

Cadet Name: _____

Date: _____

1. (U3C1L1:F1) Do you agree or disagree with the statement "Self-awareness is just the beginning of a lifetime of growth and learning?"

- A) Agree
- B) Disagree

2. (U3C1L1:F2) What are the four determinants that impact self-esteem and success?

- A) needs, resources, popularity, and maturity
- B) builder, planner, adventurer, and relater
- C) connections, resources, power, and models
- D) goal setting, respect, popularity, and models

3. (U3C1L1:Q1) Robert purposefully assigns tasks according to his Cadets' weaknesses. Ashley assigns them according to her Cadets' strengths. Ashley's squad gets more recognition for accomplishing their tasks successfully, but Cadets in Robert's squad usually get promoted to positions that require more responsibility.

Which answer best explains why this occurs?

- A) Robert knows that his Cadets will get more consideration for promotions later because Ashley's Cadet get more recognition now.
- B) Ashley's Cadets are probably more satisfied with their current positions and don't want the promotions.
- C) Since the other squad gets more recognition, Robert's Cadets probably feel "picked on," so they try harder for promotions than Ashley's Cadets.
- D) Robert forces his Cadets out of their comfort zones, which forces them to develop and grow in new areas, and prepares them to handle different situations.

4. (U3C1L1:Q2) You asked three friends to give you feedback on your behavior and tendencies. They all said that you were too polite, even to strangers. One complimented you on it, one said it wasn't really necessary, and the third kind of mocked you and said it was a weakness. You accept the fact that you're polite, but aren't sure if it's a good or bad thing.

Which answer best describes what you should do?

- A) Accept the opinion from the friend whose judgment you trust the most.
- B) Accept all of the opinions, but make your own judgment about whether it is a good or bad behavior.

C) Dismiss all of the opinions because none of the three agree.

D) Try to be rude to everyone for a while, then ask the three whether that is good or bad behavior.

5. (U3C1L1:Q3) Since you trust their judgment, you asked several of your friends what they thought were your strengths and weaknesses. When they did, you liked getting feedback on your strengths, but you argued with them when they listed your weaknesses, even when they gave you examples. Now, you and your friends are mad at each other.

what should you do to work things out with your friends and improve your weaknesses?

A) Tell them that they're probably right, and develop a plan to improve your weaknesses.

B) Tell them that they're wrong, but that you can still be friends.

C) Give them feedback on their weaknesses, and ask them again for feedback on your weaknesses.

D) Focus on improving the areas they pointed out as your strengths.

6. (U3C1L1:Q4) Kelly was usually a very quiet and reserved person who never got into trouble. After a class on determining behavioral preferences, Kelly displayed some aggressive behavior that was a little disrespectful to her JROTC Instructor. Normally, the Instructor would have disciplined her, but this time she just smiled and said, "Good, but next time, you don't have to be so aggressive."

which answer best describes why the Instructor didn't discipline Kelly?

A) The Instructor was probably reinforcing Kelly's attempt to develop other behaviors.

B) The Instructor was trying to stop her aggressive behavior so she would stay quiet and reserved.

C) The Instructor just made a mistake by not disciplining her.

D) The Instructor probably didn't want to get her in trouble.

7. (U3C1L1:G1) What is introspection?

A) Giving feedback to others to help them learn.

B) Communicating your learning preferences to others.

C) Self-examination for the purpose of a deeper self-understanding.

D) Examining the actions of others to gain self insight.

8. (U3C1L1:G2) Which of the following are steps in the self-discovery process?

- A) Introspection, observation
- B) Giving and receiving feedback
- C) Using assessment tools
- D) All of the above

9. (U3C1L1:G3) Define "assessment."

- A) The act of evaluating or appraising a person's ability or potential to meet certain standards or criteria.
- B) Judging your peers' weaknesses.
- C) Giving a test.
- D) Watching a drill movement.

10. (U3C1L1:G4) The assessment tool, Winning Colors®, groups human behavior into categories. Name the four behavior clusters.

- A) carpenter, scheduler, activity director, and listener
- B) communicator, leader, anticipator, and inventor
- C) tester, risker, challenger, and performer
- D) builder, planner, adventurer, and relater

11. (U3C1L1:G5) T or F: It is important to be balanced in the four behavior clusters of Winning Colors®.

- A) True
- B) False

12. ((U3C1L1:G7) _____ means contemplating one's own thoughts or feelings for the purpose of deeper self-understanding.

- A) Introspection
- B) Observation
- C) Assessment
- D) Self-assessment

13. (U3C1L1:G8) What is assessment?

- A) An infected wound.
- B) The act of evaluating or appraising a person's ability or potential to meet certain standards or criteria.
- C) An infected tooth.
- D) A type of rappelling harness.

14. (U3C1L1:V1) Choose the word that best matches the definition below.

"To group things together when they have common characteristics."

- A) cluster
- B) introspection
- C) associate
- D) differentiate

15. (U3C1L1:V2) Choose the word that best matches the definition below.

"Examination of one's own thoughts or feelings."

- A) introspection
- B) assessment
- C) associate
- D) cluster

16. (U3C1L1:V3) Choose the word that best matches the definition below.

"To make a distinction or state a difference between things so we can tell them apart."

- A) associate
- B) cluster
- C) assessment
- D) differentiate

17. (U3C1L1:V4) Choose the word that best matches the definition below.

"A number of similar things growing together, or of things or individuals collected."

- A) differentiate
- B) cluster
- C) associate
- D) introspection

18. (U3C1L1:V5) Choose the word that best matches the definition below.

"The act of evaluating or appraising a person's ability or potential to meet certain criteria or standards."

- A) cluster
- B) introspection
- C) associate
- D) assessment

19. (U3C1L4:Q1) Cadet Parr considers herself to be an active learner and a good student. She draws Thinking Maps® to help her understand concepts and formulas, and she asks questions when she doesn't understand. She sticks to a regular study schedule, completes all assignments on time, and gets good test grades. However, she loses sleep because she always worries if she remembered everything that will be on her tests.

What could you tell her about active learners that could help her reduce her test anxiety?

A) She should concentrate more on trying to remember the information as it is presented.

B) She should dedicate more hours for studying so that she feels more comfortable about remembering more information.

C) She should realize that she already gets good grades on tests by applying concepts and ideas to formulate her answers, not by remembering everything.

D) She should spend more time trying to remember her notes as well as the text.

20. (U3C1L4:Q2) Critical thinking is one of Cadet George's strengths. He is very good at defining problems by asking questions, judging facts and evidence, and prioritizing factors. Creative thinking is one of Cadet George's weaknesses. He has a lot of trouble "thinking outside the box" to come up with creative ways to solve problems.

If he asked you to help him develop his creative thinking skills, which one of the following exercises would you have him do?

A) Analyze the eating habits of ten different types of butterflies.

B) Classify ten different types of butterflies by type.

C) Compare and contrast ten different kinds of butterflies.

D) Invent a mechanism to catch ten specific types of butterflies.

21. (U3C1L4:Q3) A new Cadet asks if you could help him become a better active learner. You say, "Sure, I will." You tell him to make a list of his current learning methods. After he finishes his list, you ask him which one of the methods he would like to improve the most.

To see if he understands what he needs to change, which one of the following methods do you hope he chooses?

A) I try to learn major concepts and details.

B) I try to memorize the scenarios as they are written in the text.

C) I read the text and make an outline to help me review my notes.

D) I try to approach learning as "thinking."

22. (U3C1L4:Q4) You told a classmate that she should try to be a little more objective in her views. She disagreed with you, so you challenged her by saying, "I bet you can't write four objective statements." She said, "If I can't do that, then I'll admit I'm too subjective."

Of the following statements, which one will cause her to admit that she's too subjective?

A) SUV's get poor mileage.

B) Army JROTC teaches citizenship.

C) Exercises like this one won't help me.

D) Cell phones are useful in emergency situations.

23. (U3C1L4:G1) T or F: Active learners wait for learning to happen.

A) True

B) False

24. (U3C1L4:G2) T or F: Passive learners take charge of the learning processes.

A) True

B) False

25. (U3C1L4:G3) T or F: Active learners use goal setting, time management, and progress assessment techniques to gauge their own progress.

A) True

B) False

26. (U3C1L4:G4) Those who approach learning as "remembering" are called _____ learners.

A) Passive

B) Aggressive

C) Lenient

D) Strict

27. (U3C1L4:G5) Those who approach learning as "thinking" are called _____ learners.

A) passive

B) secondary

C) active

D) kinesthetic

28. (U3C1L4:G6) T or F: Active learners are both creative and critical thinkers.

- A) True
- B) False

29. (U3C1L4:G7) What is the difference between subjective and objective thinking?

- A) Subjective thinking occurs quickly; objective thinking is slow or ponderous.
- B) Subjective thinkers deal with interpretations, while objective thinkers deal with facts.
- C) Subjective thinking is an active thinking skill, while objective is a passive skill.
- D) All of the above

30. (U3C1L4:G8) T or F: Critical and creative thinkers use facts to form an opinion.

- A) True
- B) False

31. (U3C1L4:G9) Select the mental activities that are examples of creative thinking.

- A) Daydreaming, counting, listening, listing
- B) Analyzing, contrasting, prioritizing
- C) Previewing, summarizing, reading
- D) Brainstorming, generalizing, inventing, predicting, visualizing

32. (U3C1L4:G10) Select the mental activities that are examples of critical thinking.

- A) Daydreaming, counting, listening, listing.
- B) Analyzing, comparing/contrasting, evaluating, prioritizing.
- C) Previewing, summarizing, reading.
- D) Brainstorming, generalizing, inventing, visualizing.

33. (U3C1L4:G11) T or F: Active learners do not wait for learning to happen; they make learning happen.

- A) True
- B) False

34. (U3C1L4:G12) Goal setting, time management, and progress assessment techniques are techniques used by _____ learners to gauge their own progress.

- A) Auditory
- B) Kinesthetic/Tactile

- C) Passive
- D) Active

35. (U3C1L4:V1) What is the definition of the word "subjective"?

- A) Of, relating to, or being a turning point or especially important juncture.
- B) Characterized by action rather than contemplation or speculation.
- C) Of, relating to, or constituting a subject; relating to or characteristic of one that is a subject, especially in lack of freedom of action or in submissiveness.
- D) To assign to a category.

36. (U3C1L4:V2) What is the definition of the word "creative"?

- A) Marked by the ability or power to create; given to creating.
- B) Characterized by action rather than contemplation or speculation.
- C) Of, relating to, or constituting a subject; relating to or characteristic of one that is a subject, especially in lack of freedom of action or in submissiveness.
- D) To assign to a category.

37. (U3C1L4:V3) What is the definition of the word "classify"?

- A) To declare or indicate in advance; especially: foretell on the basis of observation, experience, or scientific reason.
- B) Characterized by action rather than contemplation or speculation.
- C) Of, relating to, or being a turning point or especially important juncture.
- D) To assign to a category.

38. (U3C1L4:V4) What is the definition of the word "active"?

- A) Marked by the ability or power to create; given to creating.
- B) Characterized by action rather than contemplation or speculation.
- C) Of, relating to, or constituting a subject; relating to or characteristic of one that is a subject, especially in lack of freedom of action or in submissiveness.
- D) To assign to a category.

39. (U3C1L4:V5) What is the definition of the word "objectivity"?

- A) Acted on by an external agency; receptive to outside impressions or influences.

B) To declare or indicate in advance; especially: foretell on the basis of observation, experience, or scientific reason.

C) To see or form a mental (visual) image.

D) Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

40. (U3C1L4:V6) What is the definition of the word "predict"?

A) Acted on by an external agency; receptive to outside impressions or influences.

B) To declare or indicate in advance; especially: foretell on the basis of observation, experience, or scientific reason.

C) To see or form a mental (visual) image.

D) Marked by the ability or power to create; given to creating.

41. (U3C1L4:V7) What is the definition of the word "visualizing"?

A) Acted on by an external agency; receptive to outside impressions or influences.

B) Marked by the ability or power to create; given to creating.

C) To see or form a mental (visual) image.

D) Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

42. (U3C1L4:V8) What is the definition of the word "passive"?

A) Acted on by an external agency; receptive to outside impressions or influences.

B) To declare or indicate in advance; especially: foretell on the basis of observation, experience, or scientific reason.

C) To see or form a mental (visual) image.

D) Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

43. (U3C1L4:V9) What is the definition of the word "critical"?

A) Acted on by an external agency; receptive to outside impressions or influences.

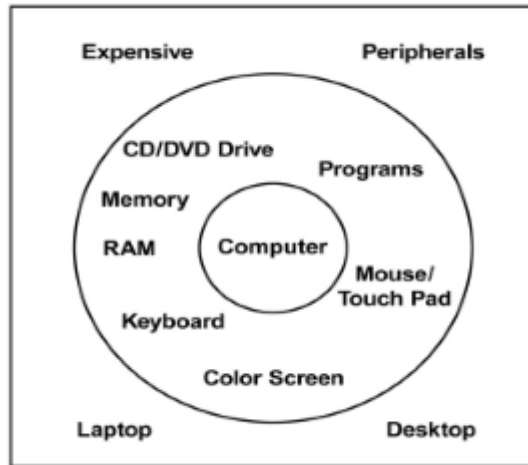
B) To declare or indicate in advance; especially: foretell on the basis of observation, experience, or scientific reason.

C) Of, relating to, or being a turning point or especially important juncture.

D) Expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

44. (U3C3L1:Q1) You arrived late to class. After admitting

that it was your fault, you joined a small group that was creating this Thinking Map®. Since you don't want to cause any more interruptions, you evaluate the Thinking Map® and help the group as they_____.



- A) Show the part-whole relationships of computers and their parts
- B) Estimate the cost of computers and accessories
- C) Brainstorm information to help define "computer"
- D) Analyze the procedure for setting up a computer system

45. (U3C3L1:Q2) As part of an exercise to help learn Thinking Maps®, your class was broken down into teams of two. One person was supposed to draw a Thinking Map®, and the other was supposed to guess what the other was trying to visually learn. What is your teammate trying to show with this Thinking Map®?



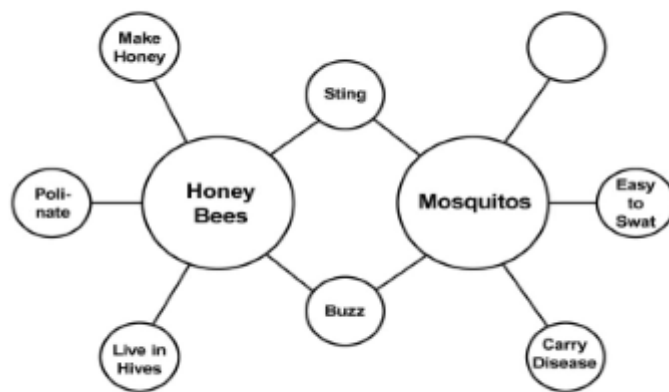
- A) The steps someone needs to take to become a fireman.
- B) The qualities that he thinks firemen possess.

C) The comparison of similar qualities for firemen and policemen.

D) The classification of firemen as important members of the community.

46. (U3C3L1:Q3) You are doing a research report in your biology class, and your teacher sees this Double Bubble Map in your notebook. She has never seen one before, so she asks you what it means.

So that she understands what Double Bubble Maps are supposed to do, you say:



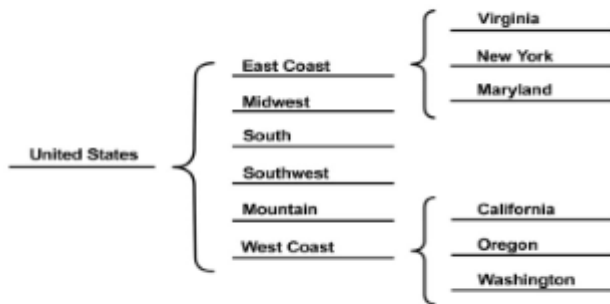
A) "It visually shows the differences between mosquitoes and honey bees."

B) "It visually shows the similarities between mosquitoes and honey bees."

C) "It compares and contrasts the qualities of mosquitoes and honey bees in a visual manner."

D) "It describes the part-whole relationships of mosquitoes and honey bees as part of the insect family in a visual manner."

47. (U3C3L1:Q4) As part of a geography class exercise, three teams competed with each other to show which states belonged in which regions. Each member of the team was given 30 seconds to show as many as they could. Two of the teams began by listing all the states in one specific area. The first person in the winning team was a JROTC Cadet who drew this Thinking Map®. Of the choices below, which one best describes why her team won?



A) Because Brace Maps are perfect for showing part-whole relationships like these.

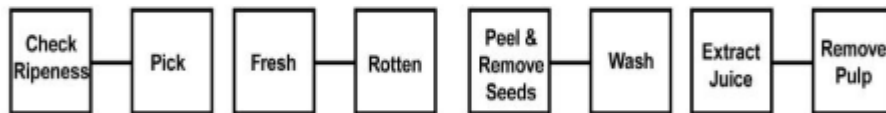
B) Because Tree Maps helped break down and categorize all of the parts of an object.

C) Because Multi-Flow Maps are perfect for showing the parts, and sub-parts of objects.

D) Because most of the Thinking Maps would have helped in this situation.

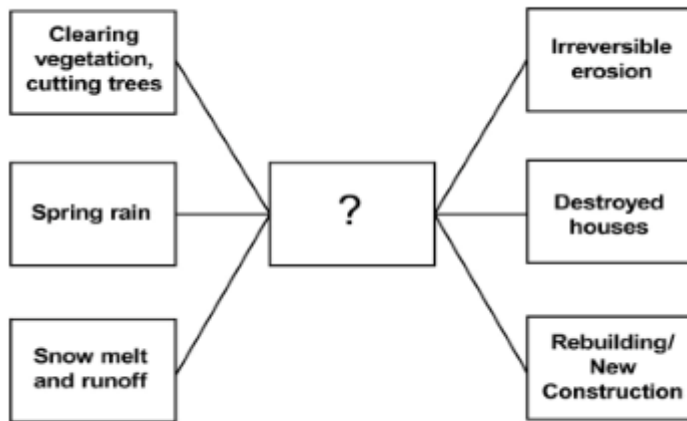
48. (U3C3L1:Q5) You volunteered to help young children learn to read. During one of your volunteer classes, another student drew this Thinking Map® to answer a question from one of the children.

what do you think the question was?



- A) Is apple juice made the same way as orange juice?
- B) How do they make orange juice?
- C) How long does it take to make orange juice?
- D) why do you like orange juice?

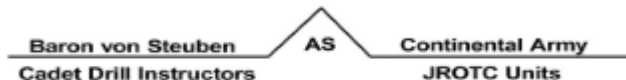
49. (U3C3L1:Q6) what would be the most appropriate answer to put in the center box of this Thinking Map®?



- A) Changing seasons
- B) Mudslides
- C) Water conservation
- D) Urban sprawl

50. (U3C3L1:Q7) You are part of a group of new drill instructors. Before your first session instructing drill, your company commander shows you this Thinking Map®, and says the following: "This Flow-Map indicates how important your jobs are as drill instructors. From the days of the Revolutionary War to the present, drill instructors have taught and guided groups of individuals into becoming proud and disciplined members of cohesive teams. As dedicated drill instructors, you are charged with teaching your Cadets to the best of your ability. You must also realize that the Cadets that you teach today will become the drill instructors of tomorrow, and that you are all part of a tradition that started with Baron von Steuben and the Continental Army."

what part of the above paragraph should you change to make it correct?



RELATING FACTOR Team building, discipline, esprit de corps

- A) Do not change anything. It is already correct.
- B) Change "Baron von Steuben" to "George Washington"
- C) Change "Flow-Map" to "Multi-Flow Map"
- D) Change "Flow-Map" to "Bridge Map"

51. (U3C3L1:Q8) Kelvin is a new Cadet in Army JROTC. He is giving a presentation about Asia, and wants to use a Thinking Map® to show the countries in Asia's different regions. He doesn't have much experience using them, and thinks that a Tree Map will work best. Since you have a lot of experience using Thinking Maps®, Kelvin asks you your opinion.

In order to help Kelvin understand Thinking Maps® a little better, what should you tell him?

- A) Tell him that a Tree Map will work just fine.
- B) Tell him that because it visually shows the parts of a physical object, a Brace Map would be better for describing the physical regions of Asia.
- C) Tell him that a Double Bubble Map would work better because it would show how the countries and regions are connected.
- D) Tell him that a Bubble Map would be able to best illustrate the different parts of Asia because it separates the sections.

52. (U3C3L1:V1) Choose the word that best completes the sentence below.

The map used for seeing analogies is a _____.

- A) Circle Map
- B) Tree Map
- C) Bubble Map
- D) Bridge Map

53. (U3C3L1:V2) Choose the word that best completes the sentence below.

A _____ is a tool used for classifying and categorizing.

- A) Multi-Flow Map
- B) Tree Map
- C) Brace Map
- D) Double Bubble Map

54. (U3C3L1:V3) Choose the word that best completes the sentence below.

The map used for brainstorming is a _____.

- A) Circle Map
- B) Bubble Map
- C) Flow Map
- D) Multi-Flow Map

55. (U3C3L1:V4) Choose the word that best completes the sentence below.

A _____ is used to analyze a physical object and its parts.

- A) Circle Map
- B) Tree Map
- C) Brace Map
- D) Bridge Map

56. (U3C3L1:V5) Choose the word that best completes the sentence below.

A _____ is used for describing qualities.

- A) Tree Map
- B) Flow Map
- C) Double Bubble Map
- D) Bubble Map

57. (U3C3L1:V6) Choose the word that best completes the sentence below.

A _____ is used as a tool to determine sequencing.

- A) Circle Map
- B) Flow Map
- C) Bubble Map
- D) Bridge Map

58. (U3C3L1:V7) Choose the word that best completes the sentence below.

A tool used to compare and contrast is a _____.

- A) Circle Map
- B) Multi-Flow Map
- C) Bubble Map
- D) Double Bubble Map

59. (U3C3L1:V8) Choose the word that best completes the sentence below.

A _____ is used for seeing cause-and-effect.

- A) Flow Map
- B) Tree Map
- C) Multi-Flow Map
- D) Bridge Map

60. (U3C3L1:V9) Choose the word that best completes the sentence below.

A similar phrase that fits both sides on an analogy is a _____.

- A) Flow Map
- B) Tree Map
- C) relating factor
- D) Bridge Map

61. (U3C3L1:V10) Choose the word that best completes the sentence below.

_____ show(s) resemblance in some particulars between things otherwise unlike.

- A) Analogies
- B) Relating factor
- C) A Bubble Map
- D) A Bridge Map

62. (U3C3L2:Q1) You found an index card with the following diagram.

what is it and what was somebody trying to do with it?

1 (a) : a warning enjoining one from certain acts or practices (b) : an explanation to prevent misinterpretation (c) : a modifying or cautionary detail to be considered when evaluating, interpreting, or doing something
2 : a legal warning to a judicial officer to suspend a proceeding until the opposition has a hearing

a warning; beware

Caveat

Example: Caveat emptor - buyer beware



- A) It's a word map that someone was using to learn about

the word "caveat"

B) It's a mind map that someone was using to learn about the word "warning"

C) It's a mind map that someone was using to learn about the word "caveat"

D) It's a word map that someone was using to learn about the word "warning"

63. (U3C3L2:Q2) You read for enjoyment, but you also read to improve your reading ability. One of your classmates, a star basketball player, says that she always sees you reading, and that she wishes she could be as good a reader as you. Then she says, "I have to go to basketball practice." Just then you realize you can use her basketball skill to help her understand how to become a better reader.

which of the following should you say?

A) If you stop playing basketball, you will become a better reader.

B) If you practice reading as much as basketball, then you will become a better reader.

C) Since you're already good at basketball, you should practice reading instead of basketball.

D) I'm good at reading, and you're good at basketball, so we all have our strengths.

64. (U3C3L2:Q3) You just started reading a book that you got from the library when you were assigned to read the same book for a class. You're a little disappointed because now you have to read it, which takes some of the fun out of it. Then you remember a reading strategy question from your JROTC "Reading for Meaning" class, and you tell yourself that you will read for both understanding AND pleasure.

what question did you remember from class?

A) "why do I have to read this?"

B) "How difficult is reading this going to be?"

C) "what is my purpose for reading this?"

D) "why can't students choose what to read?"

65. (U3C3L2:Q4) You like history, but your history textbook is very boring and you find it difficult to comprehend the material. Your friend tells you that when he reads history, he uses the directed reading - thinking activity strategy (DR-TA strategy).

which of the following best explains what he does when he reads history?

A) He reads difficult passages out-loud to help him

understand.

B) After reading three to five paragraphs, he writes a short summary about what he read.

C) He reads one part, and then predicts what he thinks happened next.

D) Before each chapter and section, he predicts what he thinks is the author's purpose for writing.

66. (U3C3L2:G1) What is the first reading strategy you use to improve your comprehension?

A) Summarizing each paragraph as you read it

B) Previewing or scanning the material

C) Having someone explain the gist of the material to you

D) Writing down questions you hope to have answered in the material

67. (U3C3L2:G2) What three types of questions can you ask to help you comprehend written materials?

A) Open ended, closed ended, or multiple choice

B) Short answer, long answer, or true and false

C) Empirical or fact-based questions, values or opinion questions, and analytical or definition questions

D) All of the above

68. (U3C3L2:G3) To deepen your understanding of complex written materials, when should you do a mini-review of the material?

A) At the end of the text

B) At the end of each paragraph

C) At the end of each chapter

D) After you read each sentence to check for comprehension

69. (U3C3L2:G4) T or F: One technique for comprehending difficult reading material is to explain what you have read to another person.

A) True

B) False

70. (U3C3L2:G5) Name the four reading comprehension strategies.

A) Surveying, Scanning, Summarizing, and Paraphrasing

B) Questioning, Arguing, Quoting, and Retelling

C) Directed Reading Thinking Activity, GIST, Think-Aloud, and Question-Answer Relationship

D) None of the above

71. (U3C3L2:G6) Explain the Direct Reading - Thinking Activity (DR-TA) strategy for reading comprehension.

- A) Survey, question, read, recite, and revise.
- B) You follow the directions of a teacher or instructor on a homework assignment.
- C) It is used to avoid having to read an entire text.
- D) It is used to predict the author's purpose in writing. You form predictions of the content of materials based on the information you acquire.

72. (U3C3L2:G7) Explain the GIST strategy of reading comprehension.

- A) Survey, question, read, recite, and review.
- B) "GIST" means the main point. In this strategy, you focus on short passages of 3-5 paragraphs and create summaries for each passage.
- C) Think aloud quoting of main concepts at the end of each chapter.
- D) Reading the entire text aloud to hear the major points or ideas.

73. (U3C3L2:G8) What is an "analogy"?

- A) A type of clock face.
- B) The linking of new information with your prior knowledge; resemblance in some particulars between things otherwise unlike.
- C) A comparison between two very similar items.
- D) A short story meant to teach a lesson or moral.

74. (U3C3L2:G9) What is a "hypothesis"?

- A) An assumption made for the sake of argument.
- B) A medical condition that results from exposure to extreme cold.
- C) A wild guess made at an answer for the purpose of speculation.
- D) A scientific theory.

75. (U3C3L2:G10) T or F: while using the "Think-Aloud" study technique, it is helpful to learning if you verbalize a confusing point.

- A) True
- B) False

76. (U3C3L2:G11) What is a "contrast clue" in reading for meaning?

- A) Looking for how a new word you are learning is different from a word you know.
- B) Equating an unknown word with a word you already know.
- C) Looking for prefix and suffix clues on word construction.
- D) A graphic organizer that helps you learn new

vocabulary.

77. (U3C3L2:G12) When an author equates an unknown word with a word that is familiar to you, what type of context clue is it?

- A) A graphic organizer
- B) A definition
- C) An antonym
- D) A think-aloud technique

78. (U3C3L2:G13) T or F: Word structure, such as a prefix or a suffix, can help you grasp the meaning of new vocabulary.

- A) True
- B) False

79. (U3C3L2:G14) What is the purpose of a Word Map?

- A) It is a graphic organizer that helps you learn new words or concepts
- B) To help you understand how texts are organized
- C) To help you solve crossword puzzles
- D) None of the above

80. (U3C3L2:G15) T or F: Using new words in speaking and in writing helps you retain words in your long-term memory.

- A) True
- B) False

81. (U3C3L2:G16) Effective studying includes reviewing complex material at the end of each _____.

- A) sentence
- B) chapter
- C) paragraph
- D) page

82. (U3C3L2:G17) Name the four reading comprehension strategies.

- A) Prepare, Scan, In-depth reading, and Outline
- B) Organization, First reading, Primary reading, and Remembering
- C) Directed Reading - Thinking Activity; GIST; Think-aloud; and Question-Answer Relationships
- D) Direct Reading, Review, Thinking-aloud, and Outlining

83. (U3C3L2:G18) An assumption made for the sake of argument is called a _____.

- A) guess
- B) hypothesis
- C) point
- D) proposition

84. (U3C3L2:G19) A _____ is a graphic organizer that helps you learn new words or concepts.

- A) word Map
- B) Gantt
- C) Pictograph
- D) Crossword puzzle

85. (U3C3L2:G20) T or F: Words are symbols for ideas.

- A) True
- B) False

86. (U3C3L2:V1) Choose the word that best matches the definition below.

"Something that is foretold on the basis of observation, experience, or scientific reason."

- A) hypothesis
- B) analogy
- C) prediction
- D) strategy

87. (U3C3L2:V2) Choose the word that best matches the definition below.

"An itemized list of current assets; a catalog of the property of an individual or estate; a list of goods on hand; a survey of national resources; a list of traits, preferences, attitudes, interests, or other abilities used to evaluate personal characteristics or skills."

- A) inventory
- B) purpose
- C) strategy
- D) analogy

88. (U3C3L2:V3) Choose the word that best matches the definition below.

"A conscious state of mind or predominant emotion."

- A) concept
- B) appositive
- C) mood
- D) antonym

89. (U3C3L2:V4) Choose the word that best matches the definition below.

"One of two or more words or expressions of the same language that have the same or nearly same meaning in some or all senses."

- A) concept
- B) appositive
- C) context
- D) synonym

90. (U3C3L2:V5) Choose the word that best matches the definition below.

"That which surrounds a particular word and determines its meaning."

- A) context
- B) purpose
- C) inventory
- D) strategy

91. (U3C3L2:V6) Choose the word that best matches the definition below.

"Something set up as an object or end to be obtained."

- A) hypothesis
- B) analogy
- C) purpose
- D) prediction

92. (U3C3L2:V7) Choose the word that best matches the definition below.

"The art of carefully devising or employing a plan of action or method designed to achieve a goal; the art or science of planning and directing large-scale military operations and campaigns."

- A) concept
- B) strategy

- C) antonym
- D) properties

93. (U3C3L2:V8) Choose the word that best matches the definition below.

"An assumption of concession made for the sake of argument; an interpretation of a practical situation or condition taken as the ground for action."

- A) analogy
- B) comprehension
- C) concept
- D) hypothesis

94. (U3C3L2:V9) Choose the word that best matches the definition below.

"A quality or trait belonging and especially peculiar to an individual or thing."

- A) properties
- B) comprehension
- C) appositive
- D) mood

95. (U3C3L2:V10) Choose the word that best matches the definition below.

"Resemblance in some particulars between things otherwise unlike."

- A) inventory
- B) purpose
- C) analogy
- D) prediction

96. (U3C3L2:V11) Choose the word that best matches the definition below.

"An abstract or generic idea generalized from particular instances."

- A) concept
- B) context
- C) antonym
- D) appositive

97. (U3C3L2:V12) Choose the word that best matches the definition below.

"A word of opposite meaning."

- A) comprehension
- B) mood
- C) concept
- D) antonym

98. (U3C3L2:V13) Choose the word that best matches the definition below.

"The act or action of grasping with the intellect."

- A) inventory
- B) comprehension
- C) properties
- D) concept

99. (U3C3L2:V14) Choose the word that best matches the definition below.

"A grammatical construction in which two usually adjacent nouns having the same referent stand in the same syntactical relation to the rest of a sentence." Example: As in the poet and Burns in, A Biography of the Poet Burns

- A) appositive
- B) strategy
- C) hypothesis
- D) prediction

100. (U3C3L3:Q1) You found this list in your library. What was someone trying to do with it?

1. I studied regularly.
2. My teacher worked hard so I would pass, not fail.
3. If I don't know something, I will go to the next question.
4. I will look for prompts for the questions I missed.
5. I won't know everything, but I'm being tested on what I know.
6. Freaking out won't make anything easier.

- A) Prepare for a study session.
- B) Develop a study strategy.
- C) Prepare mentally for a test.
- D) Manage time effectively.

101. (U3C3L3:Q2) A student wrote the following answer to an

essay question. What directive did the test question most likely begin with?

The evidence is contained in the data from the experiment. One-hundred percent of the cars stopped for the red stop sign. Only 44% of the cars stopped for the blue, green, or brown stop signs. These results show that drivers associate the color red with danger.

This result has also been shown in other research studies that analyzed color associations."

- A) Prove
- B) Diagram
- C) Trace
- D) Enumerate

102. (U3C3L3:Q3) Louise and Carla are study partners. They study at the same time every day. Both of them have a strong aural ability to learn. Even when they aren't in the same classes, they are able to help each other learn the material.

Which of the following study techniques would they probably use to help the other understand something?

- A) Define words for each other.
- B) Read and paraphrase the material out loud for each other.
- C) Learn the lesson and teach the other.
- D) Provide emotional support and help each other manage time.

103. (U3C3L3:Q4) So they will be prepared for his tests, your history teacher tells students what types of notes they should take before each lesson. Today he said, "Pay attention to the concepts and ideas in this lesson. You will be required to use critical thinking to formulate an answer and organize a response."

For this lesson, what type of question do you think will be on the test?

- A) Binary-Choice
- B) Essay
- C) Multiple choice
- D) Short answer

104. (U3C3L3:G1) What are 5 steps in the SQ3R study system?

- A) Survey, Question, Read, Recite, Review
- B) Study, Question, Rehearse, Rehearse, Rehearse

C) Survey, Quarrel, Read, Recite, Rehearse
D) Seek answers, question everything, read only the summaries at the end of chapters, rehearse main points, rewrite in your own words.

105. (U3C3L3:G2) T or F: The best time to study is during the evening hours of the day.

- A) True
- B) False

106. (U3C3L3:G3) What does the term "aural" mean, as in "to be an aural learner"?

- A) Of or relating to the ear or sense of hearing. It is synonymous with being an auditory learner.
- B) Someone who has a sixth sense of understanding the universe.
- C) Of or relating to the sense of taste.
- D) Of or relating to one's sense of self-esteem.

107. (U3C3L3:G4) What is the SQ3R theory?

- A) A technique for assessing injuries at the scene of an accident.
- B) A reading/study system that increases understanding and retention.
- C) A theory on how effective leaders manage a team.
- D) A theory on how the Earth was formed.

108. (U3C3L3:G5) What does it mean to "paraphrase" study materials?

- A) To quote an author exactly.
- B) To put it into your own words; a restatement of a text, passage, or work giving the meaning in another form.
- C) To create a word bank of new vocabulary words.
- D) To copy material verbatim for later studying.

109. (U3C3L3:G6) T or F: Effective time managers use dead time to study.

- A) True
- B) False

110. (U3C3L3:G7) T or F: Effective time managers use planner calendars to keep track of course work.

- A) True
- B) False

111. (U3C3L3:G8) T or F: You'll improve your listening skills if you go to class unfamiliar with the concepts so you'll listen more carefully.

- A) True
- B) False

112. (U3C3L3:G9) T or F: When taking notes, expert students record every word the speaker says.

- A) True
- B) False

113. (U3C3L3:G10) T or F: Positive statements can help you perform better and with more confidence on tests.

- A) True
- B) False

114. (U3C3L3:G11) Define the term "allocate," as in "to allocate your time carefully on tests."

- A) To find something that is misplaced
- B) To evaluate
- C) To apportion for a specific purpose or to particular persons or things
- D) To use a questioning technique in order to retrieve information from your short-term memory

115. (U3C3L3:G12) What is the best preparation for taking tests?

- A) Cramming for hours the night before the test
- B) Memorizing every page of your text
- C) Keeping up with assignments, doing homework, taking notes in class, and reviewing
- D) All of the above

116. (U3C3L3:G13) T or F: Study plans should be devised so you'll get the best results on test taking.

- A) True
- B) False

117. (U3C3L3:G14) T or F: One effective technique to use during testing is to pick the parts of the test you know and do them first.

- A) True
- B) False

118. (U3C3L3:G15) T or F: To get the best results on tests, do not skip around. Do the test questions in the order in which they are presented.

- A) True
- B) False

119. (U3C3L3:G16) The word "enumerate" means to _____.

- A) recount one by one the points required on a test; a technique that specifies a list or outline form of a reply
- B) free political hostages from a prison
- C) make a decision based on emotion rather than fact
- D) present evidence to justify a choice of action

120. (U3C3L3:G17) The word "inference" means _____.

- A) to come between
- B) to make a determination of a given problem based on the proposition, statement, or judgment
- C) considered as true within another problem
- D) to make an unscientific guess
- E) hypothesis; an educated guess

121. (U3C3L3:G18) When you are asked to "justify" an answer on a test, it means you must _____.

- A) give an opinion
- B) prove or show your grounds for your decision by presenting evidence in a convincing form
- C) cite your outside sources
- D) provide statistics

122. (U3C3L3:G19) What is a test directive?

- A) A test directive tells you how to answer questions.
- B) Marginal information on a test, such as where to put your name and the date.
- C) Instructions from your teacher for taking a test.
- D) A set of test-taking approaches to help you improve your performance on different types of tests.

123. (U3C3L3:G20) For which test directive do you stress dissimilarities or differences of things, qualities, events, or problems.

- A) Comparing
- B) Binary choice question
- C) Contrasting
- D) Listing

124. (U3C3L3:G21) For which test directive do you emphasize similarities or examine qualities or characteristics to discover resemblances?

- A) Contrasting
- B) Comparing
- C) Defining
- D) Explaining

125. (U3C3L3:G22) Name the five types of question formats found on tests.

- A) Short answer, long answer, essay, true and false, and binary choice
- B) Comparing, contrasting, defining, explaining, and summarizing
- C) Multiple choice, binary choice, short answer, essay, and reading comprehension
- D) None of the above

126. (U3C3L3:G23) Give an example of a binary choice question format.

- A) Short answer essay
- B) Argument
- C) Compare and contrast
- D) True/False; Yes/No; Agree/Disagree

127. (U3C3L3:G24) T or F: When taking multiple choice tests, the answer choice "all of the above" is typically correct.

- A) True
- B) False

128. (U3C3L3:G25) T or F: In binary choice test questions, qualifiers such as "never" and "always" usually indicate a false answer.

- A) True
- B) False

129. (U3C3L3:G26) What is the SQ3R method?

- A) A method of studying that includes surveying, questioning, reading, reciting, and reviewing.
- B) A method of practicing drill.
- C) A leadership method.
- D) A method for controlling the progress of meetings.

130. (U3C3L3:G27) T or F: It is best to plan more studying during daylight hours.

- A) True
- B) False

131. (U3C3L3:G28) To put study materials into your own words, or restatement of a text, passage, or work giving the meaning in another form, is to _____.

- A) Plagiarize
- B) Paraphrase
- C) Cite
- D) Quote

132. (U3C3L3:G29) When taking tests, it is important to allocate time wisely. Define "allocate".

- A) To apportion for a specific purpose or to particular persons or things; to budget.
- B) To follow time closely so you can complete the test in the allotted time.
- C) To divide.
- D) To save time by working as quickly as possible.

133. (U3C3L3:G30) T or F: Smart test-takers answer all questions on the test in the order in which they are presented.

- A) True
- B) False

134. (U3C3L3:G31) What must you do on a test when you are asked to "justify" an answer?

- A) Argue vehemently.
- B) Give your opinion.
- C) Check it twice to assure your choice is correct.
- D) You must prove it or show your decision by presenting evidence in a convincing form.

135. (U3C3L3:G32) T or F: In binary choice test questions, qualifiers like "sometimes" and "often" usually indicate a true statement.

- A) True
- B) False

136. (U3C3L3:F1) Good study skills support:

- A) Being effective
- B) Being efficient
- C) Taking tests
- D) All of the above

137. (U3C3L3:V1) Choose the antonym for the word below.

inference

- A) assumption

- B) reasoning
- C) fact
- D) conjecture

138. (U3C3L3:V2) Choose the antonym for the word below.

allocate

- A) keep
- B) share
- C) give
- D) designate

139. (U3C3L3:V3) Choose the antonym for the word below.

prove

- A) affirm
- B) analyze
- C) confirm
- D) discredit

140. (U3C3L3:V4) Choose the antonym for the word below.

contrast

- A) adverse
- B) likeness
- C) contradiction
- D) divergence

141. (U3C3L3:V5) Choose the antonym for the word below.

justify

- A) oppose
- B) absolve
- C) warrant
- D) rationalize

142. (U3C3L3:V6) Choose the antonym for the word below.

aural (auditory)

- A) audio
- B) hearing
- C) inaudible
- D) clear

143. (U3C3L3:V7) Choose the antonym for the word below.

paraphrase

- A) rehash

- B) quotation
- C) rewording
- D) rephrasing

144. (U3C3L3:V8) Choose the antonym for the word below.

interpret

- A) clarify
- B) solve
- C) understand
- D) misunderstand

145. (U3C3L3:V9) Choose the antonym for the word below.

efficient

- A) helpless
- B) able
- C) accomplished
- D) decisive

146. (U3C3L3:V10) Choose the antonym for the word below.

enumerate

- A) add up
- B) number
- C) not count
- D) calculate

147. (U3C3L3:V11) Choose the antonym for the word below.

compare

- A) differ
- B) analyze
- C) examine
- D) match

148. (U3C4L1:Q1) A teacher gave a lecture on a subject that was important, but was not in the textbook. When she asked questions about it on a test, only 10% of the students got them right. She taught it again, but this time she asked students questions throughout the lecture to make sure they understood the material. On the next test, 90% of the students got the questions correct.

Which answer best describes what happened?

- A) The teacher was probably more organized for the second lecture.
- B) The teacher re-analyzed her purpose and audience to make sure the material wasn't too hard.

C) The teacher got negative feedback from the first test, but by asking questions when she re-taught it, she got positive feedback that the students were understanding the material.

D) The teacher conducted additional research to make sure the information in her lecture was correct.

149. (U3C4L1:Q2) Your JROTC Instructor commended your friend Jose for his great presentation about U. S. geography. It was so good that your instructor asked him if he would edit it and then give it to a group of high school students visiting from England. Jose said "Yes, Sergeant!" Jose then asked you, "what should I edit?"

which of the six steps for effective communication should you tell Jose to perform to find his answer?

- A) Audience analysis
- B) Draft your presentation
- C) Support your ideas
- D) Get organized

150. (U3C4L1:Q3) You are a camp counselor. On the first day of summer camp, most of the Cadets stayed up all night. The camp counselors found out, and postponed first aid and water safety training from 8:00 a.m. to 1:00 p.m. so that the Cadets could get some sleep and so that they could reduce one of the elements of communication? One of the Cadets asked you what element they were reducing.

what should you tell him?

- A) The channel
- B) The feedback
- C) The message
- D) The noise

151. (U3C4L1:Q4) Cadet Chase wrote an essay that was critical of the school cafeteria, but contained suggestions for possible changes. The feedback he got from his fellow students was all positive. However, when he gave it to all of the school's administrators, a lot of them got mad. He told you, "I don't know what went wrong. The feedback I got from the students was great."

what should you tell him was most likely the reason for the difference of opinion?

- A) He probably didn't include enough research of the student's opinions.
- B) He probably wrote it with a student audience in mind, and didn't consider how the administration might interpret it.

C) He probably should have written an essay that praised the school cafeteria, not criticized it.

D) He probably should have sent his message through a different channel, like through the local news.

152. (U3C4L1:G1) Define "communication".

A) A process in which people come to equitable solutions to problems

B) A process in which people are able to transfer meaning between themselves

C) A technique that speeds the spread of diseases

D) A learned ability to speak foreign languages

153. (U3C4L1:G2) Which of the following are communication skills?

A) The ability to speak, read, and listen.

B) The ability to think, study, and write.

C) The ability to think, remember, and speak.

D) All of the above.

154. (U3C4L1:G3) T or F: Communication is not innate; it must be learned.

A) True

B) False

155. (U3C4L1:G4) _____ is the process by which people are able to transfer meaning between themselves.

A) Meaning-making

B) Communication

C) word symbols

D) Gossip

156. (U3C4L1:V1) Choose the word that best completes the sentence below.

To give someone a response to information is to give them _____.

A) nonverbal

B) verbal

C) feedback

D) noise

157. (U3C4L1:V2) Choose the word that best completes the sentence below.

when you do not use words to communicate, you are being _____.

- A) nonverbal
- B) channel
- C) setting
- D) noise

158. (U3C4L1:V3) Choose the word that best completes the sentence below.

_____ is interference that keeps a message from being understood.

- A) Audience analysis
- B) Mixed messages
- C) Receiver
- D) Noise

159. (U3C4L1:V4) Choose the word that best completes the sentence below.

A spoken word or a visual image that is used in transmitting information is known as a _____.

- A) mixed messages
- B) channel
- C) feedback
- D) noise

160. (U3C4L1:V5) Choose the word that best completes the sentence below.

when you use words to communicate, you are being _____.

- A) nonverbal
- B) setting
- C) feedback
- D) verbal

161. (U3C4L1:V6) Choose the word that best completes the sentence below.

If you are unclear about what you are saying, you may be sending _____.

- A) nonverbal
- B) audience analysis
- C) feedback
- D) mixed messages

162. (U3C4L1:V7) Choose the word that best completes the sentence below.

Knowing about the receivers of your communication is called _____.

- A) audience analysis
- B) verbal
- C) feedback
- D) noise

163. (U3C4L1:V8) Choose the word that best completes the sentence below.

A _____ is the context and environment in which a situation is set.

- A) channel
- B) feedback
- C) setting
- D) receiver

164. (U3C4L1:V9) Choose the word that best completes the sentence below.

A _____ is one or more individuals for whom a message is intended.

- A) nonverbal
- B) receiver
- C) feedback
- D) noise

165. (U3C4L2:F1) How good a listener do you think you are?

- A) The best! My friends always tell me I'm a great listener!
- B) Pretty good! I think I listen to others well but can learn more.
- C) I'm okay! Sometimes I do well listening but other times I lose focus.
- D) Not great! I have difficulty focusing on others when they talk.

166. (U3C4L2:Q1) After listening to a lecture about effective listening, your classmate says: "I just couldn't pay attention, even though the speaker has a great reputation. When she spoke she appeared confident, and she obviously knows the subject of active listening. I had just finished with my math test, and I'm glad that's over. I know I missed some of the word problems, but I think I passed. I'm just disappointed because I didn't

understand what the speaker was trying to say. What's wrong with me?"

Since you did understand the message about effective listening, how should you answer your friend?

- A) You are experiencing the "horns" effect.
- B) You are experiencing the "halo" effect.
- C) You had some internal distractions because you were still thinking about your math test.
- D) You probably prejudged the message in a negative way.

167. (U3C4L2:Q2) You are trying to be a more effective listener. Since you like astronomy, you go to the planetarium to practice effective listening techniques. During the presentation, you notice that the speaker, who you think is very good, doesn't say anything about the moons around Jupiter, your favorite planet.

Just in case the speaker talks about the moons later, which guideline for effective listening should you practice?

- A) Be flexible
- B) Hold your fire
- C) Judge content not delivery
- D) Keep your mind open

168. (U3C4L2:Q3) Although you don't want to, you agree to go to a presentation about medieval music with your friend. Your friend says, "I know you won't like the subject, but now would be a good time to practice being an effective listener by exercising your mind.

What do you think she wants you to do?

- A) She wants you to challenge yourself to listen totally, and to practice focusing for longer and longer periods without losing concentration.
- B) She wants you to not stop listening when negative trigger words cause you to have an emotional response.
- C) She wants you to tune out other things that may be going on during the presentation.
- D) She wants you to focus your attention since the speaker will be speaking slower than you can hear.

169. (U3C4L2:Q4) On career day, you plan to go to a presentation about how to become a lawyer. Your JROTC Instructor suggests that you practice informative listening before you go.

What are some of the things you should do before the presentation?

A) Browse through a legal dictionary; practice concentrating in a distracting environment; and practice memorizing words and concepts

B) Focus on changes in speakers tone, volume, force, and emphasis; focus on practicing nonverbal clues so the speaker knows you are receiving the message

C) Watch or listen to speakers, or types of speakers, that you enjoy; change your attitude about what your friends say about lawyers; try to associate positive things about lawyers and the law

D) Practice nodding your head while you listen to others talk; use body language to indicate support of a message; focus more on what it means to be "in other's shoes"

170. (U3C4L2:G1) _____ is the neglected communication skill.

A) Listening

B) Touching

C) Speaking

D) Watching

171. (U3C4L2:G2) What is the difference between hearing and listening?

A) One is done with your brain, while the other is done with your heart.

B) One is a physical action and the other is an emotional action.

C) Hearing is attaching meaning to sound; listening is interpreting the meaning.

D) Hearing is the taking in of sound; listening is the attachment of meaning to the sound.

172. (U3C4L2:G3) Effective communication does not take place until the _____ understands the message.

A) Sender

B) Receiver

C) Audience

D) Team

173. (U3C4L2:G4) T or F: Paraphrasing allows the sender a chance to confirm that the receiver has understood the message.

A) True

B) False

174. (U3C4L2:G5) What are the five types of listening.

A) Careful, casual, informational, attentive, and coincidental

B) Information, relationship, appreciative, critical, and

discriminative listening

C) Information, informal, relational, critical, and inquisitive

D) Relaxed, relationship, appreciative, discriminative, and rehearsed

175. (U3C4L2:G6) Describe the "halo" effect in listening.

A) Unquestioningly accepting someone's speech because of his or her positional authority.

B) Thinking you are better informed than a speaker and tuning him or her out.

C) If the speaker is associated with someone or something you already like, you may be so receptive to the speaker that you do not question what you should question.

D) Associating a speaker with things you dislike, therefore discounting the speaker's points.

176. (U3C4L2:G7) In the _____ effect in listening, if you associate the speaker with negative things, you may not listen the way you should.

A) "Halo"

B) "Horns"

C) "Adversary"

D) "Antagonist"

177. (U3C4L2:G8) What is a "trigger" word in listening?

A) A word that evokes emotional response.

B) A word that calls upon listeners to take action.

C) A word that evokes a rational response in a listener.

D) A word in a speech that is repeated several times to help the speaker remember an important point or for emphasis.

178. (U3C4L2:G9) When you associate a speaker with something positive in a way that makes you fail to question the speaker's logic or ideas, you are experiencing the _____ effect.

A) "Follower"

B) "Idol"

C) "Political"

D) "Halo"

179. (U3C4L2:G10) What is the "halo" effect in listening?

A) When someone reveals a religious affiliation in a speech.

B) When one has tinnitus (ringing in one's ears) due to either loud sounds or too much aspirin use.

C) When you associate the speaker with something negative in a way that makes you overly unreceptive to a speaker's ideas.

D) When you associate the speaker with something positive in a way that it makes you overly receptive to and not

questioning enough of the speaker's ideas.

180. (U3C4L2:V1) hearing

Vocabulary Matching - Question 1

1. hearing

2. listening

3. thought speed

4. trigger words

A. making an effort to hear something; paying attention

B. to perceive by the ear; to listen attentively

C. words that evoke an emotional response that prevents effective listening

D. the amount of time it takes for people to hear a thought and process it; this is typically a good deal faster than speaking time

- A)
- B)
- C)
- D)

181. (U3C4L2:V2) listening

Vocabulary Matching - Question 2

1. hearing

2. listening

3. thought speed

4. trigger words

A. making an effort to hear something; paying attention

B. to perceive by the ear; to listen attentively

C. words that evoke an emotional response that prevents effective listening

D. the amount of time it takes for people to hear a thought and process it; this is typically a good deal faster than speaking time

- A)
- B)
- C)
- D)

182. (U3C4L2:V3) thought speed

Vocabulary Matching - Question 3

- | | |
|------------------|---|
| 1. hearing | A. making an effort to hear something; paying attention |
| 2. listening | B. to perceive by the ear; to listen attentively |
| 3. thought speed | C. words that evoke an emotional response that prevents effective listening |
| 4. trigger words | D. the amount of time it takes for people to hear a thought and process it; this is typically a good deal faster than speaking time |

- A)
- B)
- C)
- D)

183. (U3C4L2:V4) trigger words

Vocabulary Matching - Question 4

- | | |
|------------------|---|
| 1. hearing | A. making an effort to hear something; paying attention |
| 2. listening | B. to perceive by the ear; to listen attentively |
| 3. thought speed | C. words that evoke an emotional response that prevents effective listening |
| 4. trigger words | D. the amount of time it takes for people to hear a thought and process it; this is typically a good deal faster than speaking time |

- A)
- B)
- C)
- D)

184. (U3C5L1:F1) How do you usually approach conflict in your life?

- A) I find it interesting and exciting and am likely to confront it.
- B) I find it unpleasant and frightening and am likely to avoid it.
- C) Depending on the situation I could go with answer A or B so I am in the middle in how I deal with conflict.

185. (U3C5L1:Q1) Jenny believed a rumor and called Beth a liar. They were just about to fight when Beth said something that made Jenny realize she was wrong. Since a group of students are watching, Jenny still wants to fight in order to "save face".

You are friends with both, and you know that Jenny knows she's

wrong, so what should you do to peacefully end the confrontation?

- A) Tell everyone that Jenny's wrong so she's too embarrassed to fight.
- B) Nothing. The reason is worth fighting over.
- C) Get them away from the crowd, make them understand that the reason to fight no longer exists, and agree to not tell anyone the reason for not fighting.
- D) Team up with Beth so that it's two against one.

186. (U3C5L1:Q2) Carefully read the potential conflict situations (W, X, Y, and Z), and then indicate the type of conflict it describes.

Type of Conflict	Potential Conflict Situation
------------------	------------------------------

- | | |
|----|--|
| W. | A classmate wants to copy your homework and turn it in as his own |
| X. | You have to rush to the dentist because you thought your appointment was at 4 p.m., but your appointment slip says 3:30 p.m. |
| Y. | Someone is continually picking on, or bullying someone else. |
| Z. | You have soccer practice from 3-5 p.m., and your job starts at 4:30 p.m. |

- A) W = Data; X = Value; Y = Structural; Z = Relationship
- B) W = Interest; X = Data; Y = Relationship; Z = Value
- C) W = Relationship; X = Interest; Y = Data; Z = Structural
- D) W = Value; X = Data; Y = Relationship; Z = Structural

187. (U3C5L1:Q3) You saw one of your schoolmates take your favorite pencil. When you asked him to return it he got angry and said it was his. He then took an aggressive stance and had his fists clenched and said, "Are you calling me a thief?" Both of you are the same size, so a fight would be fair, and you

might win.

what should you do?

- A) Look him straight in the eye and say "I guess not." Then pull out another pencil and continue your school work.
- B) Gather some friends to back you up and make sure you would win the fight.
- C) Say "Yes. I am!" but get another pencil and continue your school work.
- D) Take up the same aggressive stance and get ready to fight because it is your pencil, and he is a thief.

188. (U3C5L1:Q4) Someone challenges a friend of yours to a fight because of some misunderstood information. He would definitely win the fight, but he would prefer to practice some strategies for resolving conflicts, so he asks you what he should say to his challenger to help define the conflict.

what should you tell him to say?

- A) "Let's meet after school and discuss it."
- B) "What are our alternatives to fighting?"
- C) "I feel bad when someone wants to fight me over something I may have communicated poorly."
- D) "If we're agreed that you're wrong, then let's shake hands and go our separate ways."

189. (U3C5L1:G1) _____ is defined as any situation where incompatible activities, feelings, or intentions occur together.

- A) Debate
- B) War
- C) Antagonism
- D) Conflict

190. (U3C5L1:G2) T or F: Effective speaking and active listening are the most important skills needed to manage conflict.

- A) True
- B) False

191. (U3C5L1:G3) T or F: Nonverbal communication cues seldom lead to fighting.

- A) True
- B) False

192. (U3C5L1:G4) _____ is defined as any situation where incompatible activities, feelings, or intentions occur together.

- A) Conflict

- B) Jealousy
- C) Combat
- D) Division

193. (U3C5L1:G5) Effective speaking and active listening are the skills most needed to manage _____.

- A) time
- B) persuasive action
- C) conflict
- D) delegation

194. (U3C5L1:G6) T or F: Nonverbal communication can encourage fighting.

- A) True
- B) False

195. (U3C5L1:V1) Choose the term that best matches the definition below.

"Act of annoying continually."

- A) harassment
- B) frustration
- C) effective speaking
- D) territorial

196. (U3C5L1:V2) Choose the term that best matches the definition below.

"Feelings of insecurity, discouragement, or dissatisfaction."

- A) harassment
- B) hostility
- C) frustration
- D) territorial

197. (U3C5L1:V3) Choose the term that best matches the definition below.

"Unfriendly state or action."

- A) harassment
- B) hostility
- C) effective speaking
- D) active listening

198. (U3C5L1:V4) Choose the term that best matches the definition below.

"To go beyond comprehending literally to an empathetic understanding of the speaker."

- A) harassment
- B) miscommunication
- C) effective speaking
- D) active listening

199. (U3C5L1:V5) Choose the term that best matches the definition below.

"An action or process in solving a problem."

- A) miscommunication
- B) solution
- C) effective speaking
- D) frustration

200. (U3C5L1:V6) Choose the term that best matches the definition below.

"Failure to communicate clearly."

- A) miscommunication
- B) frustration
- C) solution
- D) territorial

201. (U3C5L1:V7) Choose the term that best matches the definition below.

"Knowledge and ability to judge."

- A) harassment
- B) relationships
- C) understanding
- D) conflict

202. (U3C5L1:V8) Choose the term that best matches the definition below.

"Particular type of connection existing between people related to or having dealings with each other."

- A) harassment
- B) frustration
- C) active listening
- D) relationships

203. (U3C5L1:V9) Choose the term that best matches the definition below.

"Clash between hostile or opposing elements, ideas, or forces; to show opposition."

- A) harassment
- B) conflict
- C) hostility
- D) miscommunication

204. (U3C5L1:V10) Choose the term that best matches the definition below.

"Of or relating to the geographic area under a given jurisdiction."

- A) harassment
- B) solution
- C) active speaking
- D) territorial

205. (U3C5L1:V11) Choose the term that best matches the definition below.

"Expressing your needs, feelings, and reasons."

- A) solution
- B) frustration
- C) effective speaking
- D) territorial

[Answer Key]

- 1. -
- 2. C
- 3. D
- 4. B
- 5. A
- 6. A
- 7. C
- 8. D
- 9. A
- 10. D
- 11. A
- 12. A
- 13. B
- 14. C
- 15. A
- 16. D
- 17. B

18. D
19. C
20. D
21. B
22. C
23. B
24. B
25. A
26. A
27. C
28. A
29. B
30. A
31. D
32. B
33. A
34. D
35. C
36. A
37. D
38. B
39. D
40. B
41. C
42. A
43. C
44. C
45. B
46. C
47. A
48. B
49. B
50. D
51. B
52. D
53. B
54. A
55. C
56. D
57. B
58. D
59. C
60. C
61. A
62. A
63. B
64. C
65. D
66. B
67. C
68. B
69. A
70. C
71. D

72. B
73. B
74. A
75. A
76. A
77. B
78. A
79. A
80. A
81. C
82. C
83. B
84. A
85. A
86. C
87. A
88. C
89. D
90. A
91. C
92. B
93. D
94. A
95. C
96. A
97. D
98. B
99. A
100. C
101. A
102. B
103. B
104. A
105. B
106. A
107. B
108. B
109. A
110. A
111. B
112. B
113. A
114. C
115. C
116. A
117. A
118. B
119. A
120. B
121. B
122. A
123. C
124. B
125. C

126. D
127. A
128. A
129. A
130. A
131. B
132. A
133. B
134. D
135. A
136. D
137. C
138. A
139. D
140. B
141. A
142. C
143. B
144. D
145. A
146. C
147. A
148. C
149. A
150. D
151. B
152. B
153. D
154. B
155. B
156. C
157. A
158. D
159. B
160. D
161. D
162. A
163. C
164. B
165. -
166. C
167. B
168. A
169. A
170. A
171. D
172. B
173. A
174. B
175. C
176. B
177. A
178. D
179. D

180. B
181. A
182. D
183. C
184. -
185. C
186. D
187. A
188. C
189. D
190. A
191. B
192. A
193. C
194. A
195. A
196. C
197. B
198. D
199. B
200. A
201. C
202. D
203. B
204. D
205. C