of the skills and strategies that you know would benefit you.
- 3 Old habits become comfortable, familiar parts of your life. Giving them up leaves you feeling insecure. For example, you want to get better grades, and you know it's a good idea to study only in a quiet study area rather than while watching television or listening to the radio. However, you have always read your assignments while watching television. You might even try studying at your desk for a few days, but then you lapse into your old habit. Many people give up at this point rather than acknowledge their resistance. Some find it useful to take stock of what common resistors, or barriers, keep them from meeting their goals. However, as a potential peak performer, you will begin to adopt positive techniques to help change your old habits.

### Use Strategies for Creating Positive Change

- 4 If you have trouble making changes, realize that habits are learned and can be unlearned. Adopting new habits

#### Prediction Exercises

*Directions:* At each of the points indicated below, answer the question, "What do you predict will be discussed next?"

#### Prediction Exercise

What do you predict will be discussed in this section?

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#### Prediction Exercise

What do you predict will be discussed in this section?

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requires a desire to change, consistent effort, time, and a commitment. Try the following ten strategies for eliminating old habits and acquiring new ones.

- 5 **1. You must want to change.** To change, you must have a real desire and see the value of the change. It helps to identify important goals: “I really want to get better grades. I have a real desire to graduate from business college and start my own small retail business. I see the benefit and value in continuing my education.” Your motivation has to be channeled into constructive action.
- 6 **2. Develop specific goals.** Setting specific goals is a beginning for change. Statements such as “I wish I could get better grades” or “I hope I can study more” are too general and only help to continue your bad habits. Stating goals such as “I will study for 40 minutes, two times a day, in my study area” are specific and can be assessed and measured for achievement.
- 7 **3. Change only one habit at a time.** You will become discouraged if you try to change too many things about yourself at the same time. If you have decided to study for 40 minutes, two times a day, in your study area, then do this for a month, then two months, then three, and so on, it will become a habit. After you have made one change move on to the next. Perhaps you want to exercise more, or give better speeches, or get up earlier.
- 8 **4. Be patient.** It takes at least 30 days to change a habit. Lasting change requires a pattern of consistent behavior. With time and patience, the change will eventually begin to feel comfortable and normal. Don’t become discouraged and give up if you haven’t seen a complete change in your behavior in a few weeks. Give yourself at least a month of progressing toward your goal. If you fall short one day, get back on track the next. Don’t expect to get all A’s the first few weeks of studying longer hours. Don’t become discouraged if you don’t feel comfortable instantly studying at your desk instead of lying on the couch.
- 9 **5. Imagine success.** Imagine yourself progressing through all the steps toward your desired goal. For example, see yourself sitting at your desk in your quiet study area. You are calm and find it easy to concentrate. You enjoy studying and feel good about completing projects. Think back to a time in your life when you had these same positive feelings. Think of a time when you felt warm, confident, safe, and relaxed. Imagine enjoying these feelings and create that same state of mind. Remember, the mind and body produce your state of mind, and this state determines your behaviors.
- 10 **6. Observe and model others.** How do successful people think, act, and relate to others? Do students who get good grades have certain habits that contribute to their success? Basic success principles produce successful results. Research indicates that successful students study regularly in a quiet study area. They regularly attend classes, are punctual, and sit in or near the front row. Observe successful students. Are they interested, involved, and well prepared in class? Do they seem confident and focused? Now model this behavior until it feels comfortable and natural. Form study groups with people who are good students, are motivated, and have effective study habits.
- 11 **7. Self-awareness.** Sometimes paying attention to your own behavior can help you change habits. For example, you may notice that the schoolwork you complete late at night is not as thorough as the work you complete earlier in the day. Becoming aware of this characteristic may prompt you to change your time frame for studying and completing schoolwork.
- 12 **8. Reward yourself.** One of the best ways to change a habit is to reward yourself when you’ve made a positive change. Increase your motivation with specific payoffs. Suppose you want to reward yourself for studying for a certain length of time in your study

area or for completing a project. For example, you might say to yourself, “After I outline this chapter, I’ll watch television for 20 minutes,” or “When I finish reading these two chapters, I’ll call a friend and talk for 10 minutes.” The reward should always come after the results are achieved and be limited in duration.

- 13 9. Use affirmations.** Talking to yourself means that you are reprogramming your thoughts, a successful technique for making change. When you have negative thoughts, tell yourself, “Stop!” Counter negative thoughts with positive statements. Replace the negative thought with something like “I am centered and focused. I have control over my thoughts. When they wander, I gently bring them back. I can concentrate for the next 40 minutes, and then I’ll take a short break.”
- 14 10. Write a contract for change.** Write a contract with yourself for overcoming your barriers. State the payoffs for meeting your goals: “I agree to take an honest look at where I am now and at my resistors, my shortcomings, my negative thoughts, the ways I sabotage myself, and the barriers I experience. I agree to learn new skills, choose positive thoughts and attitudes, and try new behaviors. I will reward myself for meeting my goals.” You may want to discuss this with a study partner.

### Make a Commitment to Contribute

- 15** As a peak performer, you can make a contribution to the world. By improving yourself, giving to your family, and volunteering your time in the community, you will make the world a better place. You will be leaving a legacy that is positive and inspiring to others. Try to focus on more than just financial success, possessions, prestige, and career advancement. Your family and friends will think of you as being a giving and service-minded person. Consider the contribution you make, the kind of person you want to be, and ways in which you can make a positive impact in your community and personal life.

### Make a Commitment to Develop a Positive Attitude

- 16** Achieving excellence is a combination of a positive attitude and specific skills. When you commit yourself to being successful, you learn to go with your own natural energy and strengths. You learn to be your own best friend by working for yourself. You begin by telling the truth about who you are: your current skills, abilities, goals, barriers, and both good and bad habits. You learn to be aware of the common barriers and setbacks that cause others to fail. Then you set goals to focus your energy on a certain path. Next, you create the specific thoughts and behaviors that will produce the results you want.
- 17** Everyone loses course at times; thus, it is important to build in observation and feedback so that you can correct

#### Prediction Exercise

What do you predict will be discussed in this section?

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#### Prediction Exercise

What do you predict will be discussed in this section?

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and modify. You will learn to alter your actions to get back on track. Even when you are equipped with the best skills, self-understanding, and a motivated attitude, you will still face occasional setbacks and periods of frustration. At times you may question your decisions, become discouraged, and feel your confidence and self-esteem dip. Focus on the positive and learn to be resilient.

### Make a Commitment to Be Resilient

- 18** The key to being a peak performer is to make adversity work for you. Successful people see their failures as temporary setbacks and learning experiences; unsuccessful people see their failures as barriers and dead ends. Use the power of reframing to see your setbacks as stepping-stones to your final goal. Children have a natural resiliency and can bounce back after a disappointment. You can reclaim resiliency by using your creativity to see what options are still available.

### Make a Commitment to Be a Person of Character and Integrity

- 19** The word integrity comes from the Latin word *integer*, meaning “a sense of wholeness.” It is important to use the *whole* of your intelligence for school and job success. When you have a sense of wholeness, you are confident about thinking, speaking, living, and taking the right path. You know that you can trust yourself to do the right thing, keep your commitments, and play by the rules. You are a complete human being when you use your skills, competencies, and essential personal qualities, such as integrity. You have effective communication skills, strive to be sociable and personable, but you put character first. It is not difficult to work out a code of ethics or a moral code that most of us can agree on. Most people believe in core values of honesty, truthfulness, fairness, kindness, compassion, and respect for others. Doing the right thing is a decision and a habit. The key is to assess your integrity as you would any skill and use critical thinking to reflect on your actions.
- 20** As an adult, you teach values by example. To choose to teach deliberately and consistently is the challenge. Becoming a responsible, motivated, emotionally mature person makes you smarter than you think. You may have a high IQ, talent, skills, and experience, but if you lack responsibility, effort, commitment, a positive attitude, interpersonal skills, and especially character and integrity, you will have difficulty in college, in the workplace, and in your relationships.

#### Prediction Exercise

What do you predict will be discussed in this section?

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#### Prediction Exercise

What do you predict will be discussed in this section?

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## SELECTION 2-1

**Student Success***(Continued)***Reading Selection Quiz**

This quiz has three parts. Your instructor may assign some or all of them.

**Comprehension Quiz**

*Directions:* Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor would ask on a test over this material. You should be able to answer these questions after studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answer in the space provided.

*True or False*

- \_\_\_\_\_ 1. The difference between good athletes and great ones is often their commitment and not their levels of physical skill.
- \_\_\_\_\_ 2. Changing several habits at once is more effective and efficient than changing them one at a time.
- \_\_\_\_\_ 3. It takes approximately a month to change a habit.
- \_\_\_\_\_ 4. A goal of “I will work out for an hour three times a week” is more likely to lead to positive change than a goal of “I will get in better shape physically.”
- \_\_\_\_\_ 5. Peak performers, like other successful people, view failures as temporary setbacks and as opportunities to learn.
- \_\_\_\_\_ 6. As an adult, you teach values by telling others how to think and behave.

*Multiple-Choice*

- \_\_\_\_\_ 7. Using affirmations refers to:
  - a. being around others who are positive models.
  - b. being patient with yourself while you make changes.
  - c. saying positive things to yourself to reprogram your thoughts.
  - d. visualizing yourself being successful.
- \_\_\_\_\_ 8. To be a peak performer, it is important to commit to contribute and to commit to:
  - a. develop a positive attitude.
  - b. be resilient.
  - c. be a person of character and integrity.
  - d. all of the above
- \_\_\_\_\_ 9. When writing a contract for change, it is important to:
  - a. state the payoffs for meeting your goals.
  - b. include affirmations.

- c. observe and model others.
- d. be patient.

- \_\_\_\_\_ 10. When you use the strategy of imagining success, you should:
- a. be with other people who are motivated.
  - b. alter your actions to get back on track rather than become discouraged.
  - c. reward yourself for having a positive attitude.
  - d. visualize yourself progressing through the steps to your goal.

## SELECTION 2-1

**Student Success***(Continued)***Vocabulary in Context**

*Directions:* Items 11–20 test your ability to determine the meaning of a word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends, when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space provided.

*Pronunciation Key:* ă pat ā pay âr care ä father ẽ pet ē be ĭ pit  
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒo took  
 ōō boot ŭ cut yōō abuse ûr urge th thin th this hw which  
 zh vision ə about *Stress mark:* '

- \_\_\_\_\_ 11. *Peak* performers also achieve results by being committed.  
 Florists report *peak* sales on Valentine’s Day and Mother’s Day.  
**peak** (pēk) means:
- a. well-known; well-documented
  - b. less than expected
  - c. busy
  - d. approaching the highest or maximum
- \_\_\_\_\_ 12. You might even try studying at your desk for a few days, but then you *lapse* into your old habit.  
 Dieters should remove inappropriate food in the house so that they do not *lapse* into unhealthy eating habits.  
**lapse** (lăps) means:

- a. to fall to a previous or lower level
- b. to improve upon
- c. to refuse to cooperate or go along with
- d. to struggle against

\_\_\_\_\_ 13. Your motivation has to be channeled into *constructive* action.

Because of the new coach's *constructive* criticism, the team's morale was the best ever, and they won the college championship.

**constructive** (kən strŭk' tĭv) means:

- a. creating negative feelings
- b. nonstop; continuous
- c. helpful; intended to result in improvement
- d. hurtful; insulting

\_\_\_\_\_ 14. The reward should always come after the results are achieved and be limited in *duration*.

The audience lost interest quickly, but politely suffered through the *duration* of the guest speaker's long presentation.

**duration** (dŏŏ rā' shən) means:

- a. period of time something lasts
- b. final few minutes
- c. excitement
- d. a brief period of time

\_\_\_\_\_ 15. *Counter* negative thoughts with positive statements.

During a trial, the defense attorney's job is to *counter* the charges and evidence presented by the prosecuting attorney.

**counter** (koun' tər) means:

- a. to ignore; to dismiss as unimportant
- b. to oppose; to offer in response
- c. to reveal
- d. to accept; to welcome

\_\_\_\_\_ 16. I agree to take an honest look at where I am now and at my resistors, my shortcomings, my negative thoughts, the ways I *sabotage* myself, and the barriers I experience.

The soldiers were shocked when a member of their unit attempted to *sabotage* their mission.

**sabotage** (săb' ə tăzh) means:

- a. to defeat by betraying faith or trust
- b. to cause to happen
- c. to complete alone without aid
- d. to celebrate

- \_\_\_\_\_ 17. You will be leaving a *legacy* that is positive and inspiring to others.

Because my grandfather often took us camping and hiking, part of his *legacy* to us was a deep love for nature.

**legacy** (lĕg' ə sē) means:

- a. written document that explains or describes
- b. something passed from one generation to another
- c. time spent oneself
- d. outdoor activities

- \_\_\_\_\_ 18. Try to focus on more than just financial success, possessions, *prestige*, and career advancement.

Because of her *prestige* in the community, she is often asked to lend her name to charitable causes and to chair important civic projects.

**prestige** (prĕ stĕzh') means:

- a. lack of respect
- b. living in the same place for a long time
- c. a person's high standing among others
- d. questionable reputation

- \_\_\_\_\_ 19. The key to being a peak performer is to make *adversity* work for you.

For children who live in poverty, hunger, and danger, *adversity* is a never-changing way of life.

**adversity** (ăd vŭr' sĭ tē) means:

- a. sadness; unhappiness
- b. lack of money
- c. depression
- d. misfortune; hardship

- \_\_\_\_\_ 20. Children have a natural *resiliency* and can bounce back after a disappointment.

Writer William Faulkner expressed *resiliency* of the human spirit in his Nobel Prize acceptance speech when he said, "I believe that man will not merely endure: He will prevail."

**resiliency** (rĭ zĭl' yən sē) means:

- a. tendency to give up easily
- b. ability to stretch
- c. ability to recover quickly from misfortune
- d. tendency to deceive oneself

## SELECTION 2-1

**Reading Skills Application****Student Success***(Continued)*

*Directions:* Items 21–25 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You may not have studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

- \_\_\_\_\_ 21. Based on the information in the selection, it can be inferred that the author believes:
- only people with high IQs can become peak performers.
  - talent, skills, and experience are the most important factors in becoming a peak performer.
  - it takes several years to become a peak performer.
  - anyone can make positive changes and become a peak performer.
- \_\_\_\_\_ 22. In paragraph 3, the writer says, “Some find it useful to take stock of what common resistors, or barriers, keep them from meeting their goals.” *To take stock of* means:
- change
  - eliminate; do away with
  - assess; take an inventory of
  - ignore; pay no attention to
- \_\_\_\_\_ 23. Which pattern is used to organize the information in the passage?
- definition
  - comparison
  - sequence
  - cause-effect
- \_\_\_\_\_ 24. The information in the selection is based on which of the following assumptions held by the author?
- It is very difficult to persuade other people to change their habits.
  - Only a few people can successfully change their own habits and attitudes.
  - Making positive changes is more trouble than it is worth.
  - People have a desire to make positive changes and perform at higher levels.

- \_\_\_\_\_ 25. As an example of how observing and modeling others can be helpful, the author mentions:
- imagining yourself enjoying studying and feeling good about completing projects.
  - giving to your family and volunteering time in the community.
  - forming study groups with motivated students who have effective study habits.
  - striving to be sociable and personable.

## SELECTION 2-1

**Student Success***(Continued)*

Collaboration Option

**Respond in Writing**

*Directions:* Refer to Selection 2-1 as needed to answer the essay-type questions below.

*Option for collaboration:* Your instructor may direct you to work with other students on one or more of these items, or in other words, to work *collaboratively*. In that case, you should form groups of three or four students, as directed by your instructor, and work together to complete the exercises. After your group discusses an item and agrees on the answer, have a group member record it. Each member of your group should be able to explain all of your group's answers.

- In your opinion, how realistic is the author's approach for making changes? What do you base your opinion on?  


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- Write one habit you would like to change, and then describe how you could use at least three of the strategies in the selection to accomplish that change.  


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- Which of the four commitments—to contribute, to develop a positive attitude, to be resilient, to be a person of character and integrity—do you think is most important for success? Why do you think that?  


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4. In addition to the 10 strategies described in the selection, what are at least two other strategies that could help a person create positive changes?

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5. **Overall main idea.** What is the overall main idea the author wants you to understand about “changing habits and making positive changes”? Answer this question in one sentence. Be sure that your overall main idea sentence includes the topic (*changing habits and positive change*) and tells the overall most important point about it. Do *not* begin your sentence with “The overall main idea is . . .” or “The author wants us to understand . . .” Just *state* the overall main idea.

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Internet Resources

### Read More about This Topic on the World Wide Web

*Directions:* For further information about the topic of this selection, visit these websites:

**<http://www.feinet.com/pubs/200101/eapost/articles/nuhabit.htm>**

This website outlines a helpful procedure for breaking old habits.

**<http://www.cob.fsu.edu/jmi/articles/habits.asp>**

This Florida State University College of Business website presents a short essay about changing habits.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista ([www.google.com](http://www.google.com), [www.yahoo.com](http://www.yahoo.com), [www.altavista.com](http://www.altavista.com)) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

**changing habits**

OR

**breaking habits**

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”

## Fighting Terrorism in a Global Age

From *Nation of Nations: A Narrative History of the American Republic*

By James Davidson et al.

### Prepare Yourself to Read

*Directions:* Do these exercises *before* you read Selection 2-2.

1. First, read and think about the title. What comes to mind when you think about the word *terrorism*?

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2. Next, complete your preview by reading the following:

Introduction (in *italics*)

Headings

Captions accompanying the photographs

Now that you have completed your preview, what aspects of fighting terrorism does this selection seem to be about?

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3. Most adults say that they can remember where they were or what they were doing on the morning of September 11, 2001. How did you learn of the news that planes had struck the World Trade Center and the Pentagon?

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## Apply Comprehension Skills

*Directions:* Do these exercises *as* you read Selection 2-2. Apply three skills from this chapter.

**Adjust your reading rate.** On the basis of your preview and your prior knowledge of terrorism, do you think you should read Selection 2-2 slowly or more rapidly?

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**Develop a college-level vocabulary.** Did you notice any unfamiliar words while you were previewing Selection 2-2? If so, list them here.

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**Predict as you read.** As you read Selection 2-2, make predictions about what the author will discuss next. Write your predictions in the blanks provided throughout the selection.

## FIGHTING TERRORISM IN A GLOBAL AGE

*This selection from a U.S. history textbook explains how a world already connected in so many ways found those connections challenged and shattered by a terrorist movement that was itself global. The attack on the World Trade Center and the Pentagon on September 11, 2001, reoriented American priorities, causing President George W. Bush's administration to wage a war on terror both at home and abroad. While an invasion of Afghanistan in October, 2001, received widespread support, the decision to invade Iraq on March 19, 2003, without the support of the United Nations, signaled a more controversial foreign policy. The fight against terrorism became a challenging yet urgent national priority.*

- 1 Along the northeast coast of the United States, September 11, 2001, dawned bright and clear. One New Yorker on the way to work remembered that it was the day of the Democratic mayoral primary. He decided to vote before going to his job at the World Trade Center. There, at about the same time, Francis Ledesma was sitting in his office on the sixty-fourth floor of the South Tower when a friend suggested they go for coffee. Francis seldom took breaks that early, but he decided to make an exception. Almost everyone makes similar small choices every day. But this was no ordinary day, and the choices proved to be life-saving.
- 2 In the cafeteria Francis heard and felt a muffled explosion. He thought a boiler had burst, but then saw bricks and glass falling by the window. Although he intended to head back to his office for a nine o'clock meeting, his friend insisted they leave immediately. Out on the street Francis noticed the smoke and gaping hole where American Airlines Flight 11 had hit the North Tower. At that moment a huge fireball erupted as United Airlines Flight 175 hit their own South Tower. "We kept looking back," Francis recalled as they escaped the area, "and then all of a sudden our building, Tower 2, collapsed. I didn't believe what I had seen; I really thought that it was a mirage.
- 3 Both planes had left Boston's Logan Airport that morning carrying passengers—and a full load of jet fuel—for their flights to Los Angeles. Once the planes were aloft, terrorists commandeered their controls and turned them into lethal missiles. And that was only the beginning of the horror to follow. American Airlines Flight 77 to San Francisco left half an hour later from Dulles Airport in Washington, D.C. Shortly after takeoff it veered from its path and crashed into the Pentagon, the headquarters of the United States Defense Department. News of the terrorist attacks began to spread. Several passengers on United Airlines Flight 93 from Newark to San Francisco heard the news over their cell phones. But hijackers seized that plane as well. Rather than allow another disaster, several passengers stormed the cockpit. Moments later the plane crashed into a wooded area of western Pennsylvania.

### Prediction Exercises

*Directions:* At each of the points indicated below, answer the question "What do you predict will be discussed next?"

### Prediction Exercise

What do you predict will be discussed in this section?

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The Cold War of the 1950s had imagined a Manhattan like this: debris everywhere, buildings in ruin, the city shrouded in smoke and fumes. On September 11, 2001, however, disaster on such a large scale came not from confrontation with another superpower but through the actions of international terrorists. The attack made clear that in a post-Cold War world, global threats could come from small groups as well as powerful nations.

The 38 passengers, 5 flight attendants, and 2 pilots, as well as the hijackers, all died instantly.

- 4 President Bush was in Sarasota, Florida, that morning to promote educational reform. He learned about the attacks while reading to schoolchildren. Aides rushed him to Air Force One, which then flew to a secure area at Barksdale Air Force Base in Louisiana. There the president addressed a shaken nation. He called the crashes a “national tragedy” and condemned those responsible. “Freedom itself was attacked this morning by a faceless coward, and freedom will be defended,” he assured the American people.

- 5 The attack on the World Trade Center left New York City in chaos. The airports shut down, tunnels and bridges closed, and masses of people struggled to leave lower Manhattan. Fearing a potentially staggering loss of life, 10,000 rescue workers swarmed to the scene, where as many as 50,000 people had worked. Firefighters and police, arriving just after the explosions, did what they were trained to do with little regard for their personal safety. They rushed into the burning towers hoping to save as many people as they could. Some victims trapped on the top floors jumped to their deaths to escape the deadly flames. Then, with little warning, the two towers collapsed, one after the other, trapping inside thousands of office workers. With them died nearly 100 Port Authority and city police officers and some 343 fire fighting personnel.
- 6 At the Pentagon in Washington rescue workers struggled with similar heroism to evacuate victims and extinguish the intense flames. Eighty-four people died there along with the 64 people aboard Flight 77.

### Global Dimensions of the World Trade Center Attack

- 7 In an age of instant global communications, the entire world watched as the tragedy unfolded. Three minutes after the first plane hit the World Trade Center's North Tower, Diane Sawyer of *ABC News* announced that an explosion had rocked the towers. British television was already covering the fire when the second plane reached its target at 9:03. Japanese networks were on the air with coverage of the Pentagon crash about an hour later, around midnight their time. *TV Azteca* in Mexico carried President Bush's statement from Barksdale Air Force Base, and China Central Television was not far behind. For this was, indeed, an international tragedy. The aptly named World Trade Center was a hub for global trade and finance. Citizens of more than 50 nations had died in the attack, hailing from states as diverse as Argentina and Belarus to Yemen and Zimbabwe. Expressions of sorrow flowed in from around the world. Paraguay, for example, issued a stamp memorializing the event, with the slogan "No to Terrorism."
- 8 The events of September 11, 2001, changed the United States profoundly. Not since the surprise attack by the Japanese on Pearl Harbor in 1941 had the nation experienced such a devastating attack on its homeland. Most directly, the attack on the World Trade Center claimed approximately 3,000 lives. Some 2,000 children lost a parent in the attack. More than 20,000 residents living nearby had to evacuate their homes. Officials estimated the cost to the New York City economy at over \$83 billion.



In 2002 Paraguay issued a stamp memorializing the events that occurred on September 11, 2001, with the slogan "No to Terrorism."

#### Prediction Exercise

What do you predict will be discussed in this section?

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## Economic Downturn and Threats to National Security

- 9 Before September 11 the booming economy of the 1990s had already shown serious signs of strain. Shares in many once high-flying dot-com Internet companies had plummeted, sending the stock market into a sharp decline. Telecommunications companies were among the biggest losers. Having spent vast sums on broadband connections for the Internet, they found themselves awash in debt they could not repay. The disruptions of September 11 and its aftermath shocked and, in many ways, weakened an economy already sliding into recession.
- 10 Added to those economic worries were new fears for American security. The attacks seemed to be the work not of enemy nations but of an Islamic terrorist group known as al Qaeda, led by a shadowy figure, Saudi Arabian national Osama bin Laden. Members of al Qaeda had moved freely around the United States for years, attended flight training schools, and found jobs. How many more undetected terrorist cells were preparing to commit acts of sabotage? Malls, high-rise buildings, and sports stadiums all loomed as possible targets.
- 11 What had also changed was the nature of the threat. Following World War II, the possibility of atomic war reduced American confidence that the United States could remain safely isolated from the great-power conflicts of the Old World. The attack on the World Trade Center proved that nations were no longer the only threat to our national security. Smaller groups—subnational or international—possessed the capability of using weapons of mass destruction to make war against the most powerful nation on Earth.

## Wars on Terrorism

- 12 But September 11 changed perspectives both at home and around the world. “This is not only an attack on the United States but an attack on the civilized world,” insisted German chancellor Gerhard Schroeder, while French Prime Minister Lionel Jospin expressed his feelings of “sadness and horror.” Even normally hostile nations like Cuba and Libya conveyed their shock and regrets. At home President Bush seemed energized by the crisis. In a speech to the nation he vowed that “the United States will hunt down and punish those responsible for these cowardly acts.” At the same time he was careful to note that Americans would wage war on terrorism, not the religion of Islam. He distinguished between the majority of “peace loving” Muslims and “evil-doers” like Osama bin Laden. This war would produce no smashing victories nor a quick end, he warned, but the adversary’s identity was clear: “Our enemy is a radical network of terrorists and

### Prediction Exercise

What do you predict will be discussed in this section?

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### Prediction Exercise

What do you predict will be discussed in this section?

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every government that supports them.” Other countries now had a simple choice: “Either you are with us or you are with the terrorists.” The war would end only when terrorism no longer threatened the world.

- 13 But a war with so many shadowy opponents was not always easy to reduce to an *either/or* proposition, because it was not always easy to agree on which radical groups or even which nations threatened American security directly. The “radical network of terrorists” worked underground, communicated secretly, and was spread across dozens of nations. Even the states most hospitable to al Qaeda proved hard to single out. Afghanistan was an obvious target, as it had long been a haven to bin Laden and the seat of the Taliban Islamic fundamentalists who ruled the country. Yet 15 of the 19 hijackers in the World Trade Center attacks hailed from Saudi Arabia, long an ally of the United States. During 2003 and 2004, as the administration widened its campaign to root out terrorism, there seemed to be not one war on terror but several—waged both abroad and at home.
- 14 Over forty years earlier President John F. Kennedy had warned against a global mission that overreached the nation’s powers. With only 6 percent of the world’s population, our nation could not readily impose its will on the other 94 percent, he observed. Nor could the United States “right every wrong or reverse every adversity.” In the end, “there cannot be an American solution to every world problem,” he concluded. Only time would tell whether our nation could act successfully to police an uncertain world.

## SELECTION 2-2

## History

## Reading Selection Quiz

This quiz has three parts. Your instructor may assign some or all of them.

**Comprehension**

*Directions:* Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor (such as a history professor) would ask on a test over this material. You should be able to answer these questions after studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer the questions. Write your answer in the space provided.

*True or False*

- \_\_\_\_\_ 1. Two planes that left Boston's Logan Airport on September 11, 2001, crashed into the Pentagon half an hour later.
- \_\_\_\_\_ 2. Both planes that had departed from Boston's Logan Airport were scheduled to land in Los Angeles.
- \_\_\_\_\_ 3. Fifteen of the 19 hijackers involved in the World Trade Center attacks hailed from Afghanistan.
- \_\_\_\_\_ 4. The disruptions of September 11, 2001, and its aftermath weakened the U.S. economy.
- \_\_\_\_\_ 5. The attack on the World Trade Center proved that smaller, subnational groups possessed the capability of using weapons of mass destruction to wage war against the United States.

*Multiple-Choice*

- \_\_\_\_\_ 6. On September 11, 2001, United Airlines Flight 93 from Newark to San Francisco crashed into:
  - a. the World Trade Center, South Tower.
  - b. the World Trade Center, North Tower.
  - c. the Pentagon.
  - d. a wooded area in western Pennsylvania.
- \_\_\_\_\_ 7. The al Qaeda leader Osama bin Laden was born in:
  - a. Saudi Arabia.
  - b. Afghanistan.
  - c. Iraq.
  - d. Libya.

- \_\_\_\_\_ 8. Fighting international terrorism is especially difficult because terrorists:
- work underground and communicate secretly.
  - have networks that are spread across dozens of nations.
  - sometimes hail from countries who are allies of the United States.
  - all of the above
- \_\_\_\_\_ 9. The World Trade Center attack and its aftermath shocked the U.S. economy, which was:
- already sliding into recession by the end of the 1990s.
  - remarkably strong as a result of the dot-com Internet industry.
  - experiencing a telecommunications boom.
  - all of the above
- \_\_\_\_\_ 10. One reason Afghanistan was an obvious target in the war against terrorism was because:
- it was the birthplace of Osama bin Laden.
  - most of the hijackers were citizens of Afghanistan.
  - it was the seat of the Taliban Islamic fundamentalists.
  - all of the above

## SELECTION 2-2

**Vocabulary in Context****History***(Continued)*

*Directions:* Items 11–20 test your ability to determine the meaning of the word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends, when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space provided.

*Pronunciation Key:* ă pat ā pay âr care ä father ě pet ē be ĭ pit  
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒ took  
 ōō boot ŭ cut yōō abuse ûr urge th thin th this hw which  
 zh vision ə about *Stress mark: '*

- \_\_\_\_\_ 11. Once the planes were aloft, terrorists commandeered their controls and turned them into *lethal* missiles.

The college freshman died from drinking a *lethal* amount of alcohol.

**lethal** (lē' thəl) means:

- a. dangerous
- b. terrorist
- c. deadly
- d. exploding

- \_\_\_\_\_ 12. American Airlines Flight 77 to San Francisco left half an hour later from Dulles Airport in Washington, D.C. Shortly after takeoff it *veered* from its path and crashed into the Pentagon, the headquarters of the United States Defense Department.

Lilian's career path *veered* from sales and marketing to management last summer when she was invited to participate in her company's management training program.

**veered** (vîrd) means:

- a. crashed
- b. took off
- c. improved rapidly
- d. changed course

- \_\_\_\_\_ 13. The *aptly* named World Trade Center was a hub for global trade and finance. Our glamorous and stylish sister was *aptly* nicknamed "Ms. Diva."

**aptly** (ăpt' lē) means:

- a. suitably
- b. frequently
- c. poorly
- d. jokingly

- \_\_\_\_\_ 14. The events of September 11, 2001, changed the United States *profoundly*.

When the president was fired after 20 years with the company, it affected him *profoundly*.

**profoundly** (prə found' lē) means:

- a. intellectually; mentally
- b. suddenly
- c. deeply; thoroughly
- d. positively

- \_\_\_\_\_ 15. Shares in many once high-flying dot-com Internet companies had *plummeted*, sending the stock market into a sharp decline.

The temperature *plummeted* when an Arctic cold front blew into our area.

**plummeted** (plūm' ə təd) means:

- a. dropped down sharply
- b. lost value
- c. froze
- d. rose suddenly; skyrocketed

\_\_\_\_\_ 16. How many more *undetected* terrorist cells were preparing to commit acts of sabotage?

Jennifer's diabetes had remained *undetected* for years but was discovered when she finally went to her doctor for a physical exam.

**undetected** (ʊn də tɛkt' dɪd) means:

- a. controlled
- b. undiscovered
- c. dangerous
- d. secret

\_\_\_\_\_ 17. He *distinguished* between the majority of "peace loving" Muslims and "evil-doers" like Osama bin Laden.

Professor Martin *distinguished* between his students who were attentive and eager to learn and those who were indifferent.

**distinguished** (dɪ stɪŋ' gwɪʃhd) means:

- a. realized a difference
- b. judged to be outstanding
- c. disliked
- d. compared

\_\_\_\_\_ 18. This war would produce no smashing victories nor a quick end, he warned, but the *adversary's* identity was clear: "Our enemy is a radical network of terrorists and every government that supports them."

Procrastination is often a college student's greatest *adversary*.

**adversary** (əd' vɛr sɛr ē) means:

- a. problem
- b. challenge
- c. identity
- d. enemy

\_\_\_\_\_ 19. Afghanistan was an obvious target, as it had long been a *haven* to bin Laden and the seat of the Taliban Islamic fundamentalists who ruled the country.

When Joey was in his early teens the Boys' Club was a *haven* from his dangerous neighborhood and his overcrowded school.

**haven** (hā' vən) means:

- a. obvious target
- b. place of safety; refuge

- c. secret hiding place
- d. dangerous environment

\_\_\_\_\_ 20. Nor could the United States “right every wrong or reverse every *adversity*.”

Learning how to overcome *adversity* is an important part of maintaining happiness and success in life.

**adversity** (ăd vûr' sî tē) means:

- a. misfortune; hardship
- b. evil; wrong
- c. reversal; change of attitude
- d. decision; commitment

SELECTION 2-2

**History**

(Continued)

**Reading Skills Application**

*Directions:* Items 21–25 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You may not have studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

\_\_\_\_\_ 21. In paragraph 14 the authors use the word *police* to mean:

- a. to hire security officers
- b. to eliminate threats of terrorism
- c. to regulate and keep in order
- d. to find a solution to a problem

\_\_\_\_\_ 22. Which of the following best expresses the main idea of paragraph 8?

- a. More than 3,000 people lost their lives and 2,000 children lost a parent in the attack on the World Trade Center.
- b. Officials estimated the cost to the New York City economy at more than \$83 billion.
- c. More than 20,000 residents living near the World Trade Center had to evacuate their homes.
- d. The events of September 11, 2001, changed the United States profoundly because the nation had not experienced such a devastating attack on its homeland since the attack on Pearl Harbor in 1941.

- \_\_\_\_\_ 23. The authors mention Diane Sawyer of *ABC News*, British television, and *TV Azteca* in Mexico to show that:
- we are living in an age of instant global communications.
  - the war against terrorism is a war against “faceless cowards.”
  - television networks were slow to report information about the World Trade Center attacks.
  - it was difficult to agree on which terrorist groups were responsible for the attacks.
- \_\_\_\_\_ 24. Which writing pattern did the authors use to organize the main idea and supporting details in paragraph 3?
- chronological order
  - comparison-contrast
  - definition
  - listing
- \_\_\_\_\_ 25. Which of the following expresses an opinion rather than a fact?
- One hundred Port Authority and city police officers and 343 fire fighting personnel died when the World Trade Center towers collapsed.
  - Firefighters and police rushed into the burning towers to save as many people as they could.
  - The tragic attack on the World Trade Center caused widespread chaos and panic throughout New York City.
  - Following the attack on the World Trade Center, New York airports shut down, and tunnels and bridges were closed.

## SELECTION 2-2

## Respond in Writing

## History

(Continued)



Collaboration Option

*Directions:* Refer to Selection 2-2 as needed to answer the essay-type questions below.

*Option for collaboration:* Your instructor may direct you to work with other students on one or more of these items, or, in other words, to work *collaboratively*. In that case, you should form groups of three or four students as directed by your instructor and work together to complete the exercises. After your group discusses each item and agrees on the answer, have a group member record it. Every member of your group should be able to explain all of your group’s answers.

- On the morning of September 11, 2001, we now know that 19 hijackers commandeered four planes—almost simultaneously. In the spaces below, list the facts given for each aircraft that was involved in the attack.

American Airlines Flight 11:

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United Airlines Flight 175:

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American Airlines Flight 77:

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United Airlines Flight 93:

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2. On September 11, President Bush said, “Freedom itself was attacked this morning by a faceless coward.” List several reasons terrorist attacks against the United States are so difficult, perhaps impossible, to prevent.

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3. In the early 1960s President John Kennedy warned that “There cannot be an American solution to every world problem.” What message did he hope to convey to both Americans and other nations with this remark?

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4. **Overall main idea.** What is the overall main idea the author wants the reader to understand about the relationship between terrorism and the September 11 attacks? Answer this question in one sentence. Be sure to begin your sentence with the phrase “The attack on the World Trade Center and the Pentagon on September 11, 2001. . . .” and include the word *terrorism* in your overall main idea.

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Internet Resources

### Read More about This Topic on the World Wide Web

*Directions:* For further information about the topic of the selection, visit these websites:

**<http://www.whitehouse.gov/infocus/homeland/index.html>**

This is the site for the U.S. government’s Department of Homeland Security, a federal agency whose primary mission is to help prevent, protect against, and respond to acts of terrorism on United States soil.

**<http://www.buildthememorial.org/site/PageServer?pagename=homepage2>**

This website is sponsored by the World Trade Center Memorial Foundation, the not-for-profit builder and caretaker of the Memorial and the Memorial Museum. This foundation hopes to bring together the global community of people who care about 9/11 and provide regular updates on the building progress. Construction of the Memorial and the Memorial Museum began in the spring of 2006.

You can also use your favorite search engine such as Google, Yahoo!, or Alta-Vista ([www.google.com](http://www.google.com), [www.yahoo.com](http://www.yahoo.com), [www.altavista.com](http://www.altavista.com)) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

**terrorism United States**

or

**World Trade Center Memorial**

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”



## A Whale of a Survival Problem

From *The Nature of Life*

By John Postlethwait and Janet Hopson

### Prepare Yourself to Read

*Directions:* Do these exercises *before* you read Selection 2-3.

1. First, read and think about the title. What kinds of things do you think threaten the survival of blue whales?

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2. Next, complete your preview by reading the following:

Introduction (in *italics*)

First paragraph (paragraph 1)

First sentence of each paragraph

Words in *italics*

Diagram

All of the last paragraph (paragraph 4)

On the basis of your preview, what specific problem of blue whale survival do you think will be discussed?

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### Apply Comprehension Skills

*Directions:* Do these exercises *as* you read Selection 2-3. Apply three skills from this chapter.

**Adjust your reading rate.** On the basis of your preview and your prior knowledge of how blue whales survive, do you think you should read Selection 2-3 slowly or more rapidly?

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**Develop a college-level vocabulary.** Did you notice any unfamiliar words while you were previewing Selection 2-3? If so, list them here.

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**Predict as you read.** As you read Selection 2-3, make predictions about what the authors will discuss next. Write your predictions in the blanks provided throughout the selection.

**A WHALE OF A SURVIVAL PROBLEM**

*Blue whales are the largest animals on earth. Unfortunately, they have been hunted almost to extinction and are now on the endangered species list. Human predators have not been their only problem, however. Their size alone presents unique challenges for survival. This textbook selection explores the biological adaptations this immense creature has had to make in order to survive.*

1 An intrepid visitor to the perpetually frozen Antarctic could stand at the coastline, raise binoculars, and witness a dramatic sight just a few hundred meters offshore: a spout as tall and straight as a telephone pole fountaining upward from the blowhole of a blue whale (*Balaenoptera musculus*), then condensing into a massive cloud of water vapor in the frigid air. The gigantic animal beneath the water jet would be expelling stale air from its 1-ton lungs after a dive in search of food. Then, resting at the surface only long enough to take four deep breaths of fresh air, the streamlined animal would raise its broad tail, thrust mightily, and plunge into the ocean again. The observer on shore might see such a sequence only twice per hour, since the blue whale can hold its breath for 30 minutes as it glides along like a submarine, swallowing trillions of tiny shrimplike animals called krill.

2 It is difficult to comprehend the immense proportions of the blue whale, the largest animal ever to inhabit our planet. At 25 to 30 m (80 to 100 ft) in length, this marine mammal is longer than three railroad boxcars and bigger than any dinosaur that ever lumbered on land. It weighs more than 25 elephants or 1600 fans at a basketball game. Its heart is the size of a beetle—a Volkswagen beetle. And that organ pumps 7200 kg (8 tons) of blood through nearly 2 million kilometers (1.25 million miles) of blood vessels, the largest of which could accommodate an adult person crawling on hands and knees. The animal has a tongue the size of a grown elephant. It has 45,500 kg (50 tons) of muscles to move its 54,500 kg (60 tons) of skin, bones, and organs. And this living mountain can still swim at speeds up to 48 km (30 mi) per hour!

**Prediction Exercises**

*Directions:* At each of the points indicated below, answer the question, “What do you predict will be discussed next?”

The blue whale is the largest creature on earth.



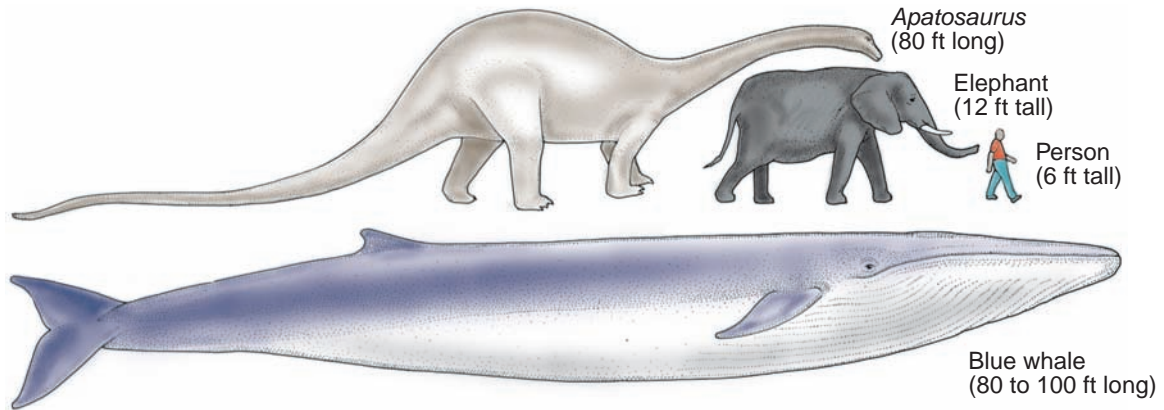
- 3 Leviathan proportions aside, it is difficult to grasp the enormous problems that so large an organism must overcome simply to stay alive. For starters, a blue whale is a warm-blooded animal with a relatively high metabolic rate; to stay warm and active in an icy ocean environment, it must consume and burn 1 million kilocalories a day. This it does by straining 3600 kg (8000 lb) of krill from the ocean water each day on special food-gathering sieve plates. In addition, each of the trillions of cells in the whale's organs must exchange oxygen and carbon dioxide, take in nutrients, and rid itself of organic wastes, just as a single-celled protozoan living freely in seawater must do. Yet a given whale cell—a liver cell, let's say—can lie deep in the body, separated from the environment by nearly 2 m (6 ft) of blubber, muscle, bone, and other

#### Prediction Exercise

What do you predict will be discussed in paragraph 3?

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A *whale to scale*. A blue whale is longer and far heavier than an elephant or even an *Apatosaurus* (formerly *Brontosaurus*), the longest land animal that ever lived.

tissues. For this reason, the whale needs elaborate transport systems to deliver oxygen and nutrients and to carry away carbon dioxide and other wastes. Finally, the galaxy of living cells inside a whale must be coordinated and controlled by a brain, a nervous system, and chemical regulators (hormones) so that the organism can function as a single unit.

- 4 Although blue whales are the largest animals that have ever lived, they share with all other animals the same fundamental physical problems of day-to-day survival: how to extract energy from the environment; how to exchange nutrients, wastes, and gases; how to distribute materials to all the cells in the body; how to maintain a constant internal environment despite fluctuations in the external environment; how to support the body; and how to protect it from attackers or from damaging environmental conditions. Blue whales have evolved with unique adaptations of form and function that meet such challenges and leave the animals suited to their way of life.

#### Prediction Exercise

What do you predict will be discussed in paragraph 4?

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## SELECTION 2-3

**Biology***(Continued)*

**Student Online  
Learning Center (OLC)**  
**Go to Chapter 2.**  
**Choose Reading  
Selection Quiz.**

**Reading Selection Quiz**

This quiz has three parts. Your instructor may assign some or all of them.

**Comprehension**

*Directions:* Items 1–10 test your comprehension (understanding) of the material of this selection. These questions are the type a content area instructor (such as a biology professor) would ask on a test over this material. You should be able to answer these questions after studying this selection. For each comprehension question below, use information from the selection to determine the correct answer. Refer to the selection as you answer each question. Write your answer in the space provided.

*True or False*

- \_\_\_\_\_ 1. The blue whale expels water through its blowhole.
- \_\_\_\_\_ 2. The blue whale can hold its breath for more than 1 hour as it glides under water.
- \_\_\_\_\_ 3. The blue whale feeds daily on trillions of tiny shrimplike animals called krill.
- \_\_\_\_\_ 4. Although large, the blue whale is not the largest animal that inhabits our earth.
- \_\_\_\_\_ 5. A human adult could crawl on hands and knees through the largest blood vessels of a blue whale.

*Multiple-Choice*

- \_\_\_\_\_ 6. In paragraph 1, “a spout as tall and straight as a telephone pole fountaining upward from the blowhole of a blue whale” refers to:
- ice.
  - saltwater.
  - fresh air.
  - stale air that has condensed into water vapor.
- \_\_\_\_\_ 7. The “living mountain” mentioned in paragraph 2 refers to:
- the dinosaur.
  - 8,000 pounds of krill.
  - the blue whale.
  - a grown elephant.
- \_\_\_\_\_ 8. After diving for food, the blue whale surfaces and:
- expels stale air through its blowhole, and then dives quickly again.
  - expels stale air, rests long enough to take four breaths of fresh air, and then dives again.

- c. expels stale air, rests on the surface for 30 minutes, and then dives again.
- d. none of the above.

- \_\_\_\_\_ 9. Which of the following problems of day-to-day survival does the blue whale share with all other animals?
- a. how to extract energy (food) from the environment
  - b. how to distribute materials to all the cells in the body
  - c. how to balance the internal environment with the changes in the external environment
  - d. all of the above
- \_\_\_\_\_ 10. Because the blue whale is a warm-blooded animal and has a relatively high metabolic rate, it must:
- a. rid itself of organic wastes.
  - b. expel stale air through its blowhole.
  - c. consume and burn 1 million kilocalories a day in order to stay warm and active in the icy ocean.
  - d. take four deep breaths of fresh air before diving again for food.

## SELECTION 2-3

**Biology***(Continued)***Vocabulary in Context**

*Directions:* Items 11–20 test your ability to determine the meaning of a word by using context clues. *Context clues* are words in a sentence that allow the reader to deduce (reason out) the meaning of an unfamiliar word in that sentence. Context clues also enable the reader to determine which meaning the author intends, when a word has more than one meaning. For each vocabulary item below, a sentence from the selection containing an important word (*italicized, like this*) is quoted first. Next, there is an additional sentence using the word in the same sense and providing another context clue. Use the context clues from *both* sentences to deduce the meaning of the italicized word. *Be sure the answer you choose makes sense in both sentences.* If you discover that you need to use a dictionary to confirm an answer choice, remember that the meaning you select must still fit the context of *both* sentences. Write your answer in the space provided.

*Pronunciation Key:* ă pat ā pay âr care ä father ě pet ē be ĭ pit  
 ī tie îr pier ǒ pot ō toe ô paw oi noise ou out ǒ took  
 oō boot ŭ cut yōō abuse ûr urge th thin th this hw which  
 zh vision ə about *Stress mark:* '

- \_\_\_\_\_ 11. An *intrepid* visitor to the perpetually frozen Antarctic could stand at the coastline, raise binoculars, and witness a dramatic sight just a few hundred meters off shore.

Columbus was an *intrepid* explorer who set sail for the unknown New World.

**intrepid** (ɪn trɛp' ɪd) means:

- a. extremely cold
- b. fun-loving
- c. fearless; bold
- d. weary; fatigued

- \_\_\_\_\_ 12. An intrepid visitor to the *perpetually* frozen Antarctic could stand at the coastline, raise binoculars, and witness a dramatic sight just a few hundred meters off shore.

The Earth moves *perpetually* around the sun.

**perpetually** (pər pɛch' oʊ əl lē) means:

- a. continuing forever without interruption
- b. partially
- c. erratically; unpredictably
- d. once a month

- \_\_\_\_\_ 13. An intrepid visitor to the perpetually frozen Antarctic could stand at the coastline, raise binoculars, and witness a dramatic sight just a few hundred meters off shore: a spout as tall and as straight as a telephone pole fountaining upward from the blow hole of a blue whale, then *condensing* into a massive cloud of water vapor in the frigid air.

When you turn on your car heater in the winter, water vapor may start *condensing* and running down the inside of the windows.

**condensing** (kən dɛns' ɪŋ) means:

- a. turning into steam
- b. changing from a gas into a liquid
- c. becoming colder
- d. changing from a liquid into a solid

- \_\_\_\_\_ 14. An intrepid visitor to the perpetually frozen Antarctic could stand at the coastline, raise binoculars, and witness a dramatic sight just a few hundred meters off shore: a spout as tall and as straight as a telephone pole fountaining upward from the blow hole of a blue whale, then condensing into a massive cloud of water vapor in the *frigid* air.

Snowflakes began to fall from the gray, *frigid* sky.

**frigid** (frɪj' ɪd) means:

- a. smoky
- b. dry
- c. starry
- d. extremely cold

- \_\_\_\_\_ 15. The gigantic animal beneath the water jet would be *expelling* stale air from its 1-ton lungs after a dive in search of food.

Our college is *expelling* five students for cheating on an exam.

**expelling** (ɪk spɛl' ɪŋ) means:

- a. maintaining
- b. breathing out
- c. forcing out or ejecting
- d. preventing

- \_\_\_\_\_ 16. *Leviathan* proportions aside, it is difficult to grasp the enormous problems that so large an organism must overcome simply to stay alive.

The deep-sea fishermen swore they had seen a *leviathan*—a shark so huge that it was larger than their boat.

**leviathan** (lə vɪ' ə θən) means:

- a. something unusually large of its kind
- b. measuring device
- c. large shark
- d. huge ship

- \_\_\_\_\_ 17. For starters, a blue whale is a warm-blooded animal with a *relatively* high metabolic rate; to stay warm in an icy ocean environment, it must consume and burn 1 million kilocalories a day.

Our boss is usually very talkative, but he was *relatively* quiet at the staff meeting today.

**relatively** (rɛl' ə tɪv lē) means:

- a. pertaining to family relationships
- b. pertaining to reality
- c. pertaining to a member of the family
- d. in comparison with something else

- \_\_\_\_\_ 18. For starters, a blue whale is a warm-blooded animal with a *relatively* high *metabolic* rate; to stay warm in an icy ocean environment, it must consume and burn 1 million kilocalories a day.

Exercise increases a person's *metabolic* rate.

**metabolic** (mɛt ə bɔl' ɪk) means:

- a. pertaining to the speed at which an organism moves
- b. pertaining to bodily physical and chemical processes that maintain life
- c. pertaining to breathing and respiration
- d. pertaining to survival

- \_\_\_\_\_ 19. For this reason, the whale needs *elaborate* transport systems to deliver oxygen and nutrients and to carry away carbon dioxide and wastes.

The plans for the queen's coronation ceremony were so *elaborate* that it took a staff of 500 people to carry out the arrangements.

**elaborate** (ĭ lăb' ə r ĭt) means:

- a. time-consuming
- b. very complex
- c. difficult to understand
- d. simple

- \_\_\_\_\_ 20. Finally, the *galaxy* of living cells inside a whale must be coordinated and controlled by a brain, a nervous system, and chemical regulators (hormones) so that the organism can function as a single unit.

From the dazzling *galaxy* of toys in the toy department, my young nephew finally selected a remote-controlled car.

**galaxy** (găl' ə k sē) means:

- a. stars in the universe
- b. collection of numerous things
- c. system
- d. display

SELECTION 2-3

**Reading Skills Application**

**Biology**

(Continued)

*Directions:* Items 21–25 test your ability to *apply* certain reading skills to information in this selection. These types of questions provide valuable practice for all students, especially those who must take standardized reading tests and state-mandated basic skills tests (such as the Florida CLAST Test and the Texas THEA Test). You may not have studied all of the skills at this point, so these items will serve as a helpful preview. The comprehension and critical reading skills in this section are presented in Chapters 4 through 9 of *Opening Doors*; vocabulary and figurative language skills are presented in Chapter 2. As you work through *Opening Doors*, you will practice and develop these skills. Write your answer for each question in the space provided.

- \_\_\_\_\_ 21. The meaning of *lumbered* as it is used in paragraph 2 is:
- a. swam.
  - b. walked clumsily.
  - c. crawled quickly.
  - d. starved.

- \_\_\_\_\_ 22. Which of the following is the main idea of the second paragraph of this selection?
- It is difficult to comprehend the immense proportions of the blue whale, the largest animal ever to inhabit our planet.
  - It weighs more than 25 elephants or 1,600 fans at a basketball game.
  - Its heart is the size of a beetle—a Volkswagen beetle.
  - This living mountain can still swim at speeds up to 48 km (30 mi) per hour.
- \_\_\_\_\_ 23. The primary reason the authors wrote this selection is to:
- convince readers that blue whales are big.
  - inform readers about the size of the blue whale and the challenges its size poses for its survival.
  - encourage conservationists to protect blue whales.
  - prove that the blue whale faces unique survival problems not faced by other animals.
- \_\_\_\_\_ 24. The tone of this selection can best be described as:
- alarmed.
  - passionate.
  - humorous.
  - unemotional.
- \_\_\_\_\_ 25. According to information in the selection:
- the blue whale has a tongue the size of a telephone pole.
  - tiny, shrimplike krill are the smallest animals on earth.
  - the blue whale has 54,500 kg of skin, bones, and organs.
  - the muscles of the blue whale weigh 60 tons.

## SELECTION 2-3

**Biology***(Continued)*

Collaboration Option

**Respond in Writing**

*Directions:* Refer to Selection 2-3 as needed to answer the essay-type questions below.

*Option for collaboration:* Your instructor may direct you to work with other students on one or more of these items, or in other words, to work *collaboratively*. In that case, you should form groups of three or four students, as directed by your instructor, and work together to complete the exercises. After your group discusses an item and agrees on the answer, have a group member record it. Each member of your group should be able to explain all of your group's answers.

1. Describe any three comparisons the author uses to illustrate the enormous size of the blue whale.

First comparison:

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Second comparison:

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Third comparison:

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2. Because of its size, what are three special problems that blue whales must overcome to survive?

One problem:

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Another problem:

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---

---

A third problem:

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3. Explain why the title of this selection is clever.

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4. **Overall main idea.** What is the overall main idea the authors want the reader to understand about the survival of the blue whale? Answer this question in one sentence. Be sure to include *blue whale* and *survive* (or *survival*) in your overall main idea sentence.

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Internet Resources

### Read More about This Topic on the World Wide Web

*Directions:* For further information about the topic of the selection, visit these websites:

**[www.physics.helsinki.fi/whale/](http://www.physics.helsinki.fi/whale/)**

This website is part of the World Wide Web Virtual Library. It contains many interesting links related to whale watching. Click on links for research, pictures, slide shows, videos, and even interspecies communication.

**[www.unisci.com/aboutunisci.shtml](http://www.unisci.com/aboutunisci.shtml)**

Unisci was the first science daily news site on the Web and remains the only one that selects stories on the basis of their scientific importance. For more information on whale survival, type “whale” into the archive search box.

**[www.pacificwhale.org/](http://www.pacificwhale.org/)**

This is the website of the nonprofit Pacific Whale Foundation in Maui, Hawaii. It is dedicated to saving the oceans and the life they contain, especially the species of whales that are threatened with extinction. (The organization does not focus on blue whales alone.) The foundation stresses marine research, education, and conservation.

You can also use your favorite search engine such as Google, Yahoo!, or AltaVista ([www.google.com](http://www.google.com), [www.yahoo.com](http://www.yahoo.com), [www.altavista.com](http://www.altavista.com)) to discover more about this topic. To locate additional information, type in combinations of keywords such as:

**blue whales**

or

**blue whale survival**

Keep in mind that whenever you go to *any* website, it is a good idea to evaluate the website and the information it contains. Ask yourself questions such as:

“Who sponsors this website?”

“Is the information contained in this website up-to-date?”

“What type of information is presented?”

“Is the information objective and complete?”

“How easy is it to use the features of this website?”