WRITE 1 Sentences and Paragraphs (Canadian) 1st edition Kemper Test Bank

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MULTIPLE CHOICE

1. Which of the following tasks is *not* a part of thoughtful, active reading?
   a. summarizing what you have learned
   b. previewing the text
   c. taking notes
   d. stimulating your brain to ensure optimal attention

   ANS: D PTS: 1 REF: LO1 MSC: Multiple Choice Questions

2. What is a strategy involved in effective academic reading?
   a. You read the text first and then you preview it to check your comprehension.
   b. You use the proven reading strategies of speed reading.
   c. You try to read in 30-minute allotments to keep your concentration.
   d. You set aside time at the end of the day when you are most alert and have fewer distractions.

   ANS: C PTS: 1 REF: LO1 MSC: Multiple Choice Questions

3. Which strategy should you use when writing notes about an academic reading assignment?
   a. write in a conversational style
   b. respond to points of view
   c. respond to the text primarily with things you disagree with
   d. capitalize the most important ideas

   ANS: B PTS: 1 REF: LO1 MSC: Multiple Choice Questions

4. What does annotating a text *not* include?
   a. highlighting
   b. underlining
   c. writing questions in the margin
   d. discussing what you have read with others

   ANS: D PTS: 1 REF: PART LO2 MSC: Multiple Choice Questions

5. What is the best approach when you are highlighting in a textbook?
   a. Underline and highlight at the same time.
   b. Make sure you highlight the main idea or point of the passage.
   c. Make sure to underline an idea in each paragraph.
   d. Highlight in complete sentences.

   ANS: B PTS: 1 REF: LO2 MSC: Multiple Choice Questions

6. Which of the following statements is true about two-column notes?
   a. The left-hand side should cover about two-thirds of the page.
   b. The right-hand side should contain the bullets of the main ideas of the text.
   c. They should be written only on a computer in order to be legible.
   d. The right-hand side should contain comments, questions, and reactions.

   ANS: B PTS: 1 REF: LO2 MSC: Multiple Choice Questions

7. What does it mean to summarize a reading assignment?
   a. resenting the main points of a reading in a shortened form

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b. letting your ideas flow and brainstorming the main points
c. copying down word-for-word the main point from the learning outcomes at the beginning of the chapter
d. writing down questions pertinent to the reading

ANS: A PTS: 1 REF: LO2 MSC: Multiple Choice Questions

8. What is a graphic?
a. an image that illustrates the main point of the chapter
b. a visual representation of information that supplements the reading
c. a comparison chart that shows trends and how something changes over time
d. a chart with horizontal and vertical axes to reveal comparisons

ANS: B PTS: 1 REF: LO3 MSC: Multiple Choice Questions

9. According to the authors, what are the steps in reading graphics from textbooks?
a. read, recite, review
b. question, read, reflect
c. scan, study, read, write a summary
d. scan, study, question, reflect

ANS: D PTS: 1 REF: LO3 MSC: Multiple Choice Questions

10. Which of the following is *not* a kind of graphic?
a. brainstorm
b. vertical bar graph
c. pie chart
d. table

ANS: A PTS: 1 REF: LO3 MSC: Multiple Choice Questions

SHORT ANSWER

1. What are some of the things that influence the strategy you choose to take notes for a reading assignment?

ANS:
Answers will vary. For example,

The strategy you choose to take notes for your reading can be influenced by
a. your learning style
b. whether the textbook is hardcover or an e-book
c. the subject of the reading and your previous knowledge of the subject
d. whether it is literature-based or content-based

PTS: 1 REF: LO2 MSC: Short Answer & Reflection Questions

2. What is the value of context cues?

ANS:
Context cues give clues to a word's meaning, or how it is being used.

PTS: 1 REF: PART 1 MSC: Short Answer & Reflection Questions

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3. Summarize the main point of the following graphic.

ANS:
Summary: The severity of violent crimes and non-violent crimes is decreasing in Canada.

PTS: 1 REF: LO3 MSC: Short Answer & Reflection Questions

"Superbugs" Threaten Canadians' Health

Diseases that were once easily treated by a handful of antibiotics are now posing serious problems to the health of many Canadians, as antibiotic-resistant strains become increasingly common. Antibiotic-resistant diseases, called "superbugs," mean fewer treatment options, and higher chances of death or serious outcomes.

"The problem is growing," says Dr. Kevin Withers, a Toronto physician and microbiologist. "We are now seeing as many as one in four patients fail to improve when given antibiotics."

Withers compares the situation to the Cold War arms race between the USSR and the United States, recalling how the two nations built up stockpiles of bigger and more destructive weapons in competition with one another. In the same way, the more antibiotics that are prescribed, the more superbugs develop resistance to them. And the more heavy-duty the antibiotics become, the more resistant the superbugs become in response.

"We are at war with disease, and we're running out of bigger guns," says Withers. For instance, gonorrhea is almost to the point where it cannot be treated at all. Ironically, we are making these illnesses worse over the long term every time we cure a patient. And there is no détente in sight.

Doctors are working to eliminate unnecessary prescriptions of antibiotics, and to focus on diagnoses so that they use the right antibiotic the first time. But these actions are little more than delaying tactics, as antibiotic resistance continues to rise each year.

If the serious global health issue of antibiotic resistance isn't solved soon, Withers warns, doctors could soon have no way to treat once easily cured illnesses.

"We've been lucky to be able to treat so many infections over the last three generations, saving countless lives. But now we are faced with the grave possibility that we may not be able to do so in another 20 years."

Source: http://www.statcan.gc.ca/pub/85-002-x/2014001/article/14040-eng.htm#a1

4. Underline the passage above according to the effective strategies suggested in Chapter 2.

ANS:
Underlining will vary. An example could be:

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"We've been lucky to be able to treat so many infections over the last three generations, saving countless lives. But now we are faced with the grave possibility that we may not be able to do so in another 20 years."

PTS: 1 REF: LO2 MSC: Short Answer & Reflection Questions

5. Write a summary of the passage above according to the guidelines in Chapter 2.

ANS:
Summaries will vary. An example could be:

"Superbugs," or antibiotic-resistant diseases, are becoming more common each year, due to the extensive use of antibiotics. This phenomenon means that once easily treated diseases may no longer be treatable in the near future.

PTS: 1 REF: LO2 MSC: Short Answer & Reflection Questions

6. Using the two-column system introduced in Chapter 2, take notes from the passage above.

ANS:
Notes will vary.

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7. Write your personal reaction to the passage above.

ANS:

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Personal reactions will vary.

PTS: 1 REF: LO4 MSC: Short Answer & Reflection Questions

8. Using the context cues , write down what you think the word in **bold** means.

   "And there is no **détente** in sight."

   ANS:
   Détente: easing of tensions between opposing parties

   PTS: 1 REF: LO1 MSC: Short Answer & Reflection Questions

9. Using the context cues, write down what you think the word in **bold** means.

   "'The problem is growing,' says Dr. Kevin Withers, a Toronto physician and **microbiologist**."

   ANS:
   Microbiologist: one who studies microscopic organisms, such as viruses

   PTS: 1 REF: LO1 MSC: Short Answer & Reflection Questions

10. Using the context cues, write down what you think the phrase in **bold** means.

    "Withers compares the situation to the Cold War **arms race** between the USSR and the United States, recalling how the two nations built up stockpiles of bigger and more destructive weapons in competition with one another."

    ANS:
    Arms race: a competition between two or more parties to have the superior armed forces or weapons cache.

    PTS: 1 REF: LO1 MSC: Short Answer & Reflection Questions

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