

Test Bank

For

IN CONCERT

An Integrated Approach to Reading and Writing

Third Edition

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Pearson



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INTRODUCTION

The following test bank for *In Concert, 3e* includes two types of assessment for each chapter: chapter review quizzes and mastery tests.

There are two sets of chapter review quizzes. Each set includes a ten-question, multiple-choice quiz and an answer key. Although the quizzes are intended as assessment tools, they can be used instructionally in several different ways:

1. As announced or unannounced quizzes after students have been assigned a chapter to read but before the material is discussed in class;
2. As in-class work with a partner after the chapter is assigned and either before or after the material has been discussed in class;
3. As quizzes given after the material has been thoroughly covered;
4. As homework assignments to be done following the reading but prior to the discussion in class. With this option, you can collect and grade the quizzes as a way of encouraging students to read the material in advance of the class discussion, or you can go over the answers in class as a way of introducing the class discussion of the reading.

Mastery tests are designed to measure a student's ability to apply the skills learned in each chapter. These tests are intended to be practical simulations of reading and study situations that college students face.

Each mastery test begins with an excerpt from a college textbook, followed by ten objective questions about content, vocabulary, and specific topics covered in the chapter. An answer key is provided for each test. Although mastery tests are intended as assessment tools, they can be used as instructional tools as well:

1. As collaborative learning activities in which students work together to complete the tasks in each mastery test;
2. As additional practice exercises. Some students may require additional guided practice in learning and applying particular skills.

PART ONE CHAPTER

REVIEW QUIZZES TEST

BANK 1

Name _____
Section _____ Date _____
Number right _____ X 10 points = Score _____%

CHAPTER 1

An Overview of the Reading Process (with Writing)

Directions: *Select the choice that best completes each statement.*

1. One difference between active and passive readers is that *active* readers
 - a. read everything at the same speed.
 - b. accept whatever is in print as true.
 - c. analyze the purpose of a reading assignment.
 - d. use the same methods for every assignment.

2. The primary purpose of previewing an assignment is to
 - a. figure out how long it will take you to read it.
 - b. get a brief overview of the assignment's organization and content.
 - c. determine whether you already know enough about the subject.
 - d. decide whether you agree with the author's treatment of the subject.

3. To highlight effectively, you should do all of the following *except*
 - a. read the material before highlighting it.
 - b. highlight key portions of any topic sentence.
 - c. highlight at least half of the material on every page.
 - d. make sure your highlighting reflects the ideas stated in the passage.

4. The primary purpose of annotating as you read is to
 - a. identify key information.
 - b. mark information that has not been highlighted.
 - c. emphasize the material you have highlighted.
 - d. record your own thinking about key ideas.

5. When you are making an outline, it is most important to
 - a. use complete sentences.
 - b. follow the outline format exactly.
 - c. copy information directly from the text.
 - d. make sure all the information under each heading belongs there.

6. Writers use diagrams to
 - a. explain an object, idea, or process by outlining parts or steps or by showing the object's organization.
 - b. show whole/part relationships or how parts of a unit have been divided.
 - c. compare quantities or amounts using bars of different lengths.
 - d. display facts, figures, statistics and other data in a condensed, orderly sequence.

7. The first step in the SQ3R system involves
 - a. revising.
 - b. summarizing.
 - c. previewing.
 - d. self-testing.

8. When you write a paraphrase, you should do all of the following *except*
 - a. substitute appropriate and accurate synonyms.
 - b. consider the connotative meanings of words.
 - c. replace every word in a sentence with a synonym.
 - d. reword and rearrange sentence parts.

9. Periodic review refers to
 - a. briefly reviewing previously learned material on a regular basis.
 - b. repeating information aloud to learn it in a particular order.
 - c. thinking about material as soon as possible after learning it.
 - d. making a last check of material right before a test or an exam.

10. The learning and recall strategy which involves connecting new information with previously acquired knowledge is called
 - a. association.
 - b. categorization.
 - c. visualization.
 - d. mnemonics.

6. In the writing process, an idea map is used to
 - a. generate a series of questions about a topic.
 - b. show the relationship of ideas to one another.
 - c. rule out ideas that are not interesting or usable.
 - d. establish your tone and purpose for writing.

7. Writing an effective first draft involves all of the following *except*
 - a. expressing your main point and developing each idea fully.
 - b. experimenting with different ways of organizing your ideas.
 - c. concentrating on correct grammar, spelling, and punctuation.
 - d. being flexible about changing your focus and starting over as necessary.

8. The process of revising a draft involves
 - a. changing a word or two.
 - b. rearranging a few sentences.
 - c. correcting spelling errors.
 - d. making significant improvements.

9. Your first step in revising a draft should be to make sure you have
 - a. created idea map that correctly reflects your draft.
 - b. corrected any errors in grammar or punctuation.
 - c. included a variety of visuals throughout your draft.
 - d. expressed your main point clearly, directly, and completely.

10. Questions that will help you address your audience appropriately include:
 - a. What is my relationship with the audience?
 - b. How is the audience likely to react to my message?
 - c. What does the audience already know about the situation?
 - d. all of the above.