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READING SKILLS

- **Literal Comprehension Skills**
  - Recognize main ideas.
  - Identify supporting details.
  - Determine meaning of words or phrases in context.

- **Inferential Comprehension skills**
  - Determine purpose.
  - Identify overall organizational pattern.
  - Distinguish between fact and opinion.
  - Recognize bias.
  - Recognize tone.
  - Determine relationships between sentences.
  - Analyze the validity of arguments.
  - Draw logical inferences and conclusions.

40 minutes

40 questions
The martial arts provide a well-rounded and fulfilling way to achieve physical fitness and psychological well-being. Martial arts serve not only as a complete exercise form emphasizing each area of fitness equally but also as a vehicle for stress reduction, increased self-confidence, and improved self-image.

Physical fitness refers to the capacity to perform at an optimal level in three closely related areas: strength, conditioning, and flexibility. Martial arts students are continually motivated to improve in each of these areas in order to better perform the skills associated with their art. For example, in karate, one form of martial arts, bold stances significantly stretch and strengthen the muscles of the legs, while kicking drills improve flexibility and balance, in addition to strengthening the hips and back.

Repetitions of karate hand strikes improve the muscle tone of the arms, shoulders, and upper back as well as enhance coordination and reflexes. Any combination of the above karate skills practiced vigorously over a period of 15 to 20 minutes daily will also provide an excellent aerobic workout and promote muscular endurance.

The physical benefits gained from the practice of martial arts are achieved indirectly through the students' concentration on the improvement of skills; therefore, fitness becomes the byproduct of effort directed toward another goal: self-defense. Certainly, this multifaceted approach to fitness constitutes a more interesting and motivating way to "get in shape" than more traditional forms of working out.

In terms of mental health or psychological well-being, the practice of martial arts is a wonderful method of stress reduction. Furthermore, its emphasis on character development as well as skill development promotes a positive attitude and goal orientation, both of which lead toward greater self-confidence and improved self-image.

Finally, in addition to these physical and psychological benefits, the practice of martial arts also provides valuable self-defense abilities that might at some point become necessary in order to maintain—in a more obvious and literal sense—one's physical well-being in the case of assault or attack. Confidence in the ability to defend oneself reduces the threat of intimidation from others, thus producing another very positive effect on one's psychological well-being. Improving physical fitness and psychological well-being, acquiring self-defense methods, and emphasizing character development all make martial arts training a popular choice for health advocates worldwide.
Passage 1

* Recognize main ideas.
1. Which sentence best states the main idea of this passage?
   A. The martial arts are practiced worldwide by people interested in character development.
   B. The martial arts provide physical and psychological benefits as well as valuable self-defense techniques.
   C. The martial arts provide a variety of physical benefits for health enthusiasts.
   D. The martial arts are a form of physical exercise that should be practiced by most people.

* Identify supporting details.
2. According to the passage, what is one way in which kicking drills contribute to overall wellbeing?
   A. improved muscle tone in the arms
   B. strengthened leg muscles
   C. increased coordination
   D. enhanced balance

* Determine meaning of words or phrases in context.
3. As used in the second paragraph, the word optimal most nearly means
   A. high.
   B. positive.
   C. flexible.
   D. basic.

* Recognize tone.
4. The tone of this passage can be described as
   A. caustic.
   B. objective.
   C. enthusiastic.
   D. pessimistic.

* Determine relationships between sentences.
5. Identify the relationship between the following two sentences in the fifth paragraph:
   "In terms of mental health or psychological well-being, the practice of martial arts is a wonderful method of stress reduction. Furthermore, its emphasis on character development as well as skill development promotes a positive attitude and goal orientation, both of which lead toward greater self-confidence and improved self-image."
   The second sentence
   A. contradicts the first.
   B. restates the first.
   C. redefines the first.
   D. adds to the first.
On January 24, 1993, retired justice of the Supreme Court Thurgood Marshall, 84, died of heart failure. The media marked his passing with eulogies, testimonials, remembrances, and biographies. These usually began, "The first black justice on the Supreme Court"; and if this alone were his only accomplishment, it would have earned him a place in history. But his legacy was guaranteed more by his presence in front of the bench than behind it. Thurgood Marshall, attorney-at-law, was creator of the civil rights legislation that took the movement from marches in the street to the law of the land.

The significance of an event is easier to see in retrospect than it is while the event is occurring. The high school teacher who made Marshall read the Constitution out loud as a punishment could never have foreseen the irony of the act. Marshall's intimate familiarity with the Constitution enabled him to emerge successfully from the antagonistic nomination hearings in Congress years later. In college, the biology teacher who clashed with Marshall could not have known that by discouraging a would-be dentist, he was creating a dynamic attorney. And likewise, college classmates like Langston Hughes, who would become a writer; Cab Calloway, who would entertain millions; and Nnamdi Azikiew, who would become president of Nigeria, could not know what they started when they goaded their friend to join them in a vote for the integration of their college's faculty.

Marshall graduated from Lincoln College in 1930 and went on to graduate from Howard University's law school. After struggling in private practice, he was hired as an assistant attorney for the NAACP. In Texas, he obtained protection for black jurors. In Maryland, he located a college graduate who had been denied admission into the University of Maryland's all-white law school—as Marshall himself had been denied—and took the University to court. Marshall's eloquence won the case at the local level even though he anticipated having to take the case to the Supreme Court.

Eventually, Marshall did argue cases in front of the Supreme Court. Many were on behalf of the NAACP, an organization for which Marshall won 29 out of 32 cases. Later, under President Lyndon Johnson, Marshall argued as Solicitor General. His legal acumen was responsible for the Supreme Court's decision that made segregation on buses illegal, a precedent that paved the way for the successful Montgomery, Alabama, boycott led by Reverend Martin Luther King, Jr. As Solicitor General, Marshall argued the case that resulted in the Miranda rule, which requires that suspects be informed of their rights. The most famous case that Marshall argued before the Supreme Court was the landmark Brown versus Board of Education, which legally ended segregation in schools.

Outspoken and articulate, Thurgood Marshall worked essentially behind the scenes, unlike other leaders in the civil rights movement. But without his expertise and willingness to face prejudice and fear head-on in the courtroom, the movement could have died. It took the force of law to enable the drive for equality to gain momentum.
Passage 2

*Distinguish between fact and opinion.

6. Which sentence is a statement of opinion?
A. Marshall graduated from Lincoln College in 1930 and went on to graduate from Howard University's law school.
B. The significance of an event is easier to see in retrospect than it is while the event is occurring.
C. The media marked his passing with eulogies, testimonials, remembrances, and biographies.
D. Eventually, Marshall did argue cases in front of the Supreme Court.

*Draw logical inferences and conclusions.

7. What does the following sentence from the second paragraph suggest about Thurgood Marshall?

"Marshall’s intimate familiarity with the Constitution enabled him to emerge successfully from the antagonistic nomination hearings in Congress years later."
A. He was antagonistic toward government.
B. He served in Congress for many years.
C. He studied the Constitution thoroughly.
D. He disagreed with the appointment process.

*Determine purpose.

8. The primary purpose of the passage is to
A. argue the merits of civil rights legislation.
B. illustrate Thurgood Marshall’s background, career, and status as a civil right pioneer.
C. identify the reason Thurgood Marshall chose to become a lawyer.
D. entertain with amusing stories about Thurgood Marshall’s life.
Although those who advocate a back-to-basics approach in education are chided as being reactionary and uninformed, their idea that certain knowledge, information, and critical thinking skills need to precede other courses and disciplines is a concept that certainly can be defended. Among the more important basic skills a student needs to have—and have as early as the first years of elementary school—is an understanding of grammar. While studies are often cited to prove that grammar is not successfully taught apart from writing, I dispute those studies on the basis of my own extensive experience as a college teacher.

First of all, grammar is not difficult. It is simple for a student to understand, for example, that breaking down compound constructions helps to determine the correct pronoun usage. "Bob and me went to the movies," therefore, is clearly wrong. If "Bob" is removed, the sentence reads "Me went to the movies," an unlikely construction indeed. The truth is, much grammar is this easy, and once students learn to have command of the rules and the usage, they feel empowered.

Many writing teachers maintain that students need "freewriting" and other such exercises to unblock their ideas; on the contrary, I maintain that students frequently clam up when they feel their prose is error-ridden. Under such circumstances, they become self-conscious and afraid to express themselves at all. Over the years, I have had many students say that knowing grammatical rules has in fact freed them to write without fear. Grammar stimulates creativity by giving students confidence that they will say things "right."

As unlikely as it might seem, grammar also provides a solid foundation for other thinking skills. There is a logic and beauty to the language that students come to appreciate; they benefit, too, by making some of the fine distinctions required in analyzing whether, for example, "The lock was broken" is in passive voice or is instead an instance of a participle functioning as a predicate adjective. Believe it or not, I have had some very lively class discussions because of that sentence. Students also marvel that one comma can actually reverse the meaning of a sentence, as in the example of "They didn't get married because they wanted their freedom," as opposed to "They didn't get married, because they wanted their freedom." The difference in meaning is substantial and definite. Students love it.

Frankly, I believe that grammar is currently in disrepute because so many teachers have forgotten the rules of grammar—that, or they find the subject less interesting than another approach; consequently, they cannot teach it. Unfortunately, this educational impasse leaves us with generation after generation of students who learn that their frustration with writing stems from being "blocked" rather than from being inadequately informed.
Passage 3

*Identify overall organizational pattern.
9. For this passage the author uses an overall organizational pattern that  
   A. provides illustrations that support the teaching of grammar.  
   B. contrasts views concerning the value of teaching grammar.  
   C. outlines proper steps for teaching grammar.  
   D. summarizes many years of teaching grammar.

*Recognize bias.
10. This passage illustrates bias in favor of  
    A. teaching students grammar instead of writing.  
    B. encouraging students to "freewrite" to unblock their ideas.  
    C. teaching grammar to young students.  
    D. making grammar rules more difficult for college students.

*Analyze the validity of arguments.
The author's claim that "grammar is currently in disrepute" (paragraph 5) is  
   A. valid because the author makes logical comparisons.  
   B. valid because the author relates personal beliefs and experiences.  
   C. invalid because the point is irrelevant in the discussion.  
   D. invalid because insufficient factual evidence is presented.