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: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.

4. (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

5. (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.

6. (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

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

A) True
B) False

8. ((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

9. (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.

10. (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.

11. (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.

12. (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.

13. (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.

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. (U3C1L2:F1) How important to you are the personal preferences of others?

A) Extremely important - I always try to consider other people's preferences while working with them.
B) Very important - I try to consider other people's preferences while working with them.
C) Somewhat important - I sometimes consider other people's preferences while working with them.
D) Not at all important - As long as we get the job done it doesn't matter what people prefer.

20. (U3C1L2:F2) When I communicate, I am most likely to:

A) Want to be taken seriously and focus on the thinking behind the talk (planner)
B) Take a bottom-line approach and focus on the results (builder)
C) Want people to connect with me and be friendly (relater)
D) Take a light-hearted approach and focus on fun (adventurer)

21. (U3C1L2:F3) When there are things to get done, I am most likely to:

A) Be duty-conscious and follow rules and directions (builder)
B) Talk with others and find ways to help out (relater)
C) Take action (adventurer)
D) Be prepared with details and new ways of doing things (planner)

22. (U3C1L2:F4) When others communicate with me, I prefer them to:

A) Show genuine concern, share feelings, and be honest (relater)
B) Be creative and express ideas (planner)
C) Be concrete and to the point, forget the theory and long explanations (adventurer)
D) Use a strong, short-idea approach and cool the emotions (builder)

23. (U3C1L2:F5) My teacher or supervisor at work could help me stay on track by:

A) Giving me exciting or challenging tasks with quick turnaround times (adventurer)
B) Being a good listener or sounding board (planner)
C) Being on top of things themselves and treating me properly (builder)

D) Giving me people-centered assignments (relater)

24. (U3C1L2:F6) When my plans affect others, I'm likely to:

   A) Support my ideas in a detailed fashion with in-depth explanations (planner)
   B) Want to get going and explain later, only if necessary (adventurer)
   C) Give step-by-step explanations of how the plan will be carried out (builder)
   D) Think about how my plans affect people and how they might react (relater)

25. (U3C1L2:F7) If I'm in a group trying to work together, I really prefer people to:

   A) Thank each other for contributions and help each other (relater)
   B) Know the hierarchy of command and give it recognition (builder)
   C) Be logical and appreciate ideas (planner)
   D) Be spontaneous and have a sense of humor (adventurer)

26. (U3C1L2:G1) T or F: According to Winning Colors®, you can communicate with others more effectively if you use power words that appeal to others preferences.

   A) True
   B) False

27. (U3C1L2:G10) In Winning Colors®, who are the action-oriented who live in the present, are flexible, and thrive on spontaneity?

   A) Adventurers
   B) Planners
   C) Builders
   D) Relaters

28. (U3C1L2:G2) If you exhibit Winning Colors® builder behaviors, which of the following are some of your power words?

   A) Responsible, duty, tradition, money
   B) Leading people, power, results
   C) Be prepared, give directions, do it my way, I like to gets things done now.
   D) All of the above

29. (U3C1L2:G6) Name the four dominant categories of behavior in Winning Colors®.

   A) Activists, Pacifists, Planners, Builders
   B) Relaters, Adventurers, Soloists, Performers
   C) Planners, Builders, Relaters, and Adventurers
   D) Detailers, Globalists, Builder, Relaters

30. (U3C1L2:G7) In Winning Colors®, _____ are quiet, introspective, and detail oriented. They are good listeners and tend to hide their feelings.

    A) Planners
    B) Builders
    C) Relaters
    D) Adventurers

31. (U3C1L2:G8) In Winning Colors®, natural leaders who express themselves openly and directly and are also rule-governed, dependable, and loyal are known as _____.

    A) Planners
    B) Builders
    C) Relaters
    D) Adventurous

32. (U3C1L2:G9) In Winning Colors®, those who like sharing ideas and feelings, who work well in teams, and who are social and love to talk are known as _____.

    A) Relaters
    B) Planners
    C) Builders
    D) Adventurous

33. (U3C1L2:Q1) You are a Cadet Platoon Sergeant. Cadet Cleveland is the squad leader of a very diverse squad. Cadet Cleveland is usually a very effective communicator, but he is getting frustrated because he always has to repeat instructions several times before his whole squad understands.

What should you do to help him understand why he has to explain more than once, and what he can do to improve understanding by his diverse squad?

    A) Tell him that sometimes leaders have to explain themselves more than once, even with squads that are not too diverse.
    B) Tell him that since he has a very diverse squad, he may always have to explain things more than once, but to pay attention for words that effectively get his message across, and to use them more often.
    C) Have him re-evaluate his own comfort zone and natural behaviors because they are probably different from what he first thought.
    D) Give him a list of power words to randomly use when he gives instructions so that at least some of his Cadets will understand.

34. (U3C1L2:Q2) Cadets Hill and Franklin argued with each other every time they planned a task together. To try and stop this from occurring, their JROTC Instructor designed a task just for them. The next time they were assigned to work together, she gave each of them a list of Winning Colors® power words and told them that when they spoke to each other, they had to use at least one power word in each sentence. To their surprise, they stopped arguing. What answer best describes why this happened?

Cadet Hill's Adventurer   Cadet Franklin's Planner
   Power Words: Power Words:

 * Do it now   * Being my best
 * Risk   * Thinking
 * Test the limits   * Exactness
 * Excitement   * Knowing the future
 * Freedom   * Caring
 * Fun   * Analyzing
 * Challenge   * Knowing more

    A) The Instructor forced them to use their own power words and natural behaviors when talking to the other.
    B) The Instructor forced them to use their own power words to get both of them out of their comfort zones.
    C) The Instructor gave them power words that helped strengthen their arguments, so when they both realized that neither of them would win, they stopped arguing.
    D) The Instructor forced them to use power words that matched the other's preferences, and didn't produce tension between them.

35. (U3C1L2:Q3) Cadets Franklin and Smith have been best friends since they were five years old. After they determined their Winning Colors® preferences, it seemed like they had very little in common. Cadet Franklin was strong in planning and relating behaviors, and Cadet Smith was strong as a builder and adventurer. Both of them realized that they did work better with others at times, and their friendship began to fall apart.

What would be the best thing to say to help them remain friends?

    A) "Behaviors work in many ways, and if you tried to appreciate the differences, you would probably find that they compliment each other, just like you."
    B) Nothing. Sometimes people just outgrow friendships.
    C) "This exercise was to help increase communication within a diverse society. It doesn't have anything to do with friendship, so you should still be friends."
    D) Nothing. They probably shouldn't have been friends in the first place because their preferences were different.

36. (U3C1L2:Q4) Jason was called a "go-getter" by his friends and family. He was always

taking risks and challenging himself, and sometimes it seemed like he would go too far and possibly get hurt. However, before he did something, he always researched it, analyzed the risks, and then decided whether the risk was worth taking or not.

How would you list Jason's two most dominant behavior preferences?

   A) Adventurer and Relater
   B) Adventurer and Builder
   C) Planner and Adventurer
   D) Planner and Builder

37. (U3C1L2:V1) Choose the word that best describes the scenario below.

Jake has specific tastes when it comes to food. His favorite type is Italian. What is another word to describe Jake's taste in food?

   A) natural
   B) preference
   C) comfort zone

38. (U3C1L2:V2) Choose the word that best describes the scenario below.

Some activities are very easy for Jennifer. For example, she is great at tennis, but horrible at basketball. What is another word to describe how easy tennis is for Jennifer?

   A) natural
   B) preference
   C) comfort zone

39. (U3C1L2:V3) Choose the word that best describes the scenario below.

Every time Betty sees Mexican food cooked by her grandmother, she smiles without realizing it. Eating food cooked by her grandmother makes her happy, and she feels good and safe with her family. This feeling would be what for Betty?

   A) natural
   B) preference
   C) comfort zone

40. (U3C1L3:G1) What is emotional intelligence?

   A) A learned ability to identify, experience, understand, and express human emotion in healthy and productive ways.

B) How smart one is as is measured by standardized tests like the ACT and SAT.
C) A willingness to seek emotional counseling.
D) The habit of locking your emotions tightly inside yourself to avoid embarrassment.

41. (U3C1L3:G2) What does the Interpersonal Deference scale measure on the Personal Skills Map?

A) The degree to which you are comfortable bossing others around.
B) The degree to which you are willing to delegate responsibilities to subordinates.
C) The degree to which your communication style is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of your thoughts, feelings, and behaviors.
D) Your comfort level in letting others take credit for the success of a team.

42. (U3C1L3:G3) What does the change orientation scale measure on the Personal Skills Map?

A) It measures your willingness to self-disclose your weaknesses.
B) It measures your opposition to trying new things.
C) It measures your need for a new uniform based on human growth patterns.
D) It measures your motivation and readiness to change your skills.

43. (U3C1L3:G4) What is the difference between intrapersonal skills and interpersonal skills?

A) Intrapersonal skills are those that occur by yourself. Interpersonal skills are those that occur with others.
B) Intrapersonal means between two others; Interpersonal means between a group.
C) Intrapersonal entails positive self-talk, while interpersonal entails cheering others on.
D) There is no difference in these skills.

44. (U3C1L3:G5) What does the Self-Esteem scale measure on the Personal Skills Map?

A) How vain you are.
B) It measures how well you can take constructive criticism from others.
C) It measures your self-perceived level of personal worth.
D) It measures your ability to "read" others, or your emotional intelligence.

45. (U3C1L3:G6) What does the Empathy Scale measure on your Personal Skills Map?

A) It measures your emotional and intellectual affinity for others' problems.
B) It measures how sympathetic you are to others in a crisis.
C) It measures the firing of neurons in the brain.
D) It measures your ability to sense, understand, and accept another person's thoughts, feelings, and behaviors.

46. (U3C1L3:G7) What does the Sales Orientation/Leadership scale measure on the Personal

Skills Map?

A) It measures your ability to read the emotions of others.
B) It measures how you perceive your skills at positively impacting and influencing the actions of other people.
C) It measures your likeliness of succeeding in a sales career.
D) It measures how good you are at giving directions.

47. (U3C1L3:G8) Define "adaptability."

A) A tool for changing 110 volt outputs to 220 volt outputs.
B) A measure of a person's willingness to delegate authority.
C) A quality that describes BDU material's ability to remain unseen.
D) Capability or willingness to adapt or change.

48. (U3C1L3:G9) A learned ability to identify, experience, understand, and express human emotions in healthy and productive ways is called _____.

A) book smarts
B) people smarts
C) intelligence quotient

D) emotional intelligence

49. (U3C1L3:Q1) Craig's success profile showed that he needs a lot of improvement in time management, stress management, and physical wellness. He also needs to improve his self-esteem and interpersonal assertion skills. He was overwhelmed at first, but after six months, his JROTC Instructor commended him for improving in all five areas.

Which of the following key emotional skills most allowed Craig to improve in all of these areas?

A) Time Management
B) Stress Management
C) Physical Wellness
D) Change Orientation

50. (U3C1L3:Q2) You are a platoon sergeant. Some Cadets in one of your squads complained that Cadet Hill, their squad leader, asks for their input to help make decisions, but then dismisses their ideas as stupid and useless. The Cadets even said that he said, "Don't think you're going to get me fired by making me look bad with your ideas." Cadet Hill seems confident and always seems to get assigned tasks done on time, but you have noticed a lack of motivation in his squad lately, so you ask to talk to him. What should you say to him?

A) "Cadet Hill, your squad is talking bad about you, so you better get them in line."
B) "Cadet Hill, I want to help you improve your commitment ethic skills."
C) "Cadet Hill, I want to help you improve your decision-making skills.
D) "Cadet Hill, I want to help you improve your interpersonal aggression skills."

51. (U3C1L3:Q3) You are a Platoon Leader. Cadet Kent is one of your squad leaders. Even though she writes and speaks well, she seems to have trouble communicating with her squad. Today you saw her assign tasks to squad members who are very busy, while other Cadets have nothing to do. Cadet Kent doesn't seem to sense or understand their feelings of frustration.

What key emotional skill would you recommend she focus on as part of her personal skills plan?

A) Decision Making
B) Drive Strength/Motivation
C) Empathy
D) Interpersonal Aggression

52. (U3C1L3:Q4) Jonah, a freshman Cadet, is an excellent student who gets "straight A's." He knows all of the drill movements and commands, and he always performs well on individual tasks. He thinks that because he is technically proficient, he should be in a leadership position. The instructor and some of the senior Cadets told him that being technically proficient is good, but he has trouble relating positively to the other Cadets, so he has to develop his communication and interpersonal skills before he gets promoted.

When he complains about their decision to you, what should you tell him they are trying to do?

A) "You know a lot, but they're trying to help you develop your emotional intelligence to help you become a good leader."
B) "You know a lot, but they're trying to help you develop your interpersonal deference skills to help you become a good leader."
C) "You know a lot, but they're trying to help you develop your stress management skills to help you become a better leader."
D) "You know a lot, but they're trying to help you develop your drive strength/motivation skills to help you become a better leader."

53. (U3C1L3:V1) Choose the word that best completes the sentence below.

The _____ scale indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map.

A) change orientation

B) intrapersonal
C) persistence
D) adaptability

54. (U3C1L3:V2) Choose the word that best completes the sentence below.

When you choose to go on resolutely or stubbornly in spite of the opposition, you are showing _____.

A) change orientation
B) deference
C) persistence
D) adaptability

55. (U3C1L3:V3) Choose the word that best completes the sentence below.

Skills that occur by yourself are _____ skills.

A) adaptability
B) intrapersonal
C) assertion
D) deference

56. (U3C1L3:V4) Choose the word that best completes the sentence below.

The willingness and capability to change is known as _____.

A) emotional intelligence
B) intrapersonal
C) deference
D) adaptability

57. (U3C1L3:V5) Choose the word that best completes the sentence below.

_____ is the learned ability to identify, experience, understand, and express human emotions in healthy and productive ways.

A) Change orientation
B) Intrapersonal
C) Emotional intelligence

D) Adaptability

58. (U3C1L3:V6) Choose the word that best completes the sentence below.

The Interpersonal _____ scale indicates how effectively an individual uses direct, honest, and appropriate expression of thoughts, feelings, and behaviors in dealings with others.

    A) Assertion
    B) Intrapersonal
    C) Persistence
    D) Deference

59. (U3C1L3:V7) Choose the word that best completes the sentence below.

When you show respect and esteem to a superior or an elder, you are showing _____.

    A) persistence
    B) intrapersonal
    C) deference
    D) emotional intelligence

60. (U3C1L3N:Q1) The first step in continuous improvement is to _____.

    A) identify the problem
    B) gather information about a problem
    C) continuously evaluate performance
    D) decide what needs improvement

61. (U3C1L3N:Q2) Continuous improvement is a process that is only used in the military and JROTC.

    A) True
    B) False

62. (U3C1L3N:Q3) The product of your continuous improvement process is a(n) _____.

    A) documented plan
    B) written critique of the performance of individual team members
    C) service learning plan
    D) academic success plan

63. (U3C1L3N:Q4) Developing solutions is part of the continuous improvement process. When

you develop possible solutions, it is important to _____.

    A) collaborate with others outside of your team
    B) brainstorm with your team members
    C) criticize solutions that are not workable
    D) judge all solutions with an open mind

64. (U3C1L3N:Q5) The purpose of the Memorandum of Instruction (MOI) is to _____.

    A) instruct your team members how to perform a task
    B) remind your team members what their tasks are
    C) inform team members about the Continuous Improvement Plan
    D) analyze what worked and what didn't

65. (U3C1L3N:Q6) The After Action Review document should compare what you planned to accomplish in your Continuous Improvement Plan with _____.

    A) what you actually accomplished
    B) the problem addressed by the plan
    C) how individual team members performed
    D) what you communicated to your Battalion

66. (U3C1L3N:Q7) In the JPA briefing, the team leader is the only person who speaks in the presentation.

    A) True
    B) False

67. (U3C1L3N:Q8) Your JPA briefing is primarily assessed on content; your attire and communication style don't matter very much.

    A) True
    B) False

68. (U3C1L3N:V1) _____ is the process of certifying that all requirements of a school, curriculum, etc., have been met.

    A) Collaboration
    B) Certification
    C) Accreditation
    D) Requirementation

69. (U3C1L3N:V2) The act of working together is _____.

A) continuous improvement

B) collaboration

C) mitigation

D) socialization

70. (U3C1L3N:V3) Continuous improvement is _____.

A) the ongoing process of improvement

B) the continuous process of defining goals and problems

C) the ongoing process of working with your Battalion

71. (U3C1L3N:V4) Adding on to something, often in a series of small steps is the definition of _____.

A) mitigate

B) improvement

C) incremental

D) additional

72. (U3C1L3N:V5) Mitigate is to _____.

A) mix multiple solutions together

B) brainstorm for the purpose of creating multiple solutions

C) move from one phase of the continuous improvement process to the next phase

D) overcome or fix a problem

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

A) True

B) False

74. (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.

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

A) True

B) False

76. (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

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

    A) True
    B) False

78. (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

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

    A) Passive
    B) Aggressive
    C) Lenient
    D) Strict

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

    A) passive
    B) secondary
    C) active
    D) kinesthetic

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

    A) True
    B) False

82. (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

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

A) True
B) False

84. (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

85. (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.

86. (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.

87. (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."

88. (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.

89. (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.

90. (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.

91. (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.

92. (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.

93. (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.

94. (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.

95. (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.

96. (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.

97. (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.

98. (U3C1L5:F1) How do you know you are moving toward success?

A) You reach your goals quickly and easily without any obstacles.
B) You make a lot of money during your life regardless if any goals are met.
C) You see self-improvement and forward movement toward your goals.
D) Others tell you that you are doing a good job and you are a good person.

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101. (U3C1L5:F2) Which Quarterbacks of Life Student Mentoring Program's Stepping Stones to Success was not used by Sophia in this scenario?

"Sophia knew she could sing and dreamed of being on American Idol. One day she found out auditions were being held, so she and four of her friends left school and headed down to the audition. After getting the "yellow ticket" to go to Hollywood, she was devastated when her parents told her they didn't have the money for airfare."

A) Dreams and Goals
B) Self-Esteem (Resource Review)

C) Team Support
D) Decide & Plan
E) Positive Mental Attitude

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A) Dreams and Goals
B) Self-Esteem (Resource Review)
C) Team Support
D) Decide & Plan
E) Positive Mental Attitude

104. (U3C1L5:F3) Which Quarterbacks of Life Student Mentoring Program's Stepping Stones to Success was not used by Jake in this scenario?

"Jake always wanted to play basketball in high school. Everyday he practiced at a local park with his friends and they really supported his goal. When he got to high school, he got all the information for try outs but shocked his friends when he decided not to go. He told them he didn't think he was good enough and decided to give up his dream."

A) Dreams and Goals
B) Self-Esteem (Resource Review)
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    B) Self-Esteem (Resource Review)
    C) Team Support
    D) Decide & Plan
    E) Positive Mental Attitude

107. (U3C1L5:F4) Which goal about hiking the Appalachian Trail is doable, observable, measurable, helpful, and risk tolerable?

    A) I would like to hike the Appalachian Trail sometime before I die so I can say I did it and make my friends proud.
    B) I would like to hike the Appalachian Trail before this summer ends and fill at least one trash bag with litter as I walk.
    C) I would like to hike 10 miles of the Appalachian Trail in less than 30 minutes.

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110. (U3C1L5:F5) Which Quarterbacks of Life Student Mentoring Program's Success Stopper was encountered by Frank in this scenario?

"Frank's friends begged him for weeks to go with them to hike the Appalachian Trail. He didn't want them to get mad so he finally said yes. During the hike, he complained a lot that his feet hurt and he was tired. His friends got so fed up with his complaining that they got mad at him anyway."

A) Too dangerous
B) Negative attitude
C) Anxiety & depression
D) Lack of self-confidence
E) Fear

111. (U3C1L5:F5) Which Quarterbacks of Life Student Mentoring Program's Success Stopper was encountered by Frank in this scenario?

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    C) Anxiety & depression
    D) Lack of self-confidence
    E) Fear

113. (U3C1L5:V1) What is the definition of the word "dreams"?

    A) Very special people who are standouts in the way they conduct their lives and lead by example
    B) A process of self-improvement that leads to forward movement in the direction of your goals
    C) Being able to beat out your competition and being the best at what you do
    D) Powerful creations of the mind that inspire your passion for what you desire

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116. (U3C1L5:V2) What is the definition of the term "Success Stoppers?"

    A) Personal and environmental factors, real and imagined, that have the potential to halt your forward movement toward goal attainment
    B) A five step process that maps a pathway to success; the outcome of which contributes to your self-improvement and forward movement toward goal attainment

C) What happens to you when you experience positive growth emanating from what you learn about yourself, others, your goals, and the world around you

D) People who get in your way and try to stop you from being successful because they don't believe in the same goals as you

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119. (U3C1L5:V3) What is the definition of the word "success"?

A) Very special people who are standouts in the way they conduct their lives and lead by example

B) A process of self-improvement that leads to forward movement in the direction of your goals

C) Being able to beat out your competition and being the best at what you do

D) The ability to make a lot of money as one accomplishes his/her personal goals

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122. (U3C1L5:V4) What is the definition of the phrase "Stepping Stones to Success?"

A) What happens to you when you experience positive growth emanating from what you learn about yourself, others, your goals, and the world around you
B) Personal and environmental factors, real and imagined, that have the potential to halt your forward movement toward goal attainment
C) The ability to make more money each year as you walk the pathways of life towards being very successful
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125. (U3C1L5:V5) What is the definition of the word "self-improvement"?

A) A five step process that maps a pathway to success; the outcome of which contributes to your self-improvement and forward movement toward goal attainment

B) What happens to others when they sense your growth and feel very proud of you for all that you have accomplished

C) What happens to you when you experience positive growth emanating from what you learn about yourself, others, your goals, and the world around you

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128. (U3C1L5:V6) What is the definition of the phrase "Quarterbacks of Life"?

A) Very special people who are standouts in the way they conduct their lives and lead by example

B) A process of self-improvement that leads to forward movement in the direction of your goals

C) Powerful creations of the mind that inspire your passion for what you desire

D) People that play football and are very successful making a lot of money

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        C) Powerful creations of the mind that inspire your passion for what you desire

        D) People that play football and are very successful making a lot of money

131. (U3C2L1:F1) Which of the following involves higher level thinking skills?

        A) pulling your hand away from a hot stove

        B) studying for a geometry test

        C) reacting to a threat

        D) getting into a fight

132. (U3C2L1:G1) What are the three parts of the human brain?

        A) Neocortex, limbic system, and brain stem

        B) Forehead, cranium, and spine

        C) Brain stem, reptilian brain, and R-complex

        D) Limbic system, cerebral hemisphere, and the sensory gate

133. (U3C2L1:G10) T or F: Most nerve cells in the brain that humans use are produced by the time we are born.

        A) True

        B) False

134. (U3C2L1:G11) What part of the brain is responsible for transforming short-term information into long-term memory?

        A) White matter

        B) The axon

        C) The corpus callosum

        D) The hippocampus

135. (U3C2L1:G12) What part of the brain is highly developed and capable of the deliberation

and associations necessary for complex thinking and problem solving?

   A) White matter
   B) Limbic System
   C) The cortex
   D) Amgydala

136. (U3C2L1:G13) What is a limbic system?

   A) A group of subcortical structures (the hypothalamus, hippocampus, and amygdala) of
the brain that are concerned especially with emotion and motivation.
   B) A system of organization of economic resources.
   C) A system for artificial intelligence.
   D) A fitness training system used in the Cadet challenge.

137. (U3C2L1:G14) The _____ is the oldest part of the brain, sometimes called the
reptilian brain, that connects the spinal cord with the forebrain and cerebrum.

   A) Left hemisphere
   B) Brain stem
   C) Right hemisphere
   D) Neocortex

138. (U3C2L1:G15) The neocortex, or cerebral cortex, is the part of the brain where
_____ are believed to be processed.

   A) emotions
   B) basic survival needs
   C) fight or flight responses

   D) higher order and abstract thoughts

139. (U3C2L1:G16) _____ is sensory overload that occurs when too much data is getting
through to the brain.

   A) Reticular formation
   B) Bi-lateral transfer
   C) Reptilian response
   D) Sensory flooding

140. (U3C2L1:G17) A neuron spike point that regulates transmission of stimuli to the brain is

called _____.

A) Sensory gating
B) Corpus callosum
C) Bi-lateral transfer
D) A reflex response

141. (U3C2L1:G2) The oldest part of the brain, sometimes called the reptilian brain or R-complex, processes basic survival needs and is also called _____.

A) Cerebral cortex
B) Neocortex
C) An axon
D) Brain stem

142. (U3C2L1:G21) Define "intelligence."

A) The capacity to acquire and apply knowledge; the faculty of thought and reason.
B) How well one does in school.
C) The equivalent of one's grade point average.
D) The ability one has to read and adjust to another person's emotions.

143. (U3C2L1:G3) The part of the brain responsible for emotions and for transmitting incoming messages to either the R-complex or the neocortex is called the _____.

A) Cerebral Cortex
B) Limbic System
C) Cerebral Hemisphere
D) Axon of a neuron

144. (U3C2L1:G4) The part of the brain where higher order and abstract thoughts are believed to be processed is called the _____.

A) Neocortex (or cerebral cortex)
B) Reptilian complex
C) Cerebellum
D) Limbic System

145. (U3C2L1:G5) When examined from the top, the brain is composed of two interconnected lobes called the _____.

A) Cerebral hemispheres
B) Globes

C) Gray matter
D) Cones

146. (U3C2L1:G6) What is sensory flooding?

A) Sensory overload that occurs when too much data is getting through to the brain.
B) A sensation caused by a lack of sleep.
C) A byproduct of dehydration.
D) Sensory overload caused by multi-tasking.

147. (U3C2L1:G7) What is sensory gating?

A) Knowing when you are getting overstimulated so you can turn off the television, computer, or music.
B) A neuron spike point that regulates transmission of stimuli to the brain.
C) A long fiber that sends electrical impulses to the brain.
D) The part of the brain where emotions are gauged and assessed.

148. (U3C2L1:G8) What is an axon of a neuron?

A) Long fibers that send electrical impulses and release neuron transmitters.
B) The part of the brain where higher order and abstract thoughts are processed.
C) Two interconnecting lobes that join the brain hemisphere together.
D) The nucleus of a brain cell.

149. (U3C2L1:G9) What is neural plasticity?

A) The ability of neural circuitry to acquire nearly any function.
B) The elasticity of the spine that allows it to absorb the shock of walking or running.
C) The inability of neurons in the brain to recover after injury or illness.
D) The brain's ability to store short and long term memory.

150. (U3C2L1:Q1) When you turned on your TV to watch the news, you saw a man describe what he did when he found himself in the middle of a shootout between police and a bank robber. He said, "When I heard that first bullet, I jumped over the hood of my car and got down behind that brick wall. I didn't even think about it."

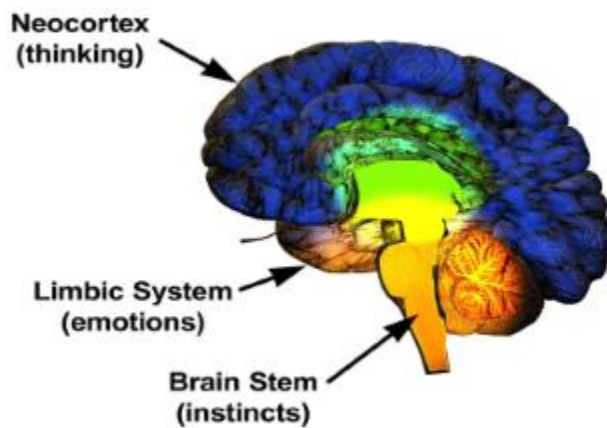Match the part of the brain that triggered his response.
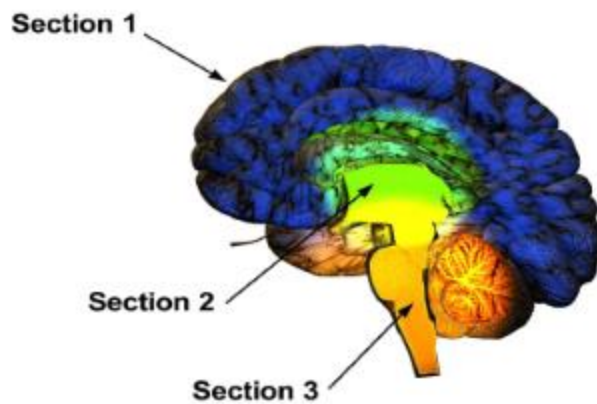
- A) Brain Stem - Section 3
- B) Cerebral Cortex - Section 1
- C) Limbic System - Section 2
- D) Neocortex - Section 3

151. (U3C2L1:Q2) Mike always studies for his Geometry tests, but he often "stresses out" before the test and does poorly.

What is a likely cause of this?

    A) His brain is "downshifting," and information processing is moving from the neocortex to the brain stem.
    B) His emotions cause the limbic system to take over all thinking processes.
    C) His neocortex, the largest part of the brain, takes over the emotions and sensory information.

D) His whole brain becomes more efficient, and all the parts are in action at the same time.

152. (U3C2L1:Q3) Carefully read the following sentences, and select which option (A-D) is correct. "Decision making, voluntary muscle movement, and responses to the rest of the brain occur in the frontal lobes. Additionally, the temporal lobes process speech and smell information."
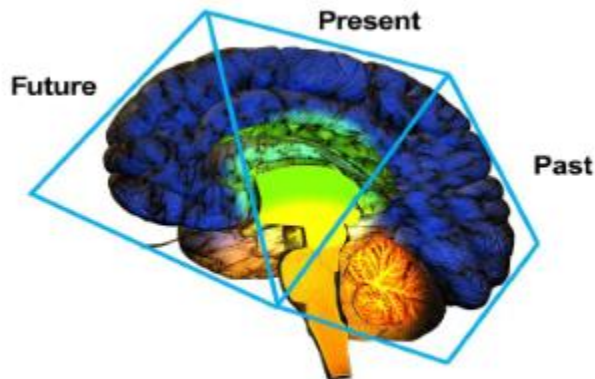
    A) Change "frontal" to "temporal"
    B) Change "frontal" to "occipital"
    C) Change "temporal" to "frontal"
    D) Change "temporal" to "occipital"

153. (U3C2L1:Q4) Chris was trying to referee an argument between three friends. Even though he did his best to listen, all three friends were talking at once. When he became unsure of who said what, he said, "Whoa! That's too much information at once, and I can't evaluate what you mean!"

What was Chris implying about the status of his brain functions?

    A) He's implying that he reached his neuron spike point, which was causing his brain to stop his aural senses from working.
    B) He's implying that he reached his sensory flooding stage and was unable to process the information.
    C) He's implying that his neurotransmitters have stopped transmitting synapses.
    D) He's implying that his sensory cortex and motor cortex are having difficulty processing information from his body's sensory systems.

154. (U3C2L1:V1) Choose the word that best matches the definition below.

"Also called the neuron spike point, regulates the transmission of stimuli to the brain."

      A) synapse
      B) neural plasticity
      C) axon
      D) sensory gating

155. (U3C2L1:V10) Choose the word that best matches the definition below.

"When looked at from the top, the brain is composed of two interconnected _____."

      A) limbic systems
      B) brain stems
      C) cerebral hemispheres
      D) neurotransmitters

156. (U3C2L1:V11) Choose the word that best matches the definition below.

"A chemical molecule (such as norepinephrine or acetylcholine) that transmits nerve impulses across a synapse, within and between brain cells."

      A) synapse
      B) neurotransmitter
      C) neural plasticity
      D) sensory gating

157. (U3C2L1:V12) Choose the word that best matches the definition below.

"Concerns the property of neural circuitry to potentially acquire (given appropriate training) nearly any function."

      A) sensory gating
      B) sensory flooding
      C) neurons
      D) neural plasticity

158. (U3C2L1:V2) Choose the word that best matches the definition below.

"Any of the branching protoplasmic processes that conduct impulses toward the body of a

nerve cell."

    A) sensory flooding
    B) dendrite
    C) neurotransmitter
    D) neurons

159. (U3C2L1:V3) Choose the word that best matches the definition below.

"The space between nerve cells; the point at which a nervous impulse passes from one neuron to another."

    A) synapse
    B) dendrite
    C) axon
    D) sensory gating

160. (U3C2L1:V4) Choose the word that best matches the definition below.

"Long fibers that send electrical impulses and release neurotransmitters."

    A) limbic system
    B) neural plasticity
    C) axon
    D) sensory flooding

161. (U3C2L1:V5) Choose the word that best matches the definition below.

"Occurs when too much data are getting through to the brain."

    A) sensory flooding
    B) cerebral hemisphere
    C) neurotransmitter
    D) sensory gating

162. (U3C2L1:V6) Choose the word that best matches the definition below.

"The highly wrinkled layer of the cerebrum and cerebellum (forebrain); also referred to as gray matter."

A) synapse
B) limbic system
C) cortex
D) brain stem

163. (U3C2L1:V7) Choose the word that best matches the definition below.

"The oldest part of brain composed of the mesencephalon, pons, and medulla oblongata, and connecting the spinal cord with the forebrain and cerebellum; also referred to as the reptilian brain."

A) neurotransmitter
B) brain stem
C) cerebral hemisphere
D) neurons

164. (U3C2L1:V8) Choose the word that best matches the definition below.

"A group of subcortical structures (such as the hypothalamus, hippocampus, and amygdala) of the brain that are concerned especially with emotion and motivation."

A) neural plasticity
B) dendrite
C) axon
D) limbic system

165. (U3C2L1:V9) Choose the word that best matches the definition below.

"A grayish or reddish granular cell with specialized processes that is the fundamental functional unit of nervous tissue in the brain."

A) neurons
B) dendrite
C) axon
D) sensory gating

166. (U3C2L2:F1) The mental process of knowing is known as what?

A) Dominant

B) Cognition

C) Global

D) Synthesis

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A) Dominant

B) Cognition

C) Global

D) Synthesis

168. (U3C2L2:F2) Both hemispheres of the brain are equally balanced. One is never dominant over the other.

A) True

B) False

169. (U3C2L2:F2) Both hemispheres of the brain are equally balanced. One is never dominant over the other.

A) True

B) False

170. (U3C2L2:F3) The ability of the brain to transmit data processed in one hemisphere and coordinate and integrate it with data processed in other areas is known as what?

A) Analysis

B) Cognition

C) Corpus Callosum

D) Bilateral transfer

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A) Analysis

B) Cognition

C) Corpus Callosum

D) Bilateral transfer

172. (U3C2L2:Q1) You are trying to motivate yourself to study for an important test. You close your eyes and picture yourself walking across a stage and receiving your bachelor's degree from the college president. The audience is clapping and cheering. When you open your eyes, you find that you are ready to study. Which technique did you just apply?

A) Affirmation
B) Bilateral transfer
C) Brain dominance
D) Goal-state visualization

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A) Affirmation
B) Bilateral transfer
C) Brain dominance
D) Goal-state visualization

174. (U3C2L2:Q2) During summer camp, Simon was supposed to rappel down a 75-foot cliff. He told the counselor that he wasn't going to do it because he was afraid of heights. The counselor told Simon to keep telling himself. "I'll turn down my fear and turn up my confidence." Simon rappelled down the cliff later that day. Which technique helped Simon face and overcome his fear?

A) Affirmation
B) Bilateral transfer

C) Brain dominance
D) Goal-state visualization

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B) Bilateral transfer
C) Brain dominance
D) Goal-state visualization

176. (U3C2L2:Q3) Which of the following statements is most accurate?

A) Logical, sequential, and analytical skills occur only on the left side of the brain.
B) The right side of the brain is where all competitive, creative, and musical skills occur.
C) People use both sides of the brain to coordinate, synchronize, and store information.
D) A person can choose which side of their brain they want to be dominant.

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178. (U3C2L2:V1) Choose the word that best completes the sentence below.

_____ is involving the entire earth.

A) Dominant
B) Specialized
C) Global
D) Hemispheres

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A) Dominant
B) Specialized
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D) Hemispheres

180. (U3C2L2:V10) Choose the word that best completes the sentence below.

After the brain splits up functioning, it will coordinate and _____ information processing from the two hemispheres.

A) analysis
B) synchronize
C) corpus callosum
D) cognition

181. (U3C2L2:V10) Choose the word that best completes the sentence below.

After the brain splits up functioning, it will coordinate and _____ information processing from the two hemispheres.

A) analysis
B) synchronize
C) corpus callosum
D) cognition

182. (U3C2L2:V11) Choose the word that best completes the sentence below.

A _____ is the ability of the brain to transmit data processed in one hemisphere and coordinate and integrate it with data processed in other areas.

A) dominant
B) specialized
C) global
D) bilateral transfer

183. (U3C2L2:V11) Choose the word that best completes the sentence below.

A _____ is the ability of the brain to transmit data processed in one hemisphere and coordinate and integrate it with data processed in other areas.

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B) specialized
C) global
D) bilateral transfer

184. (U3C2L2:V12) Choose the word that best completes the sentence below.

_____ is supplying mutual needs or offsetting mutual lacks.

    A) Dominant
    B) Specialized
    C) Global
    D) Complementary

185. (U3C2L2:V12) Choose the word that best completes the sentence below.

_____ is supplying mutual needs or offsetting mutual lacks.

    A) Dominant
    B) Specialized
    C) Global
    D) Complementary

186. (U3C2L2:V2) Choose the word that best completes the sentence below.

Both hemispheres of the brain are involved in higher _____ functioning.

    A) cognition
    B) analysis
    C) dominant
    D) synchronize

187. (U3C2L2:V2) Choose the word that best completes the sentence below.

Both hemispheres of the brain are involved in higher _____ functioning.

    A) cognition
    B) analysis
    C) dominant
    D) synchronize

188. (U3C2L2:V3) Choose the word that best completes the sentence below.

A particular place is known as _____.

    A) analysis
    B) complementary
    C) corpus callosum
    D) local

189. (U3C2L2:V3) Choose the word that best completes the sentence below.

A particular place is known as _____.

    A) analysis
    B) complementary
    C) corpus callosum
    D) local

190. (U3C2L2:V4) Choose the word that best completes the sentence below.

The bundles of fibers connecting the two sides of the brain are known as the _____.

    A) complementary
    B) corpus callosum
    C) hemispheres
    D) analysis

191. (U3C2L2:V4) Choose the word that best completes the sentence below.

The bundles of fibers connecting the two sides of the brain are known as the _____.

    A) complementary
    B) corpus callosum
    C) hemispheres
    D) analysis

192. (U3C2L2:V5) Choose the word that best completes the sentence below.

The brain devotes areas to _____ or specific tasks.

    A) dominant

B) specialized
C) global
D) hemispheres

193. (U3C2L2:V5) Choose the word that best completes the sentence below.

The brain devotes areas to _____ or specific tasks.

A) dominant
B) specialized
C) global
D) hemispheres

194. (U3C2L2:V6) Choose the word that best completes the sentence below.

Only within the last 40 years has science shown that the left- and right- brain _____ have unique and specific functions.

A) hemispheres
B) analysis
C) cognition
D) bilateral transfer

195. (U3C2L2:V6) Choose the word that best completes the sentence below.

Only within the last 40 years has science shown that the left- and right- brain _____ have unique and specific functions.

A) hemispheres
B) analysis
C) cognition
D) bilateral transfer

196. (U3C2L2:V7) Choose the word that best completes the sentence below.

_____ is the study of something complex.

A) Dominant
B) Specialized
C) Analysis

D) Synchronize

197. (U3C2L2:V7) Choose the word that best completes the sentence below.

_____ is the study of something complex.

   A) Dominant
   B) Specialized
   C) Analysis
   D) Synchronize

198. (U3C2L2:V8) Choose the word that best completes the sentence below.

The brain can also perform a _____; this is when it combines new information and experiences with existing knowledge, memories, beliefs, values, and emotions.

   A) synchronize
   B) synthesis
   C) dominant
   D) local

199. (U3C2L2:V8) Choose the word that best completes the sentence below.

The brain can also perform a _____; this is when it combines new information and experiences with existing knowledge, memories, beliefs, values, and emotions.

   A) synchronize
   B) synthesis
   C) dominant
   D) local

200. (U3C2L2:V9) Choose the word that best completes the sentence below.

Being _____ includes exercising the most influence or control.

   A) hemispheres
   B) analysis
   C) bilateral transfer
   D) dominant

201. (U3C2L2:V9) Choose the word that best completes the sentence below.

Being _____ includes exercising the most influence or control.

A) hemispheres
B) analysis
C) bilateral transfer
D) dominant

202. (U3C2L3:G1) A person's _____ is a way a person gathers and processes information.

A) temperament
B) winning color
C) attitude
D) learning style

203. (U3C2L3:G10) T or F: Metacognition is the ability to bring your perceptions and processing into conscious consideration.

A) True
B) False

204. (U3C2L3:G11) A _____ is a pattern imposed on complex reality or experience to assist in explaining it, to mediate perception, or to guide responses to it.

A) Rule
B) Pattern
C) Response
D) Schema

205. (U3C2L3:G12) A _____ learner predominately uses the left hemisphere of his or her brain to focus on details.

A) Hemispheric
B) Compartmentalized
C) Analytic
D) Specific

206. (U3C2L3:G13) What's the difference between an analytic and a global learner?

A) Analytic learners are right brained and focus on detail while global learners are left brained and focus on arts and humanities.
B) Analytics are left brained and global are right brained.
C) Analytic learners favor information delivered bit-by-bit and arranged logically. They

favor predictability, planning, and rules. Global learners favor large ideas and the purpose behind specifics. They tolerate disorganization and rule-breaching.

       D) Analytic learners gather information haphazardly while global learners favor small ideas delivered logically.

207. (U3C2L3:G15) T or F: A person's learning style is the way a person gathers and processes information.

    A) True
    B) False

208. (U3C2L3:G16) A response that does not require thought but rather one that occurs without consciousness is called _____.

    A) a reflex response
    B) a spontaneous response

    C) a conscious response
    D) an intentional response

209. (U3C2L3:G17) Auditory, Kinesthetic/Tactile, and Visual are three types of _____.

    A) Study skills
    B) Performance standards
    C) Learning styles
    D) Leadership styles

210. (U3C2L3:G18) The ability to use different sensory channels that dominate how we acquire new information is called _____.

    A) Information modality
    B) Perceptual dominance
    C) Perceptual modality

    D) Sensory modality

211. (U3C2L3:G19) Those who learn by listening are called _____.

    A) Visual learners

B) Kinesthetic learners
C) Auditory learners
D) Tactile learners

212. (U3C2L3:G2) What is a "reflex" response?

   A) A response that does not require thought but rather one that occurs without consciousness.
   B) A response that requires thought and planning.
   C) An involuntary response, like a sneeze, that one can control.
   D) The ability of the brain to transmit data from one hemisphere to another without thinking about that transfer of data.

213. (U3C2L3:G20) Those who learn new information through touch and movement are called _____.

   A) Visual learners
   B) Kinesthetic/Tactile learners
   C) Auditory learners
   D) Active learners

214. (U3C2L3:G21) Those who learn by looking, watching, and reading are called _____.

   A) Auditory learners
   B) Visual learners
   C) Kinesthetic learners

   D) Tactile learners

215. (U3C2L3:G22) What is "metacognition?"

   A) To think about metaphysical worlds.
   B) To think about thinking or about the thought process.
   C) To think you are a smart person.
   D) An inordinate fear of strangers.

216. (U3C2L3:G23) T or F: Metacognition is the ability to bring your perceptions and processing into conscious consideration.

A) True
B) False

217. (U3C2L3:G24) What is a "schema?"

A) A bone in the lower back.
B) An economic plan for one quarter of a fiscal year.
C) A pattern imposed on complex reality or experience to assist in explaining it, to mediate perception, or to guide responses to it.
D) A training guide used by the S-3 to plan JROTC classes.

218. (U3C2L3:G26) What is an analytic learner?

A) One who prefers to multi-task to prevent boredom.
B) A learner who can focus only on one thing at a time.
C) A learner who predominantly uses the right hemisphere of his or her brain to focus on the big picture.
D) A learner who predominantly uses the left hemisphere of his or her brain to focus on detail.

219. (U3C2L3:G3) What are the three learning styles?

A) Fast, Moderate, Slow
B) Average, Talented, Challenged
C) Auditory, Kinesthetic/Tactile, Visual
D) Active, Passive, Aggressive

220. (U3C2L3:G4) Perceptual modality is another term used to describe different _____ channels that dominate how we acquire new information.

A) Sight
B) Sensory
C) Opinion
D) Neuron

221. (U3C2L3:G5) Another name for those who learn by listening is _____.

A) Auditory learner
B) Kinesthetic/tactile learner
C) Visual learner
D) Reflexive learner

222. (U3C2L3:G6) People who learn new information through touch and movement are called _____.

A) Auditory learners
B) Kinesthetic/tactile learners
C) Visual learners
D) Callisthenic learners

223. (U3C2L3:G7) People who learn best by looking, reading and watching are called _____ learners.

A) Kinesthetic/tactile
B) Auditory
C) Active
D) Visual

224. (U3C2L3:G8) The term _____ means to think about thinking.

A) Meditation
B) Perceptual Modality
C) Stew
D) Metacognition

225. (U3C2L3:G9) T or F: Attention and motivation have little influence in the learning process.

A) True
B) False

226. (U3C2L3:Q1) Roy is a kinesthetic/tactile learner. He just found a combination lock that he misplaced about five years ago. Roy says that there's no way he'll ever remember the combination, but you tell him something about kinesthetic/tactile learners could help him remember. Amazingly, Roy opens the lock.

Which answer best represents what you told Roy about memory retrieval for kinesthetic/tactile learners?

A) They have a mental map that helps trace the path to the combination, and he should follow that map.
B) They use movements of the dial to aid retrieval of long-term storage, and if he moved the dial, it could help him remember.
C) They gather information by looking, so he should be able to "see" with his mind's eye.
D) They create associations with other things that helps them recall information, and to think about what he related with the combination.

227. (U3C2L3:Q2) Your history teacher uses lecture and group discussion to teach her classes.

You are a visual learner, and you are having some trouble learning in her class. To help adjust your learning style to that of your teacher, you write down a list of options.

Of the choices listed below, which one is probably NOT an option for you?

    A) Ask the teacher for additional help.
    B) "Convert" the material to something you can understand like Thinking Maps® and graphic organizers.
    C) Spend extra time studying the material.
    D) Ask the teacher to adjust her style to use more visually oriented material.

228. (U3C2L3:Q3) Cadets Weaver, Hilton, and Shaw were assigned to teach a class on the human brain. Cadet Weaver wanted to lecture; Cadet Hilton wanted to do a slide presentation; and Cadet Shaw wanted to build a model brain. If your primary sensory systems were kinesthetic and visual, who would you like to teach the class?

    A) Cadets Weaver and Hilton
    B) Cadets Hilton and Shaw
    C) Cadets Shaw and Weaver

229. (U3C2L3:Q4) You are an auditory/global learner. On career day, you have to attend at least one career presentation. Although the career field may not be to your choosing, in which presentation would you probably learn the most?

        Career Day Speakers:

Business Owner: Kay Stanton of Stanton Investing will talk to students about business strategy, investing for the long term, and financial planning.

Auto Mechanic: Roy Hinski will have students disassemble and reassemble a 4-cylinder car engine and other automobile parts.

Personl Fitness Instructor: Donna Downs will have students participate in an endurance and strength building session, then will ask students to lead short sessions in flexibility.

Interior Designer: Joan Jipson will give students a presentation on the importance of using light and color to design their living spaces.

    A) Business Owner
    B) Auto Mechanic
    C) Personal Fitness Expert
    D) Interior Designer

230. (U3C2L3:V1) Choose the synonym for the word below.

mode

    A) chaos
    B) disorder
    C) method
    D) unorganization

231. (U3C2L3:V2) Choose the synonym for the word below.

perception

    A) concept
    B) ignorance
    C) inability
    D) ineptness

232. (U3C2L3:V3) Choose the synonym for the word below.

reflex

    A) planned
    B) thought-out
    C) forced
    D) automatic

233. (U3C2L3:V4)

Choose the synonym for the word below.

sensory

    A) motorial
    B) receptive
    C) extrasensory
    D) efferent

234. (U3C2L3:V5) Choose the synonym for the word below.

tactile

A) impalpable
B) intangible
C) unreal
D) material

235. (U3C2L3:V6) Choose the synonym for the word below.

auditory

A) deafness
B) acoustic
C) unclear
D) inaudible

236. (U3C2L3:V7) Choose the synonym for the word below.

kinesthetic

A) stationary
B) unmoving
C) stillness
D) movement

237. (U3C2L3:V8) Choose the synonym for the word below.

motivation

A) action
B) depression
C) discouragement
D) unstimulated

238. (U3C2L3:V9) Choose the synonym for the word below.

schema

A) chaos
B) unplanned
C) structure
D) unmodeled

239. (U3C2L4:F1) Standardized tests, such as the IQ test and the SAT test, only measure…

A) how well you memorized a text book

B) verbal and mathematical abilities
C) what kinds of grades you usually get
D) problem-solving abilities

240. (U3C2L4:G1) Name Gardner's eight intelligences.

A) Body, eyes, brain, speech, environment, music, self-aware, and other aware
B) Moving, seeing, thinking, speaking, appreciating, singing, reflecting, and communicating
C) Bodily/Kinesthetic, Visual/Spatial, Logical/Mathematical, Verbal/Linguistic, Naturalist, Musical/Rhythmical, Interpersonal, Intrapersonal
D) Physical, visual, intellectual, verbal, natural, musical, personal, and public

241. (U3C2L4:G10) According to Gardner, what is intrapersonal intelligence?

A) The gift of environmental awareness.
B) The gift of verbal or linguistic skills such as listening, reading, speaking, and writing.
C) The gift of working with people and understanding the complexity of human relationships.
D) The gift of inner thought, self-awareness, and self reflection as demonstrated in goal-setting, self assessing, and self regulating.

242. (U3C2L4:G2) T or F: Gardner revolutionized thinking of intelligence by asking not "How smart are you?" but "How you are smart?"

A) True
B) False

243. (U3C2L4:G3) What are the characteristics of Gardner's bodily/kinesthetic intelligence?

A) Drawing, building, or designing
B) Physical prowess, coordination, fitness, and action
C) Thinking in symbols or abstractions
D) Listening, reading, or thinking

244. (U3C2L4:G4) According to Gardner, what is visual/spatial intelligence?

A) The gift of being able to read maps.
B) The gift of understanding what one sees and putting those sights into words.
C) The gift of visually representing and appreciating concepts, ideas, and information, such as through drawing, building, and designing.
D) None of the above.

245. (U3C2L4:G5) According to Gardner, what is logical/mathematical intelligence?

A) The gift of visually representing concepts through drawing and building.
B) The gift of physical prowess, fitness, or action.
C) The gift of thinking in music terms and symbols and of performing.
D) The gift of reasoning and thinking in symbols and abstractions, as demonstrated in calculating, computing, problem solving, and graphing

246. (U3C2L4:G6) According to Gardner, what is verbal/linguistic intelligence?

A) The gift of rhythm and harmony.
B) The gift of strong language and literacy skills such as listening, reading, speaking, and writing.
C) The gift of physical powers, coordination, fitness, and action.
D) The gift of visually representing concepts and ideas through drawing, building, and designing.

247. (U3C2L4:G7) According to Gardner, what is the musical or rhythmical intelligence?

A) The gift of visually representing concepts through drawing, building, etc.
B) The gift of reasoning and thinking in symbols such as graphing.
C) The gift of verbal skills such as listening, reading, and writing.
D) The gift of melody, music, rhyme, rhythm, and sound, as demonstrated in playing an instrument, singing, timing, and patterns.

248. (U3C2L4:G8) According to Gardner, what is naturalist intelligence?

A) A gift of natural musical talent that includes melody, rhythm, sound.
B) A gift of environmental awareness as manifested in an understanding of interrelationships of the natural world.
C) A gift of reasoning and thinking naturally in symbols such as graphing.
D) A gift of innate verbal skills such as listening, reading, and writing.

249. (U3C2L4:G9) According to Gardner, what is interpersonal intelligence?

A) The gift of verbal or linguistic skills such as listening, speaking, and writing.
B) The gift of inner thought, self-awareness, and self-reflection.
C) The gift of working with people and understanding the complexities of human relationships.
D) The gift of environment awareness of the natural world.

250. (U3C2L4:Q1) You just bought a used car. Your friend's dad gave you this advice, "Make sure you get a mechanic who doesn't mind getting his hands dirty, and likes to work alone."

If you take his advice, what two kinds of intelligences would you like the mechanic to possess?

A) Bodily/Kinesthetic and Intrapersonal
B) Naturalist and Intrapersonal
C) Visual/Spatial and Interpersonal
D) Logical/Mathematical and Interpersonal

251. (U3C2L4:Q2) You are on the planning committee for the spring prom. You are in charge of planning, setting up entertainment, and decorations. You also have to choose three other students to assist you.

If the following choices (A-D) were the intelligences possessed by other students, which one would you prefer NOT to have as an assistant?

A) Interpersonal; Musical/Rhythmical
B) Interpersonal; Bodily/Kinesthetic
C) Logical/Mathematical; Intrapersonal
D) Visual/Spatial; Interpersonal

252. (U3C2L4:Q3) You have a high verbal/linguistic intelligence, so you have been assigned as a tour guide for a nature walk in the local park. You will be teaching tour groups about protecting the natural plant life in the park, so you have to have pictures of the plants that appear earlier and later in the year. You can choose an assistant to help you prepare and brief the pictures.

If the potential assistants possessed the intelligences listed in options A-D, which would be most helpful to you?

A) Naturalist; Visual/Spatial; Interpersonal
B) Naturalist; Bodily/Kinesthetic; Interpersonal
C) Visual/Spatial; Logical/Mathematical; Intrapersonal
D) Naturalist; Visual/Spatial; Intrapersonal

253. (U3C2L4:Q4) Sam likes to play computer games. His favorites are complex games that require him to use logic to solve problems and work through puzzles. In classes, Sam always asks questions, and he likes to participate in group discussions. Outside of class, he always seems to be talking to someone.

If you had to label Sam by his intelligences, which two would best apply?

A) Bodily/Kinesthetic and Interpersonal
B) Logical/Mathematical and Interpersonal

C) Verbal/Linguistic and Intrapersonal
D) Visual/Spatial and Interpersonal

254. (U3C2L4:V1) What is the definition of the term "naturalist intelligence"?

A) The gift of reasoning and thinking in symbols and abstraction
B) The gift of physical prowess, coordination, fitness, and action
C) Environmental awareness
D) The gift of inner thought, self-awareness, and self-reflection

255. (U3C2L4:V2) What is the definition of the term "logical/mathematical intelligence"?

A) The gift of reasoning and thinking in symbols and abstraction
B) The gift of physical prowess, coordination, fitness, and action
C) The gift of working with people and understanding the complexities of human relationships
D) The gift of inner thought, self-awareness, and self-reflection

256. (U3C2L4:V3) What is the definition of the term "intrapersonal intelligence"?

A) The gift of working with people and understanding the complexities of human relationships
B) The gift of physical prowess, coordination, fitness, and action
C) The gift of reasoning and thinking in symbols and abstraction
D) The gift of inner thought, self-awareness, and self-reflection

257. (U3C2L4:V4) What is the definition of the term "bodily/kinesthetic intelligence"?

A) The gift of reasoning and thinking in symbols and abstraction
B) The gift of physical prowess, coordination, fitness, and action
C) Strong language and literacy skills
D) The gift of inner thought, self-awareness, and self-reflection

258. (U3C2L4:V5) What is the definition of the term "visual/spatial intelligence"?

A) The gift of visually representing and appreciating concepts, ideas, and information (visual thinking)
B) Strong language and literacy skills
C) The gift of melody, music, rhyme, rhythm, and sound
D) The gift of working with people and understanding the complexities of human relationships

259. (U3C2L4:V6) What is the definition of the term "musical/rhythmical intelligence"?

A) The gift of visually representing and appreciating concepts, ideas, and information (visual thinking)

B) The gift of physical prowess, coordination, fitness, and action

C) The gift of melody, music, rhyme, rhythm, and sound

D) The gift of working with people and understanding the complexities of human relationships

260. (U3C2L4:V7) What is the definition of the term "verbal/linguistic intelligence"?

A) The gift of visually representing and appreciating concepts, ideas, and information (visual thinking)

B) Strong language and literacy skills

C) The gift of melody, music, rhyme, rhythm, and sound

D) The gift of working with people and understanding the complexities of human relationships

261. (U3C2L4:V8) What is the definition of the term "interpersonal intelligence"?

A) The gift of inner thought, self-awareness, and self-reflection

B) Strong language and literacy skills

C) The gift of physical prowess, coordination, fitness, and action

D) The gift of working with people and understanding the complexities of human relationships

262. (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_____.
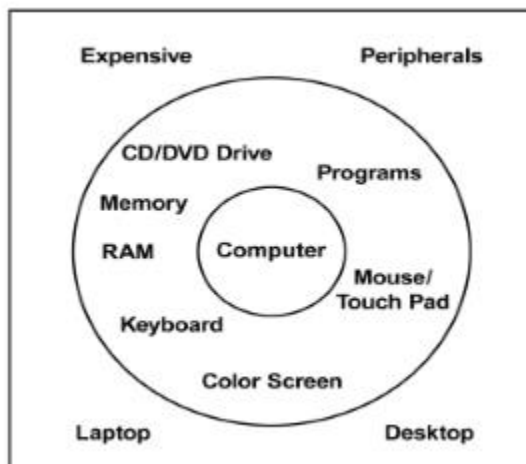
A) Show the part-whole relationships of computers and their parts

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

263. (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.


264. (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:
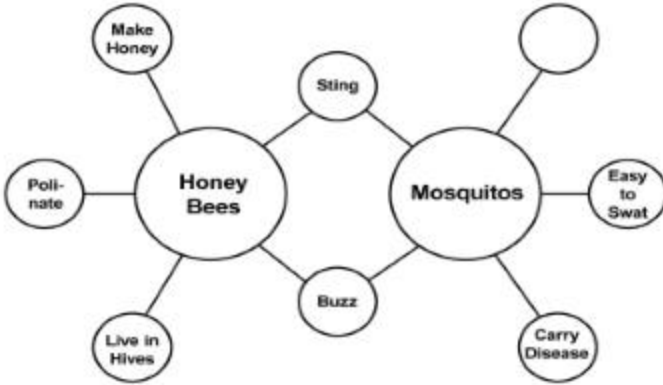
A) "It visually shows the differences between mosquitoes and honey bees."
B) "It visually shows the similarities between mosquitoes and honey bees.
C) "It compares and contrasts the qualities of mosquitoes and honey bees in a visual manner."
D) "It describes the part-whole relationships of mosquitoes and honey bees as part of the insect family in a visual manner."

265. (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?
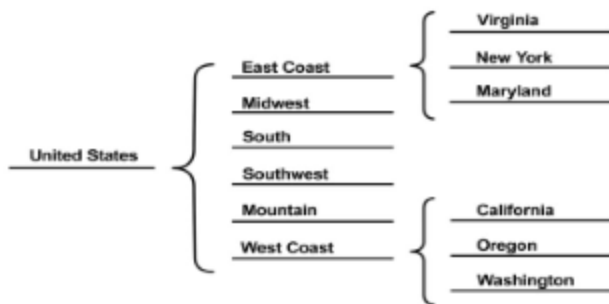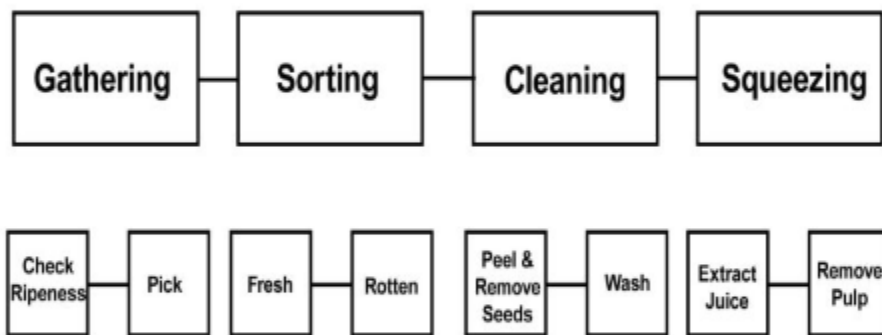

A) Because Brace Maps are perfect for showing part-whole relationships like these.
B) Because Tree Maps helped break down and categorize all of the parts of an object.
C) Because Multi-Flow Maps are perfect for showing the parts, and sub-parts of objects.

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

266. (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?

| Gathering | Sorting | Cleaning | Squeezing |

| Check Ripeness | Pick | Fresh | Rotten | Peel & Remove Seeds | Wash | Extract Juice | Remove Pulp |

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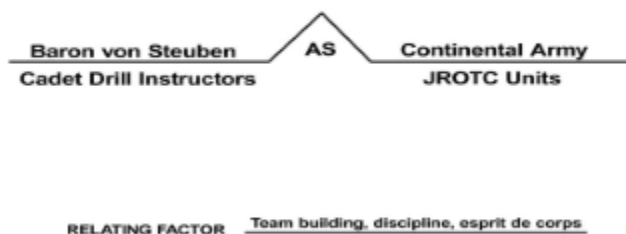C) How long does it take to make orange juice?
D) Why do you like orange juice?

267. (U3C3L1:Q6) What would be the most appropriate answer to put in the center box of this Thinking Map®?
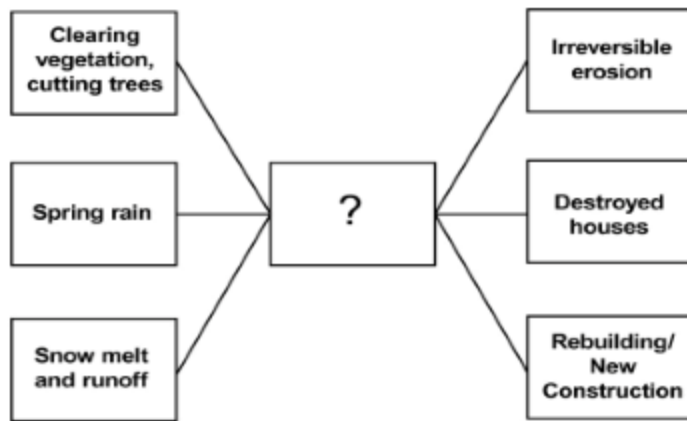
A) Changing seasons
B) Mudslides
C) Water conservation
D) Urban sprawl

268. (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?

Baron von Steuben   AS   Continental Army
Cadet Drill Instructors   JROTC Units

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"

269. (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.

270. (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

271. (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

272. (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

273. (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

274. (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

275. (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

276. (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

277. (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

278. (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

279. (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

280. (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

281. (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

282. (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.

283. (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

284. (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

285. (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

286. (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

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

   A) sentence
   B) chapter
   C) paragraph

D) page

288. (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

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

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

290. (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

291. (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

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

A) True
B) False

293. (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

294. (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

295. (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

296. (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.

297. (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.

298. (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
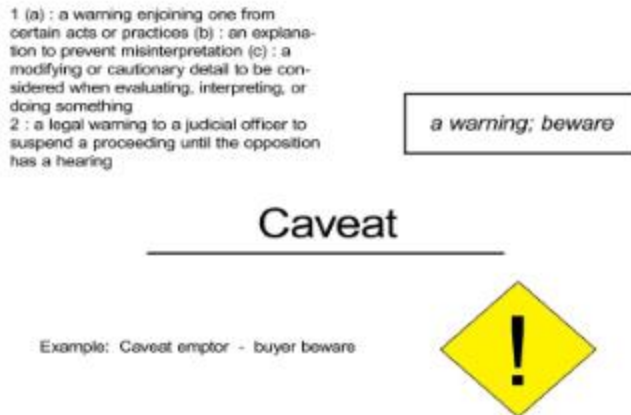
particulars between things otherwise unlike.

    C) A comparison between two very similar items.

    D) A short story meant to teach a lesson or moral.

299. (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.

300. (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 explana-tion to prevent misinterpretation (c) : a modifying or cautionary detail to be con-sidered 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"

301. (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.

302. (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?"

303. (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.

304. (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

305. (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

306. (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

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

"A word of opposite meaning."

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

308. (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

309. (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

310. (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

311. (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

312. (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

313. (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

314. (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

315. (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

316. (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

317. (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

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

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

319. (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.

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

A) True
B) False

321. (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

322. (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

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

A) True
B) False

324. (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

325. (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

326. (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

327. (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

328. (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

329. (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.

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

    A) True
    B) False

331. (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

332. (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

333. (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

334. (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

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

    A) True
    B) False

336. (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

337. (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.

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

A) True
B) False

339. (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

340. (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.

341. (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.

342. (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

343. (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.

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

A) True

B) False

345. (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.

346. (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.

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

A) True

B) False

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

    A) True
    B) False

349. (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

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

    A) True
    B) False

351. (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.

352. (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

353. (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.

354. (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

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

inference

   A) assumption
   B) reasoning
   C) fact

D) conjecture

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

enumerate

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

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

compare

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

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

allocate

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

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

prove

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

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

contrast

    A) adverse
    B) likeness

C) contradiction
D) divergence

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

justify

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

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

aural (auditory)

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

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

paraphrase

A) rehash
B) quotation
C) rewording
D) rephrasing

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

interpret

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

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

efficient

A) helpless

B) able
C) accomplished
D) decisive

366. (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

367. (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.

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

A) True
B) False

369. (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

370. (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.

371. (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

372. (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

373. (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.

374. (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

375. (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

376. (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

377. (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

378. (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

379. (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

380. (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

381. (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

382. (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

383. (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.

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

    A) Listening
    B) Touching
    C) Speaking
    D) Watching

385. (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.

386. (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.

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

    A) Sender

B) Receiver
C) Audience
D) Team

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

A) True
B) False

389. (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

390. (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.

391. (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"

392. (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.

393. (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"

394. (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.

395. (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

396. (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.

397. (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"

398. (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)

399. (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)

400. (U3C4L2:V3) thought speed

Vocabulary Matching - Question 3

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)

401. (U3C4L2:V4) trigger words

Vocabulary Matching - Question 4

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)

402. (U3C4L3:F1) What role do you usually take in a group?

    A) Task: I help the group accomplish a specific task.
    B) Social: I help maintain the group's social interaction.
    C) Dysfunctional: I have destructive tendencies that block group communication.

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404. (U3C4L3:F2) What principle that impacts team support is described below?

"We reach out to everyone in our class and move beyond stereotypes, labels, ethnicity, and other categories that divide us in order to form friendships and strong relationships that support teamwork. We actively participate in caring activities and seek out opportunities for interaction and dialogue that foster team support. Everyone in our class feels accepted and is a fully participating member of our class."

   A) courage
   B) inclusion
   C) value
   D) integrity
   E) cooperation

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406. (U3C4L3:F3) What principle that impacts team support is described below?

"We hold no secrets about ourselves from those in our class. We are completely transparent. We are able to share ourselves fully to others knowing that we will be fully accepted in our complexity and inadequacies. We are completely transparent, true to ourselves, honest with each other, and live fully in the present without fear of retribution."

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    B) inclusion
    C) value
    D) integrity
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408. (U3C4L3:Q1) Your group has to make a decision about an end of the year awards ceremony. You've identified and analyzed the problem. What should you do next?

    A) Discuss the issues in play in your group's situation.
    B) Recommend that you do what you always do.
    C) Evaluate the current situation.
    D) Identify the goals of the final decision.

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410. (U3C4L3:Q2) Even though he was the leader, Joshua wanted the whole group to agree on the solution to their problem. He believed that a _____ through discussion and debate was better for the group than a decision by the leader.

    A) Majority decision
    B) Consensus
    C) Arbitration
    D) Compromise

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412. (U3C4L3:Q3) As they discussed the failure of their plan, Sophie said, "I can't believe it didn't work. We got the plan from Rick, and he's usually right. We didn't even consider any alternatives." It was then that the whole group realized that they fell for _____.

A) emotionality
B) external distractions
C) the "halo" effect
D) the "horns" effect

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414. (U3C4L3:Q4) After listening to the pros and cons of the plan, which everyone else approved, Rachel knew that she disagreed with it because of the way she was raised, so she abstained from voting. Rachel understood that her upbringing could be acting as a _____ to her acceptance of the plan.

A) communication breakdown
B) misunderstanding
C) lack of trust
D) filter

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416. (U3C4L3:Q5) In groups, John usually plays a task role. Which of the following behaviors does he display?

    A) initiator, energizer, and planner
    B) volunteer, mediator, and gatekeeper
    C) blocker, recognition seeker, and dominator
    D) dominator, nonparticipant, and group observer

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418. (U3C4L3:V1) What is the definition of the word "barriers"?

    A) A relationship, especially one of mutual trust
    B) Roles assumed by individuals within a group that are destructive and block group communication
    C) An obstruction; anything that holds apart or separates
    D) Dominant in position or influence; superior

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420. (U3C4L3:V10) What is the definition of the word "grapevine"?

    A) An informal, often secret means of transmitting information, gossip, or rumor (that is usually incomplete or does not make sense) from one person to another within an organization or institution
    B) Dominant in position or influence; superior
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424. (U3C4L3:V2) What is the definition of the word "task roles"?

A) Roles assumed during the group communication process that help the group accomplish a specific task

B) A relationship, especially one of mutual trust

C) An obstruction; anything that holds apart or separates

D) Roles that individuals assume during the group communication process that help maintain the group

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430. (U3C4L3:V5) What is the definition of the word "ascendant"?

A) The situation where a group does not consider all available alternatives due to the desire to reach consensus

B) Characterized by favorable absolute obedience to authority, as against individual freedom

C) Twisted out of true meaning; reproduced improperly

D) Dominant in position or influence; superior

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C) Twisted out of true meaning; reproduced improperly

D) Dominant in position or influence; superior

432. (U3C4L3:V6) What is the definition of the word "distortion"?

A) The situation where a group does not consider all available alternatives due to the desire to reach consensus

B) Characterized by favorable absolute obedience to authority, as against individual freedom

C) Twisted out of true meaning; reproduced improperly

D) A relationship, especially one of mutual trust

433. (U3C4L3:V6) What is the definition of the word "distortion"?

A) The situation where a group does not consider all available alternatives due to the desire to reach consensus

B) Characterized by favorable absolute obedience to authority, as against individual freedom

C) Twisted out of true meaning; reproduced improperly

D) A relationship, especially one of mutual trust

434. (U3C4L3:V7) What is the definition of the word "groupthink"?

A) The situation where a group does not consider all available alternatives due to the desire to reach consensus

B) Characterized by favorable absolute obedience to authority, as against individual freedom

C) A relationship, especially one of mutual trust

D) Dominant in position or influence; superior

435. (U3C4L3:V7) What is the definition of the word "groupthink"?

        A) The situation where a group does not consider all available alternatives due to the desire to reach consensus
        B) Characterized by favorable absolute obedience to authority, as against individual freedom
        C) A relationship, especially one of mutual trust
        D) Dominant in position or influence; superior

436. (U3C4L3:V8) What is the definition of the word "authoritarian"?

        A) A relationship, especially one of mutual trust
        B) Characterized by favorable absolute obedience to authority, as against individual freedom
        C) Twisted out of true meaning; reproduced improperly
        D) Dominant in position or influence; superior

437. (U3C4L3:V8) What is the definition of the word "authoritarian"?

        A) A relationship, especially one of mutual trust
        B) Characterized by favorable absolute obedience to authority, as against individual freedom
        C) Twisted out of true meaning; reproduced improperly
        D) Dominant in position or influence; superior

438. (U3C4L3:V9) What is the definition of the word "rapport"?

        A) An informal, often secret means of transmitting information, gossip, or rumor (that is usually incomplete or does not make sense) from one person to another within an organization or institution
        B) A person who alters information or a method of altering information as it is being passed from one person to another
        C) A relationship, especially one of mutual trust
        D) Dominant in position or influence; superior

439. (U3C4L3:V9) What is the definition of the word "rapport"?

        A) An informal, often secret means of transmitting information, gossip, or rumor (that is usually incomplete or does not make sense) from one person to another within an organization or institution
        B) A person who alters information or a method of altering information as it is being passed from one person to another
        C) A relationship, especially one of mutual trust
        D) Dominant in position or influence; superior

440. (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.

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

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

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

    A) True
    B) False

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

    A) True
    B) False

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

    A) Conflict
    B) Jealousy
    C) Combat
    D) Division

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

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

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

A) True
B) False

447. (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.

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

Type of   Potential Conflict Situation
Conflict

  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

449. (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.

450. (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."

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

"Act of annoying continually."

     A) harassment

B) frustration

C) effective speaking

D) territorial

452. (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

453. (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

454. (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

455. (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

456. (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

457. (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

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

"Failure to communicate clearly."

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

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

"Knowledge and ability to judge."

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

460. (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

461. (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

462. (U3C5L2:F1) Which statement below would help most in any conflict resolution process?

A) Stick to the facts and figures of the situation.
B) Communicate in a way the other person is more likely to hear you.
C) Deal with the person's feelings and emotions first.
D) Communicate in the way you like to be treated.

463. (U3C5L2:G1) _____ is the settlement of differences reached by mutual concessions.

A) Conflict
B) Debating
C) Consensus
D) Compromise

464. (U3C5L2:G2) _____ is using a neutral third party who acts as a facilitator in conflict resolution.

A) Micromanaging
B) Mentoring
C) Meditation
D) Mediation

465. (U3C5L2:Q1) At a baseball game, you accidentally bumped into someone and spilled his drink. Even though you apologized, he got angry and tried to start a fight because he thought you did it on purpose. You thought about it for a second, then walked away and got a seat further away from the field. Your friend caught up with you and said, "What are you doing? You

didn't do it on purpose. Stand up for yourself. You can beat that guy!"

What should you tell him?

  A) "You're right. It wasn't on purpose. Let's go confront him."
  B) "I'm never going to see that guy again, so what will fighting prove?"
  C) "You're right. I'm not going to fight him, but let's just go back to our seats."
  D) "You're right, but I don't want to fight him. Why don't you go and confront him?"

466. (U3C5L2:Q2) "Hot Buttons" are strategies used for positive, clear communication in conflict resolution. Carefully read the "Hot Buttons" listed in the table and indicate corresponding Winning Colors® behaviors.

Winning   "Hot Buttons"
Colors®

  W.   Take a light-hearted/fun/action
          approach; Be willing to change and be
          flexible; Use humor and an easy-come-
          easy-go manner; be spontaneous.

  X.   Take a bottom-line approach; Explain
          directions step-by-step; Look for law,
          order, and routine; be prepared.

  Y.   Take a serious approach; show interest
          and patience; be calm; supply details
          and allow more time for decisions; use
          new and innovative ideas.

  Z.   Take a friendly approach; show genuine
          concern and smile; allow them to
          express themselves; respect their
          feelings and show appreciation.

  A) W = adventurers; X = builders; Y = planners; Z = relaters
  B) W = builders; X = planners;   Y = relaters; Z = adventurers
  C) W = planners; X = adventurers; Y = relaters;   Z = builders
  D) W = relaters; X = builders;   Y = adventurers; Z = planners

467. (U3C5L2:Q3) Carrie was upset because she just walked away from a fight with Rose, her best friend. She told you that Rose believed a false rumor about something Carrie said. You know that Carrie values her friendship with Rose very much, so you asked her how she's going

to resolve the source of the conflict. She said, "I told you. I just walked away."

What should you recommend she do next?

     A) Nothing. She did the right thing by walking away.
     B) Recommend that she not be friends with Rose anymore, so that she can continue to avoid the conflict.
     C) Recommend that she carefully set a time and place to discuss the rumor with Rose.
     D) Recommend that the next time she sees Rose, she should tell her that she doesn't know what she's talking about, and she's wrong.

468. (U3C5L2:V1) apologize

Vocabulary Matching - Question 1

1. apologize

2. compromise

3. mediation

4. negotiation

5. resolution

A. the final solution of a problem or difficulty

B. express regret for a wrong

C. discussion aimed at bringing about a settlement

D. settlement of differences reached by mutual concessions

E. working with opposite sides in order to resolve a dispute

     A)
     B)
     C)
     D)
     E)

469. (U3C5L2:V2) compromise

Vocabulary Matching - Question 2

1. apologize

2. compromise

3. mediation

4. negotiation

5. resolution

A. the final solution of a problem or difficulty

B. express regret for a wrong

C. discussion aimed at bringing about a settlement

D. settlement of differences reached by mutual concessions

E. working with opposite sides in order to resolve a dispute

A)
B)
C)
D)
E)

470. (U3C5L2:V3) mediation

Vocabulary Matching - Question 3

1. apologize

2. compromise

3. mediation

4. negotiation

5. resolution

A. the final solution of a problem or difficulty

B. express regret for a wrong

C. discussion aimed at bringing about a settlement

D. settlement of differences reached by mutual concessions

E. working with opposite sides in order to resolve a dispute

A)
B)
C)
D)
E)

471. (U3C5L2:V4) negotiation

Vocabulary Matching - Question 4

1. apologize

2. compromise

3. mediation

4. negotiation

5. resolution

A. the final solution of a problem or difficulty

B. express regret for a wrong

C. discussion aimed at bringing about a settlement

D. settlement of differences reached by mutual concessions

E. working with opposite sides in order to resolve a dispute

A)
B)
C)
D)
E)

472. (U3C5L2:V5) resolution

Vocabulary Matching - Question 5

1. apologize

2. compromise

3. mediation

4. negotiation

5. resolution

A. the final solution of a problem or difficulty

B. express regret for a wrong

C. discussion aimed at bringing about a settlement

D. settlement of differences reached by mutual concessions

E. working with opposite sides in order to resolve a dispute

A)
B)
C)
D)
E)

473. (U3C6L1:F1) What kind of writer are you?

   A) I'm a great writer.
   B) I'm a fair writer.
   C) I am not a good writer at all.
   D) I really don't know.

474. (U3C6L1:G1) What is an autobiography?

   A) A biography of a person written by someone else.
   B) A biography of a person written by that person.
   C) An automated signature signing machine, as used by the President on unofficial

documents.

      D) A periodical from the library.

475. (U3C6L1:G2) What is a source card?

      A) A card included in military supplies to show the source of origin.
      B) A description of the contents of MREs (Meals Ready to Eat).
      C) A card for a speech that contains one word that serves as a prompt.
      D) A card used to record publication data for resources being used during research for a project such as a paper or speech

476. (U3C6L1:G3) What is a thesis statement?

      A) The main point of a paper, which you try to support through research.
      B) A statement of opinion found only in an argumentative essay.
      C) An outline of how a paper will be organized.
      D) The written summary found at the end of a long paper.

477. (U3C6L1:G4) Define "plagiarism".

      A) The act of copying the ideas or words of another and claiming them as one's own.
      B) The act of organizing a paper.
      C) The process of gathering information for source cards.
      D) The removal of built-up plaque from one's teeth.

478. (U3C6L1:G5) What is "jargon"?

      A) Shorthand phrases or specialized vocabulary or abbreviations that are known only to a small group of people.
      B) An element on the scientific periodic table.
      C) Common slang phrases known by most people.
      D) Words used in technical writing.

479. (U3C6L1:G6) The main point of a paper, which you try to support through research, is called _____.

      A) an outline
      B) a thesis statement
      C) the organization
      D) the topic sentence

480. (U3C6L1:G7) _____ is the act of copying the ideas or words of another and

claiming them as one's own.

    A) Cheating
    B) Plagiarism
    C) Stealing

    D) Borrowing

481. (U3C6L1:G8) Shorthand phrases or specialized vocabulary or abbreviations that are known only to a small group of people are called _____.

    A) Jargon
    B) Doublespeak
    C) Cliques
    D) Clichés

482. (U3C6L1:Q1) Writing papers are exercises in research and organization. Papers should include: an introduction that grabs the reader's attention; a well researched and organized body that supports the thesis; a conclusion that reinforces what the writer wants the readers to remember.

After completing a first draft, what should writers wait at least one day to do?

    A) Turn the paper in for evaluation.
    B) Revise and rewrite your paper.
    C) Credit your resources.
    D) Evaluate the intended audience.

483. (U3C6L1:Q2) Lydia asked you to review her paper for errors and clarification. You were impressed that the paper stayed on the subject and was easy to read, and that you didn't find any errors in spelling, grammar, or information.

"You did think the paper contained a lot of extra and unnecessary information, so what principle of writing should you tell Lydia to improve?"

    A) Unity
    B) Clarity
    C) Brevity
    D) Accuracy

484. (U3C6L1:Q3) Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

"When writing papers, keep in mind accuracy, clarity, brevity and completeness, coherence, unity, have someone review for errors, revise, and rewrite it."

      A) It is a run-on sentence.
      B) It is a sentence fragment.
      C) It is a grammatically correct sentence.
      D) It is a complete sentence with a clear message.

485. (U3C6L1:Q4) Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

"Science fiction writers is the most creative writers I know."

      A) It is correctly written.
      B) It is a run-on sentence.
      C) It does not have the correct subject-verb agreement.
      D) It is a fragment.

486. (U3C6L1:V1) Choose the term that best completes the sentence below.

The beginning of a paper or speech is known as (a/an) _____.

      A) introduction
      B) source cards
      C) information cards
      D) body

487. (U3C6L1:V10) Choose the term that best completes the sentence below.

A _____ tells what the sentence is about.

      A) conjunction
      B) predicate
      C) subject
      D) fragment

488. (U3C6L1:V11) Choose the term that best completes the sentence below.

The main point of a paper is called a/an _____.

   A) thesis statement
   B) entice
   C) plagiarism
   D) conjunction

489. (U3C6L1:V12) Choose the term that best completes the sentence below.

A run-on sentence occurs if two or more independent clauses are joined without a/an _____ or appropriate punctuation.

   A) body
   B) introduction
   C) conclusion
   D) conjunction

490. (U3C6L1:V13) Choose the term that best completes the sentence below.

A _____ tells what a subject does.

   A) passive voice
   B) predicate
   C) passive voice
   D) subject

491. (U3C6L1:V14) Choose the term that best completes the sentence below.

When a writer emphasizes the doer of an action, the writer is using (a/an) _____.

   A) thesis statement
   B) passive voice
   C) biography
   D) active voice

492. (U3C6L1:V15) Choose the term that best completes the sentence below.

A/An _____ is a dependent clause.

   A) subject
   B) body

C) fragment

D) introduction

493. (U3C6L1:V16) Choose the term that best completes the sentence below.

When a writer emphasizes the receiver of an action, the writer is using _____.

A) passive voice

B) active voice

C) plagiarism

D) thesis statement

494. (U3C6L1:V17) Choose the term that best completes the sentence below.

The act of copying ideas or words of another and claiming them as your own is known as _____.

A) autobiography

B) source cards

C) plagiarism

D) information cards

495. (U3C6L1:V2) Choose the term that best completes the sentence below.

When someone writes a book about themselves, it is known as a/an _____.

A) biography

B) conclusion

C) autobiography

D) body

496. (U3C6L1:V3) Choose the term that best completes the sentence below.

A book written about a particular person written by another person is known as a/an _____.

A) autobiography

B) biography

C) source cards

D) introduction

497. (U3C6L1:V4) Choose the term that best completes the sentence below.

A _____ is the final part of a paper or speech.

  A) plagiarism
  B) thesis statement
  C) passive voice
  D) conclusion

498. (U3C6L1:V5) Choose the term that best completes the sentence below.

A/An _____ is the main part of a paper or speech.

  A) active voice
  B) body
  C) entice
  D) predicate

499. (U3C6L1:V6) Choose the term that best completes the sentence below.

Cards that you used to collect data for a report are known as _____.

  A) source cards
  B) conjunction
  C) fragment
  D) information cards

500. (U3C6L1:V7) Choose the term that best completes the sentence below.

A card that is used to record the title, author, publisher, copyright date, and place of publication is known as (a/an) _____.

  A) source cards
  B) entice
  C) thesis statement
  D) active voice

501. (U3C6L1:V8) Choose the term that best completes the sentence below.

It is important to _____ your readers into your paper, so make sure you have a catchy and exciting introduction.

  A) fragment

B) subject
C) plagiarism
D) entice

502. (U3C6L1:V9) Choose the term that best completes the sentence below.

A list of sources of information on a specific subject is known as a/an _____.

   A) thesis statement
   B) bibliography
   C) active voice
   D) passive voice

503. (U3C6L2:G1) Explain the differences between an impromptu speech and a commemorative speech.

   A) An impromptu speech is ineffective, while a commemorative speech is effective
   B) An impromptu speech is given by professionals, while a commemorative speech is given by amateurs
   C) An impromptu speech is given without planning or rehearsal, while a commemorative speech honors a person's memory and is usually planned
   D) None of the above

504. (U3C6L2:G2) What are three demographics you should consider in analyzing an audience?

   A) Ethnicity, gender, economic status
   B) Age, occupation, religion
   C) Educational level, political affiliation, interests
   D) All of the above

505. (U3C6L2:G3) What elements can be included to make a speech persuasive?

   A) Logic, testimony, statistics, facts
   B) Strong language, varying tones of voice, emotional appeal
   C) Brain puzzles, testimony, questioning
   D) Engaging jokes, humor, statistics

506. (U3C6L2:G4) Name three ways to organize a speech.

   A) Introduction; body; summary
   B) Beginning; middle; end
   C) Topical; chronological; cause/effect
   D) None of the above

507. (U3C6L2:G5) Define "voice modulation".

    A) To change or vary the pitch, intensity, or tone of one's voice.
    B) To control the octave of one's voice while singing.
    C) Lessons one takes to gain (or lose) one's accent.
    D) All of the above

508. (U3C6L2:G6) When you speak clearly and effectively, you are said to be _____.

    A) articulate
    B) eloquent
    C) effective
    D) effusive

509. (U3C6L2:Q1) You have determined the general and specific purposes of your speech, and have some information on your topic, but you haven't started to conduct your research.

What should you do next?

    A) Write the introduction for your speech.
    B) Write a thesis statement for your speech.
    C) Write an outline to help write your speech.
    D) Prepare your visual aids for your speech.

510. (U3C6L2:Q2) Cheryl was the fourth of five speakers at a seminar. The host introduced her, and Cheryl immediately stated her main and supporting ideas. The audience seemed to lose interest almost right away because they weren't aware of the purpose of her speech.

What should she have done better to capture their attention?

    A) She should have made a dramatic statement.
    B) She should have taken a deep breath and made eye contact with the audience.
    C) She should have understood that being in front of people gives her a certain amount of credibility.
    D) She should have used transitions between the introduction and main idea.

511. (U3C6L2:Q3) Peggy gave a speech at the convention, and it got absolutely no response from the audience, because she wasn't able to conduct an audience analysis.

Which type of speech did she most likely give?

A) Persuasive speech
B) Commemorative speech
C) Impromptu speech
D) Humorous speech

512. (U3C6L2:V1) Choose the term that best describes the scenario below.

Laura is attempting to write a speech she is giving at a local convention about gardening. She is trying to learn about the audience she is going to give the speech to. What is the information called that Laura is trying to gather?

A) statement
B) demographics
C) logical
D) descriptive

513. (U3C6L2:V10) Choose the term that best describes the scenario below.

Maria wants to really "wow" her audience during her speech. What should she use in her introduction to really grab the audience's attention?

A) modulation
B) dramatic statement
C) vocal qualities
D) articulate

514. (U3C6L2:V11) Choose the term that best describes the scenario below.

In Kristen's research paper, she is discussing how a word derives from the root word of its culture. What type of definitions should she use in her paper?

A) demographics
B) eye contact
C) statement
D) descriptive

515. (U3C6L2:V12) Choose the term that best describes the scenario below.

While rehearsing his speech, Dan found that he sounded a bit boring by keeping his voice the same pitch. What should he practice to make his speech more exciting?

A) modulation
B) tone

C) volume

D) articulate

516. (U3C6L2:V13) Choose the term that best describes the scenario below.

When Diane gives a speech, she speaks very softly and usually the audience cannot hear her. What should Diane work on with her voice?

A) tone

B) vocal qualities

C) volume

D) logical

517. (U3C6L2:V14) Choose the term that best describes the scenario below.

During his speeches, Justin tends to mumble and not speak clearly. What does Justin need to do to his words when he speaks?

A) articulate

B) modulation

C) dramatic statement

D) demographics

518. (U3C6L2:V15) Choose the term that best describes the scenario below.

When Judy speaks, she always has a clear and loud voice. What type of characteristic is this?

A) logical

B) operational

C) statement

D) vocal qualities

519. (U3C6L2:V2) Choose the term that best describes the scenario below.

Bob is writing a research paper. He has to declare a purpose for his paper. This is also known as a thesis what?

A) persuasive

B) dramatic statement

C) eye contact

D) statement

520. (U3C6L2:V3) Choose the term that best describes the scenario below.

David does many things without planning or rehearsing. What kind of person is David?

    A) logical
    B) descriptive
    C) impromptu
    D) operational

521. (U3C6L2:V4) Choose the term that best describes the scenario below.

Sarah tends to be a bit shy when giving speeches. She speaks clearly but never looks at the audience. What does Sarah need to work on?

    A) eye contact
    B) commemorative
    C) modulation
    D) tone

522. (U3C6L2:V5) Choose the term that best describes the scenario below.

Jessie is giving a speech in honor of one of her heroes. What type of speech is Jessie giving?

    A) volume
    B) persuasive
    C) commemorative
    D) articulate

523. (U3C6L2:V6) Choose the term that best describes the scenario below.

For Robert's paper, he has to use dictionary definitions to define certain words. What is this type of definition called?

    A) operational
    B) persuasive
    C) dramatic statement
    D) logical

524. (U3C6L2:V7) Choose the term that best describes the scenario below.

When Ryan gives a speech, the pitch of his voice is too low. It needs to be a little higher. What does Ryan need to work on?

    A) volume
    B) tone
    C) vocal qualities

D) articulate

525. (U3C6L2:V8) Choose the term that best describes the scenario below.

In a speech Jessica is writing, she has to use definitions that tell how an object relates to how it works. What type of definitions is Jessica using?

A) operational
B) descriptive
C) logical
D) demographics

526. (U3C6L2:V9) Choose the term that best describes the scenario below.

In her speech, Lucy is trying to convince an audience to recycle. What type of speech is she writing?

A) dramatic statement
B) tone
C) persuasive
D) volume

527. (U3C6L3:G1) T or F: Public speaking is the greatest fear among people, greater than the fear of dying, flying, or failure.

A) True
B) False

528. (U3C6L3:G2) Which of the following are coping strategies for lessening the fear of public speaking?

A) Remember that your audience shares your fear of public speaking; Remember the audience is there to hear you
B) Concentrate on the subject; Remember your nervousness does not show
C) Prepare; Practice; Breathe deeply
D) All of the above

529. (U3C6L3:G3) What is "constructive feedback"?

A) Feedback on learning models.
B) Feedback that is hurtful or derogatory.
C) Criticism that is given on a routine basis.
D) Feedback or criticism that is helpful and productive.

530. (U3C6L3:Q1) Study the diagram and select the option (A-D) that correctly indicates the type of speech described.

Types of Speeches:

Y. "I would like to summarize by saying that you will never have another class that will be as challenging, interesting, and rewarding, as JROTC. With that said, I hope that you will make the commitment and become a Cadet in our school's JROTC program. Thank you."

Z. "Members of the jury, the evidence shows that my client is not only innocent of the charges brought by the prosecution, but that he has been unfairly targeted by reason of his economic standing. Thank you very much."

A) Y = Persuasive;
Z = Argumentative

B) Y = Informative;
Z = Entertaining

C) Y = Impromptu;
Z = Informative

D) Y = Argumentative;
Z = Persuasive

531. (U3C6L3:Q2) Many educated people find themselves giving impromptu speeches without the benefit of research and planning.

If you are one of these people, what technique would you recommend to others when they

give these types of speeches?

    A) Focus your speech on the demographics of the audience.
    B) Try a format like: "Past, Present, and Future."
    C) Be sure to practice beforehand.
    D) Use natural pauses like: "Uh," "You know," and "Oh, wait," when you are thinking what you want to say next.

532. (U3C6L3:Q3) Providing feedback on a person's speech should not be negative or destructive. It should be in the form of constructive criticism, and should be straightforward and honest. It should also be respectful of the speaker's feelings and self-esteem.

To give effective feedback, which of the following should you not focus on?

    A) The content of the speech.
    B) The actions that occurred during the speech.
    C) The observed factors that affected performance of the speech.
    D) The negative factors that make up constructive criticism.

533. (U3C6L3:Q4) Study the list and select the option (A-D) that correctly places the steps for preparing a speech in order.

    Preparing a Speech:

    1. Analyze the purpose of the speech and the audience.
    2. Conduct research and gather information.
    3. Support your ideas.
    4. Organize all the material.
    5. Draft and edit the speech.
    6. Practice and get feedback.

    A) It is in the correct order
    B) Switch Step 1 with Step 2
    C) Switch Step 3 with Step 4
    D) Switch Step 5 with Step 6

534. (U3C6L3:V1) Choose the term that best completes the sentence below.

Another _____ to deal with nervousness is to realize that you look more confident than you actually feel.

A) constructive strategy
B) coping strategy
C) speech structure
D) constructive criticism

535. (U3C6L3:V2) Choose the term that best completes the sentence below.

Sometimes you will be called upon to provide _____ on another person's speech to help him/her improve his/her performance in some way.

A) constructive strategy
B) coping strategy
C) speech structure
D) constructive criticism

536. (U3C7L1:F1) The ability to clearly communicate personal thoughts and feelings is known as what?

A) Anger management

B) Aggression

C) Assertion

D) Empathy

537. (U3C7L1:F2) What are you doing when you are able to accurately understand and constructively respond to the expressed needs, feelings, thoughts, and behaviors of others?

A) Anger management

B) Aggression

C) Assertion

D) Empathy

538. (U3C7L1:G1) The technique of controlling your emotion so you can resolve conflict in a calm, rational manner is _____.

A) logic
B) anger management
C) emotional intelligence

D) meditation

539. (U3C7L1:Q1) Jason gets angry often, even about things that most people consider to be unimportant. He knows it's a problem, but he doesn't know how to stop it. When you ask him if he's satisfied with himself and the world around him, he thinks about it, and then he says, "No. I'm not. I'm not satisfied with: myself; the way I manage time; and the way I relate to people."

Which strategy for managing anger should you recommend he try?

    A) Relaxation techniques
    B) Changing your thinking
    C) Change orientation
    D) Empathy

540. (U3C7L1:Q2) Read carefully the following paragraph and select the correct option (A-D)

The three main approaches to managing anger are expressing, suppressing, and calming. Expressing your angry feelings in an aggressive manner is the
healthiest way. Suppressing anger is when you hold in your anger, stop and think about it, and focus on something positive. Calming means controlling
 your outward behavior and internal
responses like taking steps to lower your heart rate, calm yourself down,
and let the feelings subside.

    A) Replace "aggressive" with "assertive"
    B) Replace "healthiest" with "quickest"
    C) Replace "heart rate" with "voice"
    D) Replace "stop and think about it" with "hold your breath"

541. (U3C7L1:Q3) While you and a friend were discussing anger management, she said her preferred strategy was by learning to communicate and listen better, and she thought that assertion was the best technique. You asked her why, and she listed four reasons.

Which reason would you say she's confusing with another technique?

    A) It shows respect for others.
    B) It enables people to communicate effectively.
    C) It's a positive way of communicating that promotes understanding, caring, and
respect.
    D) It allows you to listen carefully and share in an angry person's feelings.

542. (U3C7L1:V1) What is the definition of the term "anger management"?

A) A tendency to be hostile or quarrelsome.
B) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.
C) The ability to clearly communicate personal thoughts and feelings.
D) Learning to control and manage the emotion of anger; managing your anger so it comes out in a healthy and constructive way.

543. (U3C7L1:V2) What is the definition of the word "deference"?

A) The ability to accurately understand and constructively respond to expressed feelings, thought, behaviors, and needs of others.
B) The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling.
C) The ability to communicate personal thoughts and feelings.
D) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.

544. (U3C7L1:V3) What is the definition of the word "aggression"?

A) A tendency to be hostile or quarrelsome.
B) Learning to control and manage the emotion of anger; managing your anger so it comes out in a healthy and constructive way.
C) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.
D) The ability to clearly communicate personal thoughts and feelings.

545. (U3C7L1:V4) What is the definition of the term "change orientation"?

A) The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling.
B) A tendency to be hostile or quarrelsome.
C) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.
D) The ability to clearly communicate personal thoughts and feelings.

546. (U3C7L1:V5) What is the definition of the word "assertion"?

A) The ability to accurately understand and constructively respond to expressed feelings, thought, behaviors, and needs of others.
B) The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling.
C) The ability to communicate personal thoughts and feelings.
D) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.

547. (U3C7L1:V6) What is the definition of the word "empathy"?

      A) The ability to accurately understand and constructively respond to expressed feelings, thought, behaviors, and needs of others.
      B) The degree to which a person uses a communication style or pattern that is indirect and effectual for accurate expression of thought and feeling.
      C) The ability to communicate personal thoughts and feelings.
      D) A reflection of satisfaction or dissatisfaction with current emotional skills and abilities.

548. (U3C7L2:F1) True or False. According to a 2001 Bureau of Justice Statistics Special Report, 62% of hate crime offenders were under 25 years old.

      A) True
      B) False

549. (U3C7L2:F2) In this fictitious animal story what do you think the author is doing to the bolies?

"The bolies are animals like us, but they never help. All of them do not work and sit around lazily all day eating everything that we have collected for winter. They all make us poor and are very rude. They do nothing themselves, but live from the work of others. They plunder us. They do not care if we starve over the winter. The only thing they care about is that things go well for them."

      A) discrimination
      B) scapegoating
      C) expressing anti-Semitic views
      D) stereotyping

550. (U3C7L2:Q1) Study the information and select the option (A-D) that indicates the type of negative behavior in a diverse society.

      Conflicts in Diversity:

    X.   An employer shows a preference for hiring people of a specific race or nationality.

    Y.   A man thinks that people from different cultures all behave the same.

   Z.   A Cadet notices that some
ethnic groups in her class rarely
get promotions or recognition for

outstanding performance, and
they don't participate as much.

    A) X = Discrimination; Y = Prejudice; Z = Status Consciousness
    B) X = Prejudice; Y = Stereotyping; Z = Racial Tension
    C) X = Discrimination; Y = Stereotyping; Z = Racial Tension
    D) X = Stereotyping; Y = Status Consciousness; Z = Prejudice

551. (U3C7L2:Q2) A classmate is talking about some of the crime problems in your neighborhood. He said that people from a different and poor side of town are to blame.

Which type of bias is he using?

    A) Stereotyping
    B) Scapegoating
    C) Bigotry
    D) Racism

552. (U3C7L2:Q3) You were asked to arbitrate a disagreement between two people of different races. It didn't take you long to realize that the disagreement was based on misunderstandings and mistrust between the two. You decide the following: Each person would invite the other to dinner at each other's house. They would be respectful and would spend at least one additional hour getting to know that person and their family.

Which approach to conflict management are you using?

    A) Appropriate assertiveness approach
    B) Creative response approach
    C) Managing emotions approach
    D) Win/Win approach

553. (U3C7L2:V1) Choose the term that best matches the definition below.

"Derogatory words having to do with race, religion, ethnicity, ability, gender, or sexual orientation."

    A) hate-related words
    B) stereotype
    C) bigotry
    D) anti-Semitism

554. (U3C7L2:V2) Choose the word that best matches the definition below.

"The practice of racial discrimination, persecution, or segregation based on race."

    A) prejudice
    B) scapegoating
    C) racism
    D) stereotype

555. (U3C7L2:V3) Choose the term that best matches the definition below.

"Bitter, intolerant, and prejudice."

    A) anti-Semitism
    B) hate-related words
    C) scapegoating
    D) bigotry

556. (U3C7L2:V4) Choose the term that best matches the definition below.

"A judgment or opinion formed without knowing the facts; hatred or fear of other races, nations, creeds, and so on."

    A) racism
    B) prejudice
    C) hate-related words
    D) bigotry

557. (U3C7L2:V5) Choose the term that best matches the definition below.

"Feeling or showing hostility towards Jewish people; persecuting Jewish people."

    A) stereotype
    B) scapegoating
    C) bigotry
    D) anti-Semitism

558. (U3C7L2:V6) Choose the term that best matches the definition below.

"A formalized conception, notion, or attitude."

A) stereotype
B) racism
C) hate-related words
D) scapegoating

559. (U3C7L2:V7) Choose the term that best matches the definition below.

"The action of blaming an individual or group for something when, in reality, there is no one person or group responsible for the problem; it targets another person or group as responsible for problems in society because of that person's group identity."

A) prejudice
B) anti-Semitism
C) scapegoating
D) bigotry

560. (U3C7L3:G1) What is "anger management"?

A) Controlling the punches one throws in a fight so they are most effective
B) Controlling your happiness so you don't make others angry or jealous
C) The technique of controlling your emotions so you can resolve conflict in a calm, rational manner
D) The technique of controlling your voice so others cannot tell when you get angry

561. (U3C7L3:G10) The technique of controlling your emotions so you can resolve conflict in a calm, rational manner is called _____.

A) anger management
B) compromise
C) yoga
D) disengagement

562. (U3C7L3:G11) _____ is using a third party who is independent and who acts as a facilitator in conflict resolution.

A) Facilitation
B) Compromise
C) Comparison

D) Mediation

563. (U3C7L3:G12) T or F: Arbitration is preferable to mediation in conflict resolution.

A) True
B) False

564. (U3C7L3:G13) What are the duties of bystanders to prevent violence during conflicts?

    A) Refuse to spread rumors; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.
    B) Without using violence, a bystander should stop the conflict.
    C) Call the appropriate legal authorities.
    D) Support our friends as much as possible.

565. (U3C7L3:G4) What is "mediation"?

    A) A deep breathing exercise to relax you and induce a state of well-being
    B) An argument that escalates to the point where it requires a moderator
    C) Using the American court system to resolve a conflict
    D) Using an independent third party that acts as a facilitator in conflict resolution

566. (U3C7L3:G5) _____ is from the Latin word meaning "middle" and literally means putting another person in the middle of a dispute.

    A) Monitor
    B) Moderator
    C) Mediation
    D) Meditation

567. (U3C7L3:G6) Which is preferable for conflict resolution - mediation or arbitration?

    A) Arbitration
    B) Mediation

568. (U3C7L3:G7) What are the attributes of a good mediator?

    A) Honesty, objectivity, and acting in good faith
    B) Empathy, using good communication skills, and effectively listening
    C) Summarizing accurately, and thinking critically
    D) All of the above

569. (U3C7L3:G8) What are the four procedures for a successful mediation?

    A) Make introductions and explain mediation's role; Have both sides tell their story;

Explore possible solutions; and Don't give up.

      B) Delegate all roles in the group; Have both sides tell their story; Explore possible solutions; and Don't give up.

      C) Vote for who will be group leader; Have both sides tell their story; Explore possible solutions; and Don't give up.

      D) Elect a mediator; Have both sides tell their story; Explore possible solutions; and Don't give up.

570. (U3C7L3:G9) What are the duties of bystanders to prevent violence during conflict?

      A) Spread the rumor that the fight is over; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.

      B) Direct traffic away from the conflict; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.

      C) Refuse to spread rumors; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.

      D) Tell others to go home; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.

571. (U3C7L3:Q1) You are mediating an argument between two classmates. You made introductions and rules, you had both sides tell their story, and you have explored possible situations, but haven't been able to settle the disagreement.

What should you do next?

      A) Make your own decision to settle the conflict.
      B) Decide that disagreement is the only outcome.
      C) Ask if both sides would agree to a random method of decision, like rolling dice or choosing cards.
      D) Keep trying to find a solution that both classmates will agree to.

572. (U3C7L3:Q2) Read carefully the following paragraph and select the most correct option (A-D).

Yvonne agreed to mediate a disagreement between two of her friends. She listened to both of them tell their side of the story, summarized their feelings, and helped them brainstorm possible solutions. Then she thought about it and made her decision. One friend was happy, the other was not. Did Yvonne do a good job? Why or why not?

      A) No. One friend was not satisfied with her decision.

B) No. She should not have made a decision.

C) Yes. It's not always possible for both sides to accept a decision if they think they're right.

D) Yes. She followed the proper procedure and made what she thought was the best decision.

573. (U3C7L3:Q3) You are having a disagreement with a classmate. You are getting a little angry because you have evidence that would show you are right, but your classmate doesn't want to see it.

Since you have the evidence to show you're right, what should you recommend to your classmate to help resolve the situation in your favor?

A) Use anger management techniques to resolve the dispute.

B) Use violence prevention techniques to resolve the dispute.

C) Use a mediator to resolve the dispute.

D) Use an arbitrator to resolve the dispute.

574. (U3C7L3:Q4) Read carefully the following paragraph and select the correct option (A-D).

One of the steps in mediation is to explore possible solutions. Mediators should first ask both parties how they can solve the problem. Next, they should write down all of the solutions. Finally, they should check off only those solutions to which at least one of the parties can agree.

A) Replace "at least one of" with "both"

B) Replace "all of the solutions" with "only the good solutions"

C) Replace "explore possible solutions" with "explain the mediator's role"

D) Replace "at least one of the parties" with "the mediator thinks they should"

575. (U3C7L3:V1) Choose the word that best completes the sentence below.

Showing _____ is being able to experience the feelings of another as one's own.

A) violence prevention

B) arbitration

C) empathy

D) mediation

576. (U3C7L3:V2) Choose the word that best completes the sentence below.

When you are working with opposing sides to resolve a dispute or bring about a settlement, you are using _____.

A) empathy
B) mediation
C) arbitration
D) anger management

577. (U3C7L3:V3) Choose the word that best completes the sentence below.

_____ is submitting a decision to a third party who is chosen to settle differences in a controversy.

A) Violence prevention
B) Empathy
C) Anger management
D) Arbitration

578. (U3C7L3:V4) Choose the word that best completes the sentence below.

To _____ is to manage a dispute by asking open-ended questions that encourage a discussion of solutions.

A) facilitate
B) compromise
C) monitor
D) delegate

579. (U3C7L4:F1) Have you or any of your friends at school been in a physical fight within the last year?

A) Yes
B) No

580. (U3C7L4:F2) You just became friends with a new girl in your class that recently moved from a small town to your city. She began telling you how different things were saying that in her old town everyone was the same ethnicity with similar lifestyles. She expressed concern about being around people with different colored skin and thinks they dress in a very odd way.

How would you respond to your new friend?

A) Encourage her to publish an article in the school paper explaining why her old town was better
B) Don't say anything. You don't want to start the friendship off on the wrong foot
C) Encourage her to learn about others' cultures and traditions to better understand them

D) Tell her she should keep her social circle to people that are very similar to her

581. (U3C7L4:F3) Which statement below would not help you prevent violence?

A) Broaden your social circle to include others who are different from you.
B) Develop an understanding of different points of view by learning about other cultures.
C) Be cautious about getting involved in your school and community since you might encounter hate groups.
D) Join with other students to create anti-hate policies and programs in your school.
E) Stay away from alcohol and drugs as well as people who use them.

582. (U3C7L4:F4) Which statement about guns do you most agree with?

A) Carrying a gun is unlikely to make me safer.
B) Guns often escalate conflicts and increase the chances of me getting hurt.
C) If someone is threatening me I need to take matters into my own hands.
D) There are other precautions to take for safety without needing to carry a gun.

583. (U3C7L4:G1) T or F: According to the Violence Prevention Profiler, it is important to choose your words carefully when you are angry.

A) True
B) False

584. (U3C7L4:Q1) A guest speaker was giving a presentation about guns in schools. He displayed a visual aid, pointed to you, and asked "Guns can only do one of these things. Which one?"

Which one should you say?

A) Make you safer.
B) Prevent violence against you.
C) Help resolve conflict.
D) Escalate a situation.

585. (U3C7L4:Q2) Read the following passage and select the correct option (A-D).

You can help to prevent violence. Broadening your social circle will help you learn about others who are different from you. Remain silent when others use jokes or slurs that target people or groups. Most importantly, respect all people and value differences.

A) Replace "Broadening" with "Replacing"

B) Replace "Remain silent" with "Speak out"
C) Replace "prevent" with "stop"
D) Replace "Most importantly" with "If others do it"

586. (U3C7L4:Q3) Read carefully the following statement and select the most correct option (A-D).

Violence is a way to resolve issues and problems.

A) True: It has become more common in recent years.
B) False: It can result in someone getting hurt or killed.
C) True: It is an unacceptable way, but it can resolve issues and problems.
D) False: There are other, better ways to resolve issues and problems.

587. (U3C7L4:V1) It's the Question Game!
to stop an event or act from occurring

A) What is decision-point?
B) What is prevention?
C) What is safety?
D) What is violence?

588. (U3C7L4:V2) It's the Question Game!
physical force used to do injury

A) What is decision-point?
B) What is prevention?
C) What is safety?
D) What is violence?

589. (U3C7L4:V3) It's the Question Game!
the moment in time when a choice to act is made

A) What is decision-point?
B) What is prevention?
C) What is safety?
D) What is violence?

590. (U3C8L1:G1) An environment where one can learn and develop by actively participating in organized service experiences within one's community is called _____.

A) learning service
B) servant leadership
C) service learning

D) community service

591. (U3C8L1:G10) Reflecting, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process and of _____ learning.

 A) student
 B) human
 C) JROTC
 D) service

592. (U3C8L1:G11) To record reflections, experiences, observations, and goals in service learning, you should keep a _____.

 A) learning log
 B) journal
 C) clearly written notebook
 D) copy of your teacher's instructions

593. (U3C8L1:G2) What is the formula for service learning?

 A) One student and one effort = Two beneficiaries
 B) Orientation + Service + Structure = A boon to society
 C) Meaningful Service + Training + Reflection = High self-esteem
 D) Orientation and Training + Meaningful service + Structured Reflection = Service learning

594. (U3C8L1:G3) What are the five team positions found in the structured teamwork of service learning?

 A) Fact-finder, Recorder, Reporter, Timekeeper, and Debriefer
 B) Facilitator, Recruiter, Reporter, Timekeeper, and Debriefer
 C) Facilitator, Recorder, Reporter, Testmaker, and Debriefer
 D) Facilitator, Recorder, Reporter, Timekeeper, and Debriefer

595. (U3C8L1:G4) _____, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process and of service learning.

 A) Meditation
 B) Reporting
 C) Recording
 D) Reflection

596. (U3C8L1:G5) What is the purpose of a learning log?

A) To record notes from math class, particularly geometry.
B) To make a list of all the things you would like to learn if you had time.
C) To record books, restaurants, movies, or activities recommended by instructors.
D) To record reflections, experiences, observations, goals, etc.

597. (U3C8L1:G6) What is the difference between service learning and community service?

A) Prisoners on parole do community service, while service learning addresses essential needs in a community and the projects are self-directed.
B) Community service is dispensed by a judge as punishment for law breaking. Service learning addresses essential needs in a community and the projects are self-directed.
C) Service learning is dispensed by a judge, while community service addresses essential needs in a community and the projects are self-directed.
D) There is no difference. The terms are used interchangeably.

598. (U3C8L1:G7) What are the benefits for students who participate in service learning?

A) Hastens physical maturity; becomes more civic minded; sees the school-life connection; has higher self-esteem
B) Learns more; earns better grades; attends school regularly; behaves better; becomes more civic minded; gains appreciation of others; sees the school-life connection; has higher self-esteem; learns life skills for after graduation
C) Peers will think better of you; earns better grades; behaves better; gains appreciation of others
D) Learns more; earns better grades; attends school regularly; eliminates which jobs you do not want to perform as an adult

599. (U3C8L1:G8) An environment where one can learn and develop by actively participating in organized service experiences within one's community is called _____.

A) business
B) club
C) school
D) service learning

600. (U3C8L1:G9) Service learning is a kind of _____ learning strategy.

A) active and experiential
B) lecture
C) kinetic
D) community-based

601. (U3C8L1:Q1) Which of the following options (A-D) illustrate the correct sequence of

activities in service learning?

      A) Meaningful Service + Orientation and Training + Structured Reflection = Service Learning
      B) Orientation and Training + Service Learning + Structured Reflection = Meaningful Service
      C) Orientation and Training + Meaningful Service + Structured Reflection = Service Learning
      D) Orientation and Training + Structured Reflection + Meaningful Service = Service Learning

602. (U3C8L1:Q2) Read the following paragraph and select the correct option (A-D):

You are working on a service learning project to provide tutoring to elementary school students. You have volunteered to perform the role of Debriefer for your team because you like to take notes and organize information.

      A) Replace Debriefer with Timekeeper
      B) Replace Debriefer with Recorder
      C) Replace Debriefer with Facilitator
      D) Replace Debriefer with Reporter

603. (U3C8L1:Q3) Which of the following options (A-D) is not a characteristic of meaningful service?

      A) Challenges you to develop new skills
      B) Addresses a real and important need another group is not addressing
      C) Includes an extensive fund-raising component
      D) Has a positive effect on others

604. (U3C8L1:Q4) Which of the following options (A-D) is not an example of a type of structured reflection for a service learning project?

      A) Learning Log
      B) Team and Class Discussion
      C) Public Presentation
      D) Project Proposal

605. (U3C8L1:V1) Choose the term that best matches the definition below.

"The act or process of orienting or being oriented, for example, being oriented on the first day of college"

A) reflection
B) service learning
C) orientation
D) community service

606. (U3C8L1:V10) Choose the term that best matches the definiton below:

"Using a _____ will help you record thoughts, feelings, knowledge, and processes, and help you organize what you have learned"

A) recorder
B) learning log
C) facilitator
D) progress report

607. (U3C8L1:V2) Choose the word that best matches the definition below.

"One who facilitates; one who leads team discussion"

A) facilitator
B) timekeeper
C) reporter
D) debriefer

608. (U3C8L1:V3) Choose the term that best matches the definition below.

"Any form of service provided for the community or common good"

A) reflection
B) service learning
C) community service
D) recorder

609. (U3C8L1:V4) Choose the term that best matches the definition below.

"One who encourages team members and leads discussions after presentation and team discussion"

A) orientation
B) debriefer

C) timekeeper

D) service learning

610. (U3C8L1:V5) Choose the word that best matches the definition below.

"A thought, idea, or opinion formed or a remark made as a result of mediation; consideration of some subject matter, idea, or purpose"

A) recorder

B) reporter

C) timekeeper

D) reflection

611. (U3C8L1:V6) Choose the term that best matches the definition below.

"An environment where one can learn and develop by actively participating in organized service experiences within one's own community"

A) service learning

B) orientation

C) community service

D) debriefer

612. (U3C8L1:V7) Choose the term that best matches the definition below.

"One who takes notes for the team and organizes information"

A) community service

B) reporter

C) recorder

D) facilitator

613. (U3C8L1:V8) Choose the word that best matches the definition below.

"One who keeps track of time and plans the schedule"

A) reflection

B) timekeeper

C) debriefer

D) orientation

614. (U3C8L1:V9) Choose the word that best matches the definition below.

"One who represents the team voice and reports team findings"

    A) recorder
    B) reflection
    C) orientation
    D) reporter

615. (U3C8L2:F1) How do you feel about doing an exploratory project with your teacher?

    A) Ready to go - This is a great opportunity to learn about service learning with the help of my teacher.
    B) Hesitant but willing- I'm not so sure I will like service learning but I am willing to give it a try.
    C) Not too excited - Service learning really isn't my thing and I wish we didn't have to do it.

616. (U3C8L2:G2) A teacher-planned introductory project designed to introduce students to service learning and provide them with a meaningful experience is also called a(n) _____ project.

    A) introductory
    B) initiation
    C) exploratory
    D) explanatory

617. (U3C8L2:G3) What is experiential learning?

    A) Learning that helps students gain practical knowledge, skills, or practice from direct observation or participation in an activity or event
    B) Any education technique that is "bizarre" or other than mainstream
    C) Learning that helps students gain abstract thinking skills
    D) Direct observation or participation in an activity or event that is meant to reform poor social skills in a student

618. (U3C8L2:G4) _____ is an instructional strategy that promotes active learning where problems form the focus and learning stimulus and problem-solving skills are used.

    A) Problem-based learning
    B) Experiential learning
    C) Experimental learning

D) Field education learning

619. (U3C8L2:G5) In service learning, what is meant by the term, "field education"?

    A) To study out-of-doors or in a non-traditional location away from school
    B) Performing service and training to enhance understanding of the natural world
    C) Performing service and training to enhance understanding within a field of study
    D) To study the environment and the natural world

620. (U3C8L2:G6) What is an exploratory project in Service Learning?

    A) A student-centered discussion about a service learning project
    B) A teacher-planned introductory project designed to introduce students to service learning and provide them with a meaningful experience
    C) A student leader's evaluation concerning the merits of several projects
    D) A service learning project designed to explore new solutions to existing local social problems

621. (U3C8L2:G7) Learning that helps students gain practical knowledge, skills, or practice from direct observation or participation in an activity or event is called _____.

    A) experiential learning
    B) active learning
    C) effective lecture method
    D) active listening

622. (U3C8L2:Q1) You are discussing potential service learning projects with Debra, a fellow JROTC Cadet. Debra needs some work done on her car and suggests offering a free car repair clinic to students as a service learning project since several other Cadets know how to work on cars. How do you respond to Debra's suggestion?

    A) Remind Debra that service learning needs to address a school or community need that relates to the JROTC curriculum. Since car repair isn't part of the curriculum, it would not be an appropriate project.
    B) Explain to Debra that most of the other Cadets on your service learning team do not have cars, so it would not be an appropriate service learning project.
    C) Tell Debra that your brother would be happy to fix her car so maybe you should think of a different project.
    D) Explain to Debra that service learning is only supposed to involve projects that can be done in the classroom, so she should think of another idea.

623. (U3C8L2:Q2) Which of the following option (A-D) is NOT a good example of being prepared for a service learning project?

A) Identify alternate group leaders in case there are absences.

B) Ensure that you have the correct tools and supplies to complete the service.

C) Assign Cadets to work on projects according to their expertise and ability.

D) Post a detailed schedule for the project and remind everyone that they must meet the posted deadlines.

624. (U3C8L2:Q3) Your service learning team is developing a plan of action for a community wide recycling drive. As you plan for all of the tasks that need to be completed, you realize that there is no way that you can accomplish a recycling drive for the whole community in the time that you have for the project.

What should you do?

A) Revise the project goal. Instead of trying to cover the whole community, target a realistic number of neighborhoods.

B) Scrap the whole plan and try to come up with a more realistic service learning project.

C) Keep going and hope that you can miraculously accomplish it all once you get going.

D) Revise the plan of action document from four pages to two by deleting some of the tasks.

625. (U3C8L2:Q4) Which of the following options (A-D) would NOT be a rule for Executing the Service in a service learning project:

A) Ensure that you understand the task or goal at hand. If you are not sure, ask an authority.

B) If you are a team leader, make sure your team members are assigned to the easiest tasks.

C) If a situation or problem arises that needs an authority's attention, take what actions you can and have someone contact the person in charge.

D) Arrive on time and always be courteous.

626. (U3C8L2:V1) Choose the term that best completes the sentence below.

An instructional strategy that promotes active learning, where problems form the focus, and learning stimulus and problem solving skills are utilized, is known as _____.

A) problem-based learning
B) exploratory project
C) training
D) field education

627. (U3C8L2:V2) Choose the term that best completes the sentence below.

In field education, you perform the service as a part of a(n)_____ program designed primarily to enhance understanding of a field of study, while providing substantial emphasis on the service.

    A) exploratory project
    B) experiential learning
    C) training
    D) field education

628. (U3C8L2:V3) Choose the term that best completes the sentence below.

Service learning opportunities can use _____ principles to incorporate scholastic programs with the curriculum.

    A) training
    B) field education
    C) problem-based learning
    D) exploratory project

629. (U3C8L2:V4) Choose the term that best completes the sentence below.

_____ is gaining practical knowledge, skills, or practice from direct observation of or participation in events in a particular activity.

    A) Exploratory project
    B) Field education
    C) Training
    D) Experiential learning

630. (U3C8L2:V5) Choose the term that best completes the sentence below.

Your instructor should familiarize you with service learning by guiding you in a/an _____ within the community.

    A) training
    B) exploratory project
    C) problem-based learning
    D) field education

631. (U3C8L3:G1) What are the two models of service?

    A) Plans and projects
    B) Projects and placements
    C) Projects and sightings
    D) Placements and evaluations

632. (U3C8L3:G10) T or F: Performance-based assessment is particularly well suited to service learning.

    A) True
    B) False

633. (U3C8L3:G2) What are the three types of service found in service learning?

    A) Food service, customer service, and military service
    B) Direct, indirect, and active
    C) Discrete, indiscrete, and advocacy
    D) Direct, indirect, and advocacy

634. (U3C8L3:G3) _____ service in service learning involves face-to-face contact with those being served.

    A) Indirect
    B) Direct
    C) Accidental
    D) Planned

635. (U3C8L3:G4) _____ service in service learning, such as raising money for a veteran's group, involves hands-on involvement without face-to-face contact with those served.

    A) Indirect
    B) Direct
    C) Planned
    D) Unplanned

636. (U3C8L3:G5) _____ services in service learning involve speaking out on behalf of an issue or cause.

    A) Indirect
    B) Advocacy
    C) Direct
    D) Debate

637. (U3C8L3:G6) What is the purpose of an after-action review?

    A) To correct errors so they won't be repeated the next time the task is performed
    B) To critique the performances of subordinates
    C) To document the work done for review by superiors
    D) To reflect on what was learned

638. (U3C8L3:G7) Answering the question, "What did I do?" "What did it mean to me?" and "Now what?" are questions answered in the _____ phase of service learning.

    A) after action review
    B) advocacy
    C) indirect
    D) structured reflection

639. (U3C8L3:G8) What kind of assessment is particularly suited to service learning?

    A) Multiple choice
    B) Essay
    C) Performance-based assessment
    D) Field-based

640. (U3C8L3:G9) T or F: After-action reviews are used to reflect on what was learned through an activity.

    A) True
    B) False

641. (U3C8L3:Q1) Read the following and select the correct option (A-D):

Your team has decided on a service learning project where you will start an environmental awareness campaign about local air and water quality. In your service learning plan, you describe this as an Indirect Service Project.

    A) Replace indirect with direct
    B) Replace indirect with institutional
    C) Replace service learning with community service
    D) Replace indirect with advocacy

642. (U3C8L3:Q2) Your service learning team has decided on a project to hold conflict resolution clinics at your school.

Which of the following options (A-D) would not be a JROTC competency that you are addressing through this project:

A) Apply conflict resolution techniques
B) Apply anger management strategies
C) Apply the rules of etiquette to your role as a Cadet
D) Develop strategies for resolving conflict in a diverse, multi-cultural setting

643. (U3C8L3:Q3) Read the following scenario and choose the correct option (A-D):

David has completed his service learning project and is working to complete the demonstration phase of his after action review. He is reviewing his learning log and writing his response to a set of reflection questions.

A) Replace reflection with evaluation
B) Replace demonstration with structured reflection
C) Replace demonstration with evaluation
D) Replace service learning with community service

644. (U3C8L3:Q4) You have completed a very meaningful service learning project where you tutored children who were in the hospital with various health problems. As part of your after action review you plan to give a presentation to school and community members about the project and write an article for the local paper.

Which of the following options (A-D) is not a purpose or benefit of completing the demonstration phase of your project?

A) You fulfill the requirements of your service learning project.
B) You are able to share with others the community need as well as the success of your project.
C) You may inspire others to help meet this need.
D) You are able to evaluate the effectiveness of the health care provided to the children.

645. (U3C8L3:V1) What is the definition of the term "after action review"?

A) Service learning activities carried out beyond the classroom in a pre-existing, structured situation
B) Hands-on involvement in a service activity without any face-to-face contact with those served
C) Involves face-to-face contact with those being served in either project or placement models of service learning
D) Reflecting on what was learned after an act

646. (U3C8L3:V2) What is the definition of the term "indirect service"?

A) Service learning activities carried out beyond the classroom in a pre-existing, structured situation

B) Hands-on involvement in a service activity without any face-to-face contact with those served

C) Involves face-to-face contact with those being served in either project or placement models of service learning

D) Reflecting on what was learned after an act

647. (U3C8L3:V3) What is the definition of the word "placement"?

A) Service learning activities carried out beyond the classroom in a pre-existing, structured situation

B) Hands-on involvement in a service activity without any face-to-face contact with those served

C) Involves face-to-face contact with those being served in either project or placement models of service learning

D) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance

648. (U3C8L3:V4) What is the definition of the term "direct service"?

A) Service learning activities carried out beyond the classroom in a pre-existing, structured situation.

B) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance.

C) Involves face-to-face contact with those being served in either project or placement models of service learning.

D) Reflecting on what was learned after an act.

649. (U3C8L3:V5) What is the definition of the word "project"?

A) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance

B) The act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact

C) An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence often involving measurement with instruments; a record or description so obtained

D) The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

650. (U3C8L3:V6) What is the definition of the term "observation"?

   A) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance
   B) Reflecting on what was learned after an act
   C) An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence often involving measurement with instruments; a record or description so obtained
   D) The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

651. (U3C8L3:V7) What is the definition of the term "advocacy service"?

   A) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance
   B) The act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact
   C) An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence often involving measurement with instruments; a record or description so obtained
   D) The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

652. (U3C8L3:V8) What is the definition of the word "integration"?

   A) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance
   B) The act or process of supporting or providing a service toward a cause or proposal that does not require face-to-face contact
   C) An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence often involving measurement with instruments; a record or description so obtained
   D) The act or process, or an instance of forming, coordinating, or blending into a functioning or unified whole

653. (U3C8L3:V9) What is the definition of the word "after action review"?

   A) Service learning activities carried out beyond the classroom in a pre-existing, structured situation
   B) The separation of a whole into its component parts for individual study; a study of something complex, its elements, and their relations

C) Involves face-to-face contact with those being served in either project or placement models of service learning

D) A task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by Cadets with instructor guidance

654. (U3C10L1:F1) Passing time without working or while avoiding work is known as _____?

A) intuition

B) idleness

C) criteria filter

D) routinization

655. (U3C10L1:G1) Explain the FINDS Decision-Making Model.

A) Fast; Independent; Natural; Determined; Study the decision.
B) Figure out the problem; Investigate; Name a leader; Decide on a solution; Study the results.
C) Figure out the problem; Identify solutions; Name pros and cons of each choice; Decide which is the best solution and then act on it; Scrutinize the decision.
D) Find a project; Identify the benefits; Name the disadvantages; Decide if it's a worthy project; Scrutinize the decision-making process.

656. (U3C10L1:Q1) Study the Double Bubble Thinking Map® and select the option (A-D) that best completes it.

A) X = Best for Challenges; Y = Logical procedure; Z = Establishes future
B) X = Establishes future; Y = Best for challenges; Z = Logical procedure
C) X = Establishes future; Y = Logical procedure; Z = Best for Challenges
D) X = Logical procedure; Y = Establishes future; Z = Best for Challenges

657. (U3C10L1:Q2) Stacy is using the FINDS decision process to decide on what to do this summer. She identified three possible choices: Get a job; Volunteer at summer camp; Go to summer school.

What should she do next?

A) Decide which is the best choice and then act on it.
B) Scrutinize her decision.
C) Name the pros and cons of each.
D) Start setting short-term goals.

658. (U3C10L1:Q3) A friend that has known you for a long time asked you what you are going to do next summer. You took out a pencil and a piece of paper and started using the FINDS process. Then your friend said, "Why do you always do that?"

Which of the following reasons would you NOT say?

A) The more you use it, the more it becomes routine.
B) It's a logical way to make life decisions.
C) It can be used for major and minor decisions.
D) It helps to define goals.

659. (U3C10L1:Q4) While making a decision about what to do next summer, you identified possible solutions and also identified the pros and cons of each. Last year, you went with your feelings and decided to wait and see what came up, and it turned out to be a bad decision.

If you want to compare the pros and cons to really make a good decision, which technique should you use to help you decide?

A) routinization
B) intuition
C) idleness
D) criteria filter

660. (U3C10L1:V1) Criteria Filter

Vocabulary Matching - Question 1

1. criteria filter

2. idleness

3. intuition

4. routinization

A. a process or decision that you have used over and over in the past that helps you now with an established decision-making pattern

B. a standard, rule, or test on which a judgment or decision can be based

C. instinctive knowledge or perception without conscious reasoning; keen insight

D. passing time without working or while avoiding work

A)
B)
C)
D)

661. (U3C10L1:V2) Idleness

Vocabulary Matching - Question 2

1. criteria filter

2. idleness

3. intuition

4. routinization

A. a process or decision that you have used over and over in the past that helps you now with an established decision-making pattern

B. a standard, rule, or test on which a judgment or decision can be based

C. instinctive knowledge or perception without conscious reasoning; keen insight

D. passing time without working or while avoiding work

A)
B)
C)
D)

662. (U3C10L1:V3) Intuition

Vocabulary Matching - Question 3

1. criteria filter

2. idleness

3. intuition

4. routinization

A. a process or decision that you have used over and over in the past that helps you now with an established decision-making pattern

B. a standard, rule, or test on which a judgment or decision can be based

C. instinctive knowledge or perception without conscious reasoning; keen insight

D. passing time without working or while avoiding work

A)
B)
C)
D)

663. (U3C10L1:V4) Routinization

Vocabulary Matching - Question 4

1. criteria filter

2. idleness

3. intuition

4. routinization

A. a process or decision that you have used over and over in the past that helps you now with an established decision-making pattern

B. a standard, rule, or test on which a judgment or decision can be based

C. instinctive knowledge or perception without conscious reasoning; keen insight

D. passing time without working or while avoiding work

A)
B)
C)
D)

664. (U3C10L2:F1) A _____ is an aim or purpose, or an end to which effort is directed.

A) resume

B) destination

C) idea

D) goal

665. (U3C10L2:F2) You are a high school freshman and have the desire to get accepted to a top-rated university. What type of goal is this?

A) short-term goal

B) mid-term goal

C) long-term goal

666. (U3C10L2:G1) The acronym SPAM can be used to evaluate goals. What does SPAM stand for?

A) Stated, Process, Achievable, Measurable
B) Specific, Positive, Achievable, Measurable
C) Specific, Positive, Attainable, Micromanageable
D) Standard, Practice, Accountable, Maintainable

667. (U3C10L2:Q1) Study the table and select the option (A-D) that indicates the correct type of goal.

Types of Goals:

X. I will work for the most powerful law firm in the city.

Y. I will get no grade lower than a "B" for the rest of the year.

Z. I will finish this essay assignment before I go out with my friends.

A) X = short-term goal;
Y = mid-term goal;
Z = long-term goal
B) X = mid-term goal;
Y = long-term goal;
Z = short-term goal
C) X = long-term goal;
Y = short-term goal;
Z = mid-term goal
D) X = long-term goal;
Y = mid-term goal;
Z = short-term goal

668. (U3C10L2:Q2) If goal setting is compared to travel planning, what would the goal be?

      A) The destination
      B) Payment for the trip
      C) The travel plan
      D) The map

669. (U3C10L2:Q3) SPAM is an acronym used to help you evaluate your goals. Study the table and select the option (A-D) that indicates the described SPAM terms.

Goal Setting SPAM:

X.   I know I accomplished my fitness goal when I weigh 135 pounds, and can bench-press at least 135 pounds.

Y.   I made a lot more progress since I rewrote my goal from: I want to bench-press 135 pounds, to I WILL bench-press 135 pounds.

Z.   I bought a weight bench and weights; I planned a regular exercise schedule; I have the time to do it; I can meet my fitness goal.

      A) X = Achievable;
Y = Measurable;
Z = Specific

      B) X = Measurable;
Y = Positive;
Z = Achievable

      C) X = Specific;
Y = Probable;
Z = Possible

      D) X = Achievable;
Y = Measurable;
Z = Positive

670. (U3C10L2:V1) Choose the word that best completes the sentence below.

A _____ is an aim or purpose.

    A) goal setting
    B) goal
    C) short-term goal
    D) mid-term goal

671. (U3C10L2:V2) Choose the word that best completes the sentence below.

A _____ is usually a step to a long-term goal.

    A) goal
    B) goal setting
    C) long-term goal
    D) mid-term goal

672. (U3C10L2:V3) Choose the word that best completes the sentence below.

You are _____ when you are planning how to reach a desired goal.

    A) goal setting
    B) comparing
    C) studying
    D) discovering

673. (U3C10L2:V4) Choose the word that best completes the sentence below.

A _____ usually requires a lot of time and planning to accomplish.

    A) goal setting
    B) goal
    C) long-term goal
    D) mid-term goal

674. (U3C10L2:V5) Choose the word that best completes the sentence below.

A _____ often does not need much planning or effort.

    A) short-term goal
    B) goal

C) long-term goal
D) mid-term goal

675. (U3C10L3:G1) What is time management?

A) The ability to resist procrastination.
B) The process of effectively using time to gain control of events, conditions, or actions.
C) The procedure of starting meetings on time.
D) A management technique of staggering shift workers so a plant can remain productive 24 hours a day.

676. (U3C10L3:G2) What are three common time wasters?

A) Cleaning, procrastination, and crisis management
B) Multi-tasking, poor organization, and crisis management
C) Contingency planning, poor organization, procrastination
D) Procrastination, poor organization, and crisis management

677. (U3C10L3:G3) What is procrastination?

A) To have children.
B) The act of putting off something that needs to be done.
C) The act of anticipating what might need to be done and doing it.
D) The act of planning for an unknowable or uncertain future.

678. (U3C10L3:G4) The process of effectively using time to gain control of events, conditions, or actions is _____.

A) Leadership

B) Effective organization
C) Time management
D) Followership

679. (U3C10L3:G5) The act of putting off something that needs to be done is _____, which is also a major time waster.

A) time management
B) organization
C) procrastination
D) task organization

680. (U3C10L3:G6) What is an agenda?

A) A list or program of things to be done or considered
B) A formal calendar
C) A time line for a public performance
D) A detailed outline of a broad subject

681. (U3C10L3:Q1) Read carefully the following paragraph and select the most correct option (A-D).

Time management is the process of effectively using organization to gain control of events, conditions, and actions. You practice time management by taking responsibility for how you use your time. Planning your day and building a schedule is how time management helps you reach your goals.

A) Replace "organization" with "time"
B) Replace "Planning your day" with "Removing time wasters"
C) Replace "use your time" with "waste your time"
D) Replace "reach your goals" with "be an adult"

682. (U3C10L3:Q2) You use a planner to organize your time. You just finished prioritizing your tasks for the day. What should you do next?

A) Start to execute your plan.
B) Create an agenda for the day.
C) Cross off the tasks you have already accomplished.
D) Make a list of things to accomplish.

683. (U3C10L3:Q3) Study the table and select the option (A-D) that best indicates the described time wasters.

Time Wasters:

X.   You wait until the last minute to write an essay because you usually felt like doing something else.

Y.   You frequently miss the bus because you can't find your keys, backpack, lunch, or something else that you need for school.

Z.   You regularly forget about assignments. This time, you forgot that

you had a biology test tomorrow, and
you can't go to a concert with your
friends because you have to study.

    A) X = Poor Organization;
Y = Crisis Management;
Z = Procrastination

    B) X = Crisis Management;
Y = Procrastination;
Z = Poor Organization

    C) X = Procrastination;
Y = Poor Organization;
Z = Crisis Management

    D) X = Crisis Management;
Y = Poor Organization;
Z = Procrastination

684. (U3C10L3:Q4) A classmate said, "It seems like you do a lot of extra work filling out your planner. Why?"

What should you say to make her understand the purpose of time management?

    A) Because it helps me accomplish more by being organized and motivated to reach my goals.
    B) Because it helps me keep track of things I still need to do.
    C) Because if I don't use a planner, then I won't reach my goals.
    D) Because I am so unorganized, I have to use a planner.

685. (U3C10L3:V1) What is the definition of the word "time wasters"?

    A) The process of effectively using time to gain control of events, conditions, and actions.
    B) The act of putting off something that needs to be done.
    C) Activities that do not promote the effective use of time.
    D) A list or program of activities that need to be done or considered.

686. (U3C10L3:V2) What is the definition of the word "time management"?

    A) The process of effectively using time to gain control of events, conditions, and actions.
    B) The act of putting off something that needs to be done.
    C) Activities that do not promote the effective use of time.
    D) A list or program of activities that need to be done or considered.

687. (U3C10L3:V3) What is the definition of the word "agenda"?

    A) The process of effectively using time to gain control of events, conditions, and actions.
    B) The act of putting off something that needs to be done.
    C) Activities that do not promote the effective use of time.
    D) A list or program of activities that need to be done or considered.

688. (U3C10L3:V4) What is the definition of the word "procrastination"?

    A) The process of effectively using time to gain control of events, conditions, and actions.
    B) The act of putting off something that needs to be done.
    C) Activities that do not promote the effective use of time.
    D) A list or program of activities that need to be done or considered.

689. (U3C10L4:G1) What is "etiquette"?

    A) Formal English food
    B) Behaviors based on rules of a polite society
    C) The proper way to wear a military uniform
    D) Parents' support for public education

690. (U3C10L4:G10) Explain the zigzag method of the American eating style.

    A) The fork is held in the left hand with tines down to secure the food being cut with a knife. After cutting no more than two or three bites, the fork is transferred to the right hand for eating
    B) Eating more that one course at the same time
    C) Using the fork, knife, and spoon on the same course
    D) Conducting polite conversation with diners on your left and right

691. (U3C10L4:G11) Where on the plate is silverware positioned to indicate the diner is finished eating?

A) When dinner is finished the silverware should be replaced on the table
B) On the napkin
C) Knife and fork are placed beside each other diagonally from the upper left to lower right, or from the 10:00 to the 4:00 position
D) On the bottom half of the plate upside down

692. (U3C10L4:G12) T or F: When eating Continental or European style, the fork is held in the left hand and knife in the right hand, and you cut and eat with the fork held with the tines down.

A) True
B) False

693. (U3C10L4:G13) T or F: It is appropriate to place silverware back on the table when you are finished using it.

A) True
B) False

694. (U3C10L4:G14) T or F: At the end of the meal, it is appropriate to gather all unused silverware and put it on the plate to be taken away.

A) True
B) False

695. (U3C10L4:G15) What is the proper way to eat soup?

A) The motion of the spoon should be away from you. If it is necessary to tip your soup bowl, tip it away from you. It is never appropriate to blow on soup to cool it. Soup should sipped, not slurped, from the side of the spoon.
B) Soup should be eaten with the spoon in the right hand from the front of the spoon.
C) The spoon should always be dipped toward you and sipped from the side.
D) Soup should not be served at formal meals.

696. (U3C10L4:G16) Where do you place your hands between courses during formal meals?

A) The right hand may be placed on the table with the left hand in the lap

B) On your lap or at your sides, and elbows should not be placed on the table
C) Either hand may be on the table but not both
D) It is acceptable to hold hands with a date, but it must be out of sight under the table

697. (U3C10L4:G17) When at a formal dinner, it is important not to monopolize conversation. Define "monopolize".

A) To take exclusive ownership or control
B) Talking to yourself
C) Arguing about religion or politics
D) Making suggestive sexual remarks

698. (U3C10L4:G18) T or F: Purses, gloves, and cameras may be placed on a dinner table.

A) True
B) False

699. (U3C10L4:G19) T or F: It is acceptable after you have declined an invitation because of other obligations to call back and accept the invitation if your other obligation changes.

A) True
B) False

700. (U3C10L4:G2) A group of people, including the host and honored guests, who stand in a line to welcome guests attending a function is called a _____.

A) welcoming group
B) line welcome
C) welcome responsibility
D) receiving line

701. (U3C10L4:G20) How long after a dinner party are you obligated to stay to avoid the hint of "eat-and-run" rudeness?

A) Not less than fifteen minutes
B) At least one half hour
C) You should stay until the hosts have completed their presentation.
D) At least one hour

702. (U3C10L4:G21) If an invitation indicates that an event requires formal dress, what should

males wear?

    A) Only a tuxedo is appropriate
    B) A sport coat with a tie
    C) Only a dress blue military uniform is appropriate
    D) A suit, although a tuxedo or uniform is preferable

703. (U3C10L4:G22) If an invitation requires informal attire, what should a male wear?

    A) A sport coat and tie
    B) A suit is required but it may be worn without a tie
    C) Slacks or jeans are appropriate
    D) A long sleeved shirt with a tie is acceptable

704. (U3C10L4:G23) If an invitation requires casual attire, what should a male wear?

    A) Casual attire usually means shorts.
    B) Nice slacks and a sport shirt, although in some situations jeans or shorts may be
acceptable.
    C) Jeans may be worn but a shirt with a tie is required.
    D) Casual attire allows almost any type of outfit to be worn.

705. (U3C10L4:G24) T or F: It is appropriate to be "fashionably late" (up to 30 minutes) for formal dinners.

    A) True
    B) False

706. (U3C10L4:G25) T or F: Your first responsibility upon arriving at a party is to greet the host or hostess.

    A) True
    B) False

707. (U3C10L4:G26) T or F: If there is a large crowd remaining at a party, it is acceptable to leave a party without thanking your host or hostess.

    A) True
    B) False

708. (U3C10L4:G27) T or F: It is permissible to send thank-you notes via email.

    A) True
    B) False

709. (U3C10L4:G28) T or F: When planning a military ball, thank you notes must be sent to special guests, to organizations sponsoring the event, and to those who provided services or entertainment.

    A) True
    B) False

710. (U3C10L4:G29) T or F: Telephone courtesy requires that RSVPs be made between 8 a.m. and 8 p.m.

    A) True
    B) False

711. (U3C10L4:G3) T or F: As a general rule when making introductions, introduce juniors to seniors (in age and rank).

    A) True
    B) False

712. (U3C10L4:G30) T or F: If you are expecting an emergency phone call, it is appropriate to leave your cell phone on at a social event.

    A) True
    B) False

713. (U3C10L4:G31) T or F: It is a Cadet's responsibility to inform a guest attending the Cadet Ball of the appropriate attire and customs of the event.

    A) True
    B) False

714. (U3C10L4:G32) The intent of a formal dining-in experience is to promote cordiality. Define "cordiality".

  A) Appropriate social behavior
  B) Sincere affection and kindness
  C) Polite disagreement
  D) True feelings

715. (U3C10L4:G33) T or F: Toasts at formal events are always made standing up.

  A) True
  B) False

716. (U3C10L4:G4) T or F: A polite dinner guest touches nothing on the table, not even the napkin, until after the blessing or invocation.

  A) True
  B) False

717. (U3C10L4:G5) Explain the general rule for use of cutlery or silverware at a formal dinner.

  A) Start with the outside pieces of silverware and work inward toward the plate.
  B) Start at the left and work to the right.
  C) Make sure you use only the salad fork first.
  D) Never use the dessert spoon for stirring drinks.

718. (U3C10L4:G6) T or F: The number of pieces of silverware on a formal table setting indicates the number of courses you can expect at the meal.

  A) True
  B) False

719. (U3C10L4:G7) Where is the bread plate located in a formal setting?

  A) On the right of the place setting
  B) On the left side of the place setting
  C) Above the place setting

D) None of the above

720. (U3C10L4:G8) T or F: Proper etiquette requires you to wait until the lead table and everyone at your table is served before you start to eat.

A) True
B) False

721. (U3C10L4:G9) When at a formal dinner, courses are served from the _____ and removed from the _____.

A) right; left
B) center; out
C) top; bottom
D) left; right

722. (U3C10L4:Q1) Study the Double Bubble Map and select the most correct option.
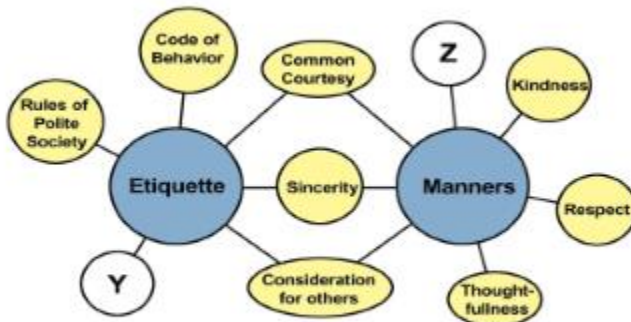
A) Y = To be used during dining; Z = Only used by polite society
B) Y = Only used by polite society; Z = Mandatory
C) Y = Timeless; Z = Varies with changing times
D) Y = Varies with changing times: Z = Timeless

723. (U3C10L4:Q2) You have to supervise a group of Cadets who will put the place settings on the tables at your spring dining out. When one of them asks, "Why are there so many forks?" what should you say is the purpose for each?

Place Setting
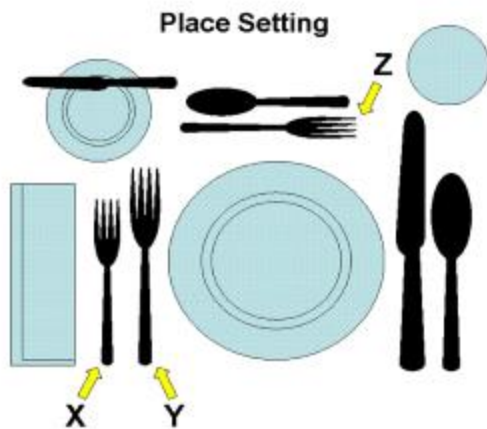
A) X = Salad Fork; Y = Dinner Fork; and Z = Dessert Fork
B) X = Dessert Fork; Y = Salad Fork; and Z = Dinner Fork
C) X = Spare Fork; Y = Primary Fork; and Z = Serving Fork
D) X = Serving Fork; Y = Primary Fork; and Z = Spare Fork

724. (U3C10L4:Q3) The guest of honor for your dining out asks, "What's the order in the receiving line?"

What should you tell her?

A) You and your spouse are first, then the host and his spouse, and then the company commanders and their spouses or guests.
B) The host and his spouse are first, then you and your spouse, and then the company commanders and their spouses or guests.
C) The host is first, then you and your spouse, then the host's spouse, and then the company commander's and their spouses or guests.
D) The company commanders and their spouses or guests are first, the host and his spouse are second, and then you and your spouse.

725. (U3C10L4:Q4) Read the following paragraph and select the most correct option (A-D).

Invitations must be understood by the invitees. The invitees should know what they are being invited for, where it will be held, when they should be there, and what they should wear. R.S.V.P. means "please reply," and means that the host or hostess is expecting you unless you notify them otherwise. If you can accept, then you need not reply, you just need to be there on time.

A) Replace "understood by the invitees" with "elegant and professional"
B) Replace "R.S.V.P" with "R.S.V.P. Regrets only"

C) Replace "what they should wear" with "what they should bring"
D) Replace "what they should wear" with "where they can send thank-you notes"

726. (U3C10L4:V1) Choose the word that best completes the sentence below.

Traditionally, a/an _____ is a man who attends a social affair without an escort.

   A) receiving line
   B) etiquette
   C) stag
   D) curtly

727. (U3C10L4:V10) Choose the word that best completes the sentence below.

The slender pointed parts of a fork are known as _____.

   A) tines
   B) sorbet
   C) palate
   D) monopolize

728. (U3C10L4:V11) Choose the word that best completes the sentence below.

The sense of taste is also known as _____.

   A) sorbet
   B) repast
   C) palate
   D) stilted

729. (U3C10L4:V12) Choose the word that best completes the sentence below.

_____ are name cards for a formal dinner.

   A) Place cards
   B) Tines
   C) Stilted
   D) Marital

730. (U3C10L4:V13) Choose the word that best completes the sentence below.

If your do not normally speak a _____ or flowery language, you should not write in that way in a thank you note.

      A) repast
      B) protocol
      C) martial
      D) stilted

731. (U3C10L4:V14) Choose the word that best completes the sentence below.

A formal military dinner to which non-military guests are invited is known as _____.

      A) dining-in
      B) dining-out
      C) comradeship
      D) martial

732. (U3C10L4:V15) Choose the word that best completes the sentence below.

The intent of the dining-in is to promote cordiality, _____, and esprit de corps.

      A) stilted
      B) place cards
      C) repast
      D) comradeship

733. (U3C10L4:V16) Choose the word that best completes the sentence below.

_____ is a code of precedence in rank, status, and of correct procedure in ceremonies.

      A) Protocol
      B) Martial
      C) Monopolize
      D) Etiquette

734. (U3C10L4:V2) Choose the word that best completes the sentence below.

A _____ is a fruit-flavored ice served for dessert.

      A) sorbet

B) stag
C) palate
D) repast

735. (U3C10L4:V3) Choose the word that best completes the sentence below.

You shouldn't _____ or take control of a conversation.

A) sorbet
B) repast
C) protocol
D) monopolize

736. (U3C10L4:V4) Choose the word that best completes the sentence below.

_____ music relates to military life.

A) Comradeship
B) Martial
C) Dining-out
D) Protocol

737. (U3C10L4:V5) Choose the word that best completes the sentence below.

A formal military dinner for military members only is known as _____.

A) dining-in
B) dining-out
C) protocol
D) stilted

738. (U3C10L4:V6) Choose the word that best completes the sentence below.

_____ is a supply of food and drink served as a meal.

A) Etiquette
B) Sorbet
C) Repast
D) Palate

739. (U3C10L4:V7) Choose the word that best completes the sentence below.

_____ is a code of behavior or courtesy based on rules of polite society.

A) Dining-out
B) Etiquette
C) Receiving line
D) Stag

740. (U3C10L4:V8) Choose the word that best completes the sentence below.

A _____ is a group of people, including the host and honored guest, who stand in line and individually welcome guests attending.

A) curtly
B) repast
C) protocol
D) receiving line

741. (U3C10L4:V9) Choose the word that best completes the sentence below.

When you are rude or abrupt in your speech or manner, you are acting _____.

A) etiquette
B) curtly
C) stilted
D) sorbet

742. (U3C12L1:F1) How prepared do you feel to teach a lesson?

A) I am ready to go - bring it on!
B) I feel confident but hope it goes well.
C) I'm willing to try but I'm not sure how good it will be.
D) There's no way you could get me up there to teach.

743. (U3C12L1:G1) What are the three parts of a learning objective?

A) The action, the condition, and the repercussions
B) The task, the condition, and the evolution
C) The task (the action to be performed), the condition (the circumstances under which the task must be performed), and the standard (how well the task must be performed)
D) The condition, the standard, and the reward

744. (U3C12L1:G2) Explain the difference between qualitative and quantitative measures of performance.

A) Quantitative standards use numbers to measure performance, while qualitative standards require the evaluator to make a judgment

B) Both are numeric, but qualitative standards require judgment of an evaluator

C) Neither are numeric and both require judgment of an evaluator

D) None of the above

745. (U3C12L1:G3) Give three examples of training aids.

A) Hearing aids, walking aids such as canes, seeing aids such as glasses

B) Whiteboards, handouts, and posters

C) Traffic cones, stop signs, and lane markers

D) None of the above

746. (U3C12L1:Q1) Sally was asked to teach a lesson on percents because she is particularly good at math. She was excited to teach the lesson and developed a lesson plan with clear learning outcomes. When Sally presented the lesson to the class, she found that some students had difficulty visualizing the concept of percents even though she explained it in several different ways.

Which of the five critical elements in preparing to teach did Sally neglect to use that would make her lesson more effective?

A) Learning Outcomes

B) Lesson Plan

C) Knowledge of Material

D) Training Aids

747. (U3C12L1:Q2) Steve is preparing to teach a lesson on the principles of leadership. He is struggling to decide how to assess his students' performance. You ask to see his lesson plan and learning outcomes. The target competency for the lesson is, "Understand the principles of leadership." Which of the following would you recommend to Steve to help him improve his lesson plan and select an appropriate assessment?

A) Go to on online test bank and locate test questions on leadership.

B) Suggest that Steve replace "understand" with a measurable verb such as "apply" in the target competency and create an assessment that requires students to apply the principles of leadership.

C) Suggest that Steve have his students write a report about leadership.

D) Suggest that Steve replace "understand" with "demonstrate knowledge of" in the target competency and create an assessment that requires students to apply the principles of leadership.

748. (U3C12L1:Q3) You are planning a lesson on nutrition. Which of the following would be the most effective way to begin the lesson?

A) Give a lecture on the food pyramid.
B) Have students read the textbook chapter on nutrition and answer the questions at the end of the chapter.
C) Give a selection of snack food items with nutritional information for each. Have students justify their snack selections based on the nutritional information.
D) Show slides of the major food groups.

749. (U3C12L1:Q4) Steve prepared a lesson plan to teach students how to stop bleeding. He has asked you to look over his lesson plan and provide feedback. According to the lesson plan, Steve will introduce the lesson by showing slides of people with serious bleeding injuries. Steve will facilitate a discussion on how each injury should be treated and safety requirements when dealing with blood. Students will then read the textbook chapter on stopping bleeding and answer the questions at the end of the chapter. They will then be assessed on applying a tourniquet to a fellow student.

Which of the following tips for lesson planning would you recommend to improve Steve's lesson plan?

A) Use demonstrations and/or other forms of practical exercises to reinforce the instruction.
B) Use an opening that will grab the attention of the class.
C) Inform students of the lesson's learning objectives and of your expectations.
D) Advise students of any precautions, safety requirements, or special instructions regarding the lesson.

750. (U3C12L1:V1) Choose the term that best describes the scenario below.

Every day before class starts, Lisa's history teacher tells the students what they need to learn in order to master the lesson. What is Lisa's teacher describing to the students?

A) learning outcomes
B) competency
C) lesson plan
D) learning objectives

751. (U3C12L1:V2) Choose the term that best describes the scenario below.

When learning about teaching, Matt discovered that all learning objectives must be realistic, attainable, and what else?

A) training aids
B) measurable
C) prerequisite
D) competency

752. (U3C12L1:V3) Choose the term that best describes the scenario below.

By the end of his math lesson, Jerry was able to add and subtract fractions easily. Jerry's teacher helped Jerry to achieve what?

A) learning outcomes
B) learning objectives
C) measurable
D) lesson plan

753. (U3C12L1:V4) Choose the term that best describes the scenario below.

Susan's English project involves teaching her fellow students how to write a research paper. Susan is busy writing out a list of what she is going to teach and how she is going to teach it. What is this list known as?

A) training aids
B) learning objectives
C) lesson plan
D) prerequisite

754. (U3C12L1:V5) Choose the term that best describes the scenario below.

Before Jessica can move up to advanced Spanish, she must pass intermediate Spanish. What is this known as?

A) prerequisite
B) measurable
C) competency
D) learning outcomes

755. (U3C12L1:V6) Choose the term that best describes the scenario below.

During Ralph's computer class, his teacher distributed a handout that showed an image of the software toolbar with descriptions of each tool. What is this handout known as in teaching?

A) lesson plan
B) learning outcomes
C) training aids

D) learning objectives

756. (U3C12L1:V7) Choose the term that best describes the scenario below.

Maggie's teacher is describing to her students the major skills that the students will be able to do at the end of today's science lesson. What is Maggie's teacher describing?

A) competency
B) training aids
C) measurable
D) lesson plan

757. (U3C12L2:F1) Which statement most accurately reflects how you feel about lesson plans?

A) They are an essential tool to organize the information and activities used in class.
B) They are useful for most people to organize instruction but some people don't need them.
C) They might be necessary for new information but otherwise not helpful.
D) They are such a waste of time - a good teacher should be able to just get up there and do it.

758. (U3C12L2:G1) What are the Four-Phases of a lesson plan?

A) Inquire, Gather, Process, Apply
B) Research, Initiate, Evaluate, Retrain
C) Inquire, Initiate, Evaluate, Integrate
D) Inquire, Gather, Apply, Evaluate

759. (U3C12L2:G2) Name the three components of each stage of the Four-Phase lesson plan.

A) Direct instructor focus, learning activity, and reflection.
B) Direct student focus, learning activity, and reflection.
C) Direct student focus, memorization activity, and reflection.
D) Direct student focus, learning activity, and rehearsal.

760. (U3C12L2:G3) Why is reflecting an important stage of the learning process?

A) It helps students value their education.
B) It gives students time to bond with peers.
C) It helps students retrieve and work with information in their short-term memory.
D) It helps students store the newly acquired information in their long-term memory.

761. (U3C12L2:G4) To inquire, gather, process, and apply are Four-Phases of a _____ plan.

A) budgeting
B) business
C) teaching
D) lesson

762. (U3C12L2:Q1) Which of the following analogies does not represent the purpose of a lesson plan?

A) A lesson plan guides the teaching of a lesson as a recipe guides the creation of a meal.
B) A lesson plan guides the teaching of a lesson as a railroad track guides a train.
C) A lesson plan guides the teaching of a lesson as sheet music guides a musical performance.
D) A lesson plan guides the teaching of a lesson as a map guides a traveler.

763. (U3C12L2:Q2) JROTC learning plans support Cadet learning by communicating the target outcome, performance expectations, learning activities, and assessment activities for each lesson to students. Which of the following describe the most effective way to use learning plans to enhance student learning?

A) Review the information provided in the learning plan at the beginning of the lesson. Refer to the learning plan throughout the learning process.
B) Compile all of the learning plans for a unit into a packet and hand it out on the first day of class. At the end of the course, have students review the learning plans as a summary of what they learned in the class.
C) Post the learning plans on the bulletin board in the JROTC classroom. Explain to students that the current learning plan will be posted throughout the course.
D) Store the learning plans in a file cabinet in the JROTC classroom so they are available in case a student asks for one.

764. (U3C12L2:Q3) You are developing a lesson plan to teach orienteering to your fellow Cadets. You will begin the lesson by having students share experiences with hiking or orienteering. Next, a guest speaker will share his or her adventures with orienteering. Students will then perform research on orienteering, and will watch a video demonstration on orienteering techniques. Finally, students will complete a practice activity on using a compass. As you review your lesson plan with your JROTC instructor, she suggests that you are missing one of the phases in a Four-Phase lesson plan.

Which phase do you determine needs to be added to your lesson plan?

A) Inquire
B) Gather

C) Process
D) Apply

765. (U3C12L2:Q4) In reviewing your lesson plan for nutrition you realize that most of your activities are teacher-centered and do not require active learning by students.

Which of the following activities might you incorporate into your lesson to increase student-centered active learning?

    A) Have students listen to a presentation by a guest speaker and take notes.
    B) Have students interview an expert and display what they learn in a graphic organizer.
    C) Have students select and watch a video on nutrition from the resource library.
    D) Have students watch a webcast of a panel of experts on nutrition.

766. (U3C12L2:V1) What is the definition of the word "facilitator"?

    A) The phase in a lesson plan designed to provide opportunities for students to demonstrate their competence and expand their ability to use it in their lives
    B) The phase in a lesson plan designed to connect new learning to past experience
    C) An activity that requires learners to think about and communicate their learning experiences
    D) One who leads a discussion or guides an activity

767. (U3C12L2:V2) What is the definition of the word "inquire"?

    A) A learning activity designed to motivate and engage learners
    B) The phase in a lesson plan designed to connect new learning to past experience
    C) An activity that requires learners to think about and communicate their learning experiences
    D) One who leads a discussion or guides an activity

768. (U3C12L2:V3) What is the definition of the word "apply"?

    A) The phase in a lesson plan designed to provide opportunities for students to demonstrate their competence and expand their ability to use it in their lives
    B) The phase in a lesson plan designed to connect new learning to past experience
    C) An activity that requires learners to think about and communicate their learning experiences
    D) One who leads a discussion or guides an activity

769. (U3C12L2:V4) What is the definition of the word "reflection"?

A) A center of activity, attraction, or attention; a point of concentration; directed attention

B) The phase in a lesson plan designed to connect new learning to past experience

C) An activity that requires learners to think about and communicate their learning experiences

D) One who leads a discussion or guides an activity

770. (U3C12L2:V5) What is the definition of the word "gather"?

A) A learning activity designed to motivate and engage learners

B) The phase in a lesson plan designed to assist learners in gathering new ideas and information

C) The phase in a lesson plan designed to provide opportunities for practicing new skills and processing information

D) A center of activity, attraction, or attention; a point of concentration; directed attention

771. (U3C12L2:V6) What is the definition of the word "focus"?

A) A learning activity designed to motivate and engage learners

B) The phase in a lesson plan designed to assist learners in gathering new ideas and information

C) An activity that requires learners to think about and communicate their learning experiences

D) A center of activity, attraction, or attention; a point of concentration; directed attention

772. (U3C12L2:V7) What is the definition of the word "energizer"?

A) A learning activity designed to motivate and engage learners

B) The phase in a lesson plan designed to assist learners in gathering new ideas and information

C) The phase in a lesson plan designed to provide opportunities for practicing new skills and processing information

D) A center of activity, attraction, or attention; a point of concentration; directed attention

773. (U3C12L2:V8) What is the definition of the word "process"?

A) A learning activity designed to motivate and engage learners

B) One who leads a discussion or guides an activity

C) The phase in a lesson plan designed to provide opportunities for practicing new skills and processing information

D) A center of activity, attraction, or attention; a point of concentration; directed

attention

774. (U3C12L3:F1) Which teaching method do you think you would use most often during instruction?

      A) Lecture
      B) Discussion
      C) Demonstration
      D) Practical Exercises
      E) Brainstorming
      F) Case Study
      G) Gaming

775. (U3C12L3:G1) Name two types of teaching methods.

      A) Lecture; Discussion/Conference
      B) Demonstration; Practical Exercise
      C) Brainstorming; Case Study; Gaming
      D) All of the above

776. (U3C12L3:G2) What is the teaching method that uses a real or realistic situation, with enough details given to make it possible for learners to analyze the problem and determine possible solutions?

      A) Gaming
      B) Practical Exercise
      C) Discussion/Conference
      D) Case study

777. (U3C12L3:G3) What is a case study?

      A) A study of a mentally insane patient
      B) A teaching method that includes field study to enhance one's understanding of a career
      C) A study of legal case law for the purpose of learning about conflict resolution
      D) A teaching method that consists of an oral or written account of a real or realistic situation, with sufficient detail to make it possible for the learners to analyze the problems involved and determine possible solutions

778. (U3C12L3:Q1) You recently taught a lesson on facilitating conflict resolution. While your students seemed to understand the concepts, they did not perform very well when they had to conduct conflict resolution sessions with their peers.

Which of the following teaching strategies could you incorporate into your lesson plan that

might help your students become more comfortable facilitating conflict resolution?

    A) Brainstorming
    B) Gaming
    C) Independent Exercises
    D) Role-playing

779. (U3C12L3:Q2) You are teaching a lesson on first aid. After your students have read the information in the textbook, you ask them to perform a first aid technique. They are confused and not sure what to do.

Which of the following teaching methods should you use to help them prepare to perform the skill?

    A) Lecture
    B) Brainstorming
    C) Demonstration
    D) Discussion

780. (U3C12L3:Q3) Which of the following teaching methods would be most effective for introducing a lesson on citizenship?

    A) Lecture on the rights and responsibilities of citizens
    B) Brainstorm examples of good citizenship
    C) Discuss the key points in the constitution
    D) Demonstrate how to cast a ballot

781. (U3C12L3:Q4) You are teaching a lesson on sexual harassment. Which teaching method would be most effective in helping students recognize and respond appropriately to sexual harassment?

    A) Respond to a case study about a sexual harassment situation.
    B) Listen to a lecture about the legal implications of sexual harassment.
    C) Brainstorm examples of sexual harassment.
    D) Complete an independent study worksheet about sexual harassment statistics.

782. (U3C12L3:V1) Choose the word that best matches the definition below.

"Teaching method designed to provide instruction on a task or topic"

A) demonstration
B) conference
C) lecture
D) discussion

783. (U3C12L3:V10) Choose the term that best matches the definition below.

"A practical exercise format where learners are given different roles to play in a situation, and apply the concepts being taught while acting out realistic behavior"

A) role-playing
B) lecture
C) conference
D) discussion

784. (U3C12L3:V11) Choose the term that best matches the definition below.

"A practical exercise format where learners work alone at their own pace"

A) coach-pupil exercises
B) practical exercise
C) independent exercises
D) team practical exercises

785. (U3C12L3:V12) Choose the term that best matches the definition below.

"A controlled practical exercise where learners work together at a fixed rate"

A) group performance
B) gaming
C) case study
D) brainstorming

786. (U3C12L3:V13) Choose the term that best matches the definition below.

"A practical exercise format where learners work in pairs or small group, alternately performing as instructor and student"

A) practical exercise
B) independent exercises

C) team practical exercises
D) coach-pupil exercises

787. (U3C12L3:V2) Choose the term that best matches the definition below.

"A maneuver, operation, or drill carried out for training a discipline"

A) practical exercise
B) coach-pupil exercises
C) independent exercises
D) team practical exercises

788. (U3C12L3:V3) Choose the term that best matches the definition below.

"A teaching method that requires hands-on class participation"

A) brainstorming
B) group performance
C) role-playing
D) demonstration

789. (U3C12L3:V4) Choose the term that best matches the definition below.

"A teaching method where the instructor involves the entire class in a discussion of the subject being taught by asking questions to get the students to think about and discuss the main points"

A) coach-pupil exercises
B) conference
C) independent exercises
D) team practical exercises

790. (U3C12L3:V5) Choose the term that best matches the definition below.

"A teaching method where the instructor involves the entire class in a discussion of the subject by asking leading questions to get the students to think about and discuss the main points"

A) discussion
B) gaming
C) brainstorming

D) case study

791. (U3C12L3:V6) Choose the term that best matches the definition below.

"A teaching method that consists of an oral or written account of a real or realistic situation"

    A) brainstorming
    B) gaming
    C) case study
    D) lecture

792. (U3C12L3:V7) Choose the term that best matches the definition below.

"A teaching method that consists of group problem-solving techniques involving the spontaneous contribution of ideas from all members of the group"

    A) conference
    B) brainstorming
    C) discussion
    D) practical exercise

793. (U3C12L3:V8) Choose the term that best matches the definition below.

"A teaching method that consists of activities where participants compete to try and achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson"

    A) group performance
    B) independent exercises
    C) role-playing
    D) gaming

794. (U3C12L3:V9) Choose the term that best matches the definition below.

"A practical exercise format where learners work together as a team to perform the desired task"

    A) practical exercise
    B) team practical exercises
    C) coach-pupil exercises
    D) independent exercises

795. (U3C12L4:F1) How often do you enjoy the benefits of cooperative learning in your classes?

  A) Always - nearly every class I attend uses it at some point during daily instruction
  B) Often - most classes I attend use it at some point during instruction 3-4 times a week
  C) Sometimes - some classes I attend use it at some point during instruction 1-2 times a week
  D) Never - I can't recall a class where we used this strategy for learning

796. (U3C12L4:G1) What is the strategy used in which a team of students work with and depend on each other to accomplish a goal?

  A) Cooperative learning strategy
  B) Gaming
  C) Peer review
  D) Case study

797. (U3C12L4:G2) Which of the following are team-building exercises?

  A) Developing a team cheer; selecting a team color to represent the personality of the group
  B) Choosing a symbol; selecting a celebratory food
  C) Designing a team logo; naming the team; creating a team song
  D) All of the above

798. (U3C12L4:Q1) Select the option (A-D) that does NOT correctly complete the following sentence

"Team-building strategies are important in cooperative learning because…."

  A) Effective cooperative learning teams will enhance the effectiveness of cooperative learning.
  B) Effective cooperative learning teams tend to be more creative than individual students or non-cooperative groups.
  C) Effective cooperative learning teams require all team members to participate.
  D) Effective cooperative learning teams will be better prepared to compete against one another.

799. (U3C12L4:Q2) Samantha is teaching a lesson on the Bill of Rights and has decided to incorporate a Think-Pair-Share activity into her lesson.

What do you think her reason would be for selecting this strategy?

A) She wants students to respond to questions about the Bill of Rights. Think-Pair-Share is a strategy for facilitating question response and discussion in a group setting.

B) She wants students to establish effective team relationships that incorporate elements of the Bill of Rights. Think-Pair-Share is an effective team-building strategy.

C) She wants students learn lesson material about the Bill of Rights. Think-Pair-Share is a cooperative learning strategy that can help accomplish this goal.

D) She wants students to think about the relationship between the Bill of Rights and sharing. Think-Pair-Share is a strategy for learning about sharing.

800. (U3C12L4:Q3) Read the following paragraph and decide which option (A-D) is most correct:

"One example of a group strategy is 'jigsaw.' This strategy involves teams working together to respond to different problems by moving from station to station or by sending their problem around the groups so other groups can contribute to the solution by responding on the chart or paper they receive."

A) Replace "jigsaw" with "team graphic organizer"
B) Replace "jigsaw" with "conversation circle"
C) Replace "jigsaw" with "carousel"
D) Replace "jigsaw" with "team song"

801. (U3C12L4:Q4) Ann is planning a lesson on leadership. She is concerned that she will not have enough time to get through all the related information in the time that she has to teach the lesson.

Which of the following strategies would you recommend that she use to maximize the available time?

A) Round-Robin Brainstorming
B) Jigsaw
C) Partner Interviews
D) Think-Pair-Share

802. (U3C12L4:V1) Choose the term that best completes the sentence below.

A strategy that can be employed to help foster team dynamics is known as a _____.

A) cooperative learning
B) team-building exercise

C) strategy
D) cooperative exercise

803. (U3C12L4:V2) Choose the term that best completes the sentence below.

_____ is a teaching strategy in which a team of students work with and depend upon each other to accomplish a common goal.

A) Cooperative learning
B) Team-building exercise
C) Strategy
D) Cooperative exercise

804. (U3C12L4:V3) Choose the term that best completes the sentence below.

The art of carefully devising or employing a plan of action is known as a(n) _____.

A) cooperative learning
B) team-building exercise
C) strategy
D) cooperative exercise

805. (U3C12L5:G1) What is a graphic organizer and what is its use?

A) A notebook for organizing one's work in math class using grid paper.
B) A tool for learning the structure of thinking skills using visual pictures.
C) A tool for recording emotions to improve one's emotional intelligence level.
D) A tool for recording marching drills and maneuvers using diagrams.

806. (U3C12L5:G2) What kind of graphic organizer is best used for comparing and contrasting topics?

A) A list
B) Lined notebook paper
C) The Venn Diagram
D) Poster board

807. (U3C12L5:Q1) John is teaching a lesson on using a rifle. He would like to include a graphic organizer or Thinking Map® to help students learn the parts of a rifle.

Which of the following options (A-D) would be the most appropriate for this lesson?

A) Flow Chart
B) Bridge Map
C) Concept Web
D) Brace Map

808. (U3C12L5:Q2) Read the following sentence and decide which option (A-D) is most correct.

"When using Thinking Maps®, it is very important to match the Thinking Map® to the thinking process that you want students to use in completing the activity."

A) True: Thinking Maps® allow students to select a thinking process to complete an activity.
B) True: Thinking Maps® are directly tied to particular thinking processes, and establish a "common language" for illustrating each thinking process.
C) False: Thinking Maps® are used to illustrate communication styles, not thinking processes.
D) False: Thinking Maps® can easily be adapted to address a variety of thinking processes.

809. (U3C12L5:Q3) Select the option (A-D) which describes the most effective way to use graphic organizers to enhance learning.

A) The teacher creates a graphic organizer prior to class and shares it with the students during class to illustrate a point.
B) Students create a graphic organizer as part of the learning process to illustrate the relationship of the concepts and ideas being learned.
C) Students study a graphic organizer provided in a handout and discuss it with a partner.
D) The teacher creates a graphic organizer at the end of the class period to summarize the main points of the lesson.

810. (U3C12L5:Q4) Read the paragraph below and determine which of the options (A-D) is most correct.

"Logan is preparing a lesson on the writing of the Constitution. Students will follow the progress of the
Continental Congress as they met
to write the Constitution and work through the various issues and
challenges that arose. As part of the final report, students will create a
Concept Web to illustrate the sequence of events in the writing of the Constitution."

A) Replace "Concept Web" with "Brace Map"
B) Replace "Concept Web" with "Double Bubble Map"
C) Replace "Concept Web" with "Bridge Map"
D) Replace "Concept Web" with "Flow Map"

811. (U3C12L5:V1) What is the definition of the word "classifying"?

A) A process of sorting things into categories or groups
B) A process of identifying the relationship between a whole physical object and its
parts
C) A process of seeing the relating factor or the same relationship to something
D) A process of ordering or examining states of an event

812. (U3C12L5:V2) What is the definition of the word "analogies"?

A) A process of identifying the interrelationship of what results from an action
B) A process of identifying the relationship between a whole physical object and its
parts
C) A process of seeing the relating factor or the same relationship to something
D) A process of ordering or examining states of an event

813. (U3C12L5:V3) What is the definition of the term "part-whole relationships"?

A) A process of sorting things into categories or groups
B) A process of identifying the relationship between a whole physical object and its
parts
C) A process of seeing the relating factor or the same relationship to something
D) A process of ordering or examining states of an event

814. (U3C12L5:V4) What is the definition of the word "sequencing"?

A) A process of sorting things into categories or groups
B) A process of identifying the interrelationship of what results from an action
C) A process of seeing the relating factor or the same relationship to something
D) A process of ordering or examining states of an event

815. (U3C12L5:V5) What is the definition of the term "thinking process"?

A) The organized way in which thinking occurs
B) A process of seeing qualities, characteristics, traits, and/or properties or things
C) A process where a specific concept is defined and explored
D) A process of identifying similarities and differences of things

816. (U3C12L5:V6) What is the definition of the term "comparing and contrasting"?

A) A process of identifying the relationship between a whole physical object and its
parts
B) A process of seeing qualities, characteristics, traits, and/or properties or things
C) A process where a specific concept is defined and explored
D) A process of identifying similarities and differences of things

817. (U3C12L5:V7) What is the definition of the word "describing"?

A) A process of identifying the interrelationship of what results from an action
B) A process of seeing qualities, characteristics, traits, and/or properties or things
C) A process where a specific concept is defined and explored
D) A process of identifying the relationship between a whole physical object and its
parts

818. (U3C12L5:V8) What is the definition of the term "defining in context"?

A) The organized way in which thinking occurs
B) A process of identifying the relationship between a whole physical object and its
parts
C) A process where a specific concept is defined and explored
D) A process of identifying similarities and differences of things

819. (U3C12L5:V9) What is the definition of the term "cause and effect"?

A) The organized way in which thinking occurs
B) A process of identifying the relationship between a whole physical object and its
parts
C) A process where a specific concept is defined and explored
D) A process of identifying the interrelationship of what results from an action

820. (U3C12L6:F1) The best type of feedback is _____.

A) given to someone face-to-face
B) meant to help someone improve
C) no feedback at all; let people figure out for themselves if something is correct or not
D) written feedback; then you are sure the correct feedback is provided

821. (U3C12L6:G1) What are the two main purposes of providing feedback?

A) To provide information or to provide motivation
B) To correct deficiencies and provide information
C) To provide information and to provide leadership

D) To provide leadership and followership opportunities

822. (U3C12L6:G2) What type of feedback is most useful: specific or general?

   A) General
   B) Specific

823. (U3C12L6:G3) A relationship, particularly one of trust, that must be established between a speaker and a listener or a group of listeners, is called _____.

   A) the halo effect
   B) linkage
   C) rapport
   D) respect

824. (U3C12L6:Q1) Read the information below and decide which option (A-D) is most correct.

"Dan, a Cadet leader, is a very strong Republican. In providing feedback on some papers submitted by fellow students, he made a strong effort to remain constructive when responding to papers that presented a liberal point of view."

   A) Replace "constructive" with "objective"
   B) Replace "constructive" with "flexible"
   C) Replace "constructive" with "comprehensive"
   D) Replace "constructive" with "effective"

825. (U3C12L6:Q2) You submitted a major project in one of your JROTC courses. When you received your grade, your instructor gave you a "C+" and added the comment: "You did an acceptable job on this project." Which of the following options (A-D) describes a guideline for feedback that would have made this feedback more useful to you?

   A) Cover the major strengths and weaknesses. Try to be specific, giving examples if possible.
   B) If part of the feedback is written, it should be consistent with the oral feedback.
   C) Avoid trying to discuss everything. A few well-made points may be more beneficial than numerous, but inadequately developed points.
   D) Do not criticize something that cannot be corrected.

826. (U3C12L6:Q3) Read the following sentence and select the best option (A-D) for completing the statement.
   "Feedback that is provided at the end of the learning process, such as comments accompanying a final grade, is not as helpful as feedback provided during the

learning process."

    A) True: Feedback that is provided at the end of the learning process is usually more biased than feedback provided during the learning process.
    B) False: Feedback provided at the end of the learning process is more helpful because it is official, and includes a final grade.
    C) True: Feedback that is provided at the end of the learning process does not allow the student to take corrective action to improve their performance.
    D) False: Feedback provided at the end of the learning process is usually more comprehensive than feedback provided during the learning process.

827. (U3C12L6:Q4) Read the following statement and select the best option (A-D).

    "Effective feedback focuses primarily on the learner's weaknesses and areas
    that need improvement."

    A) True: Feedback is more effective when it deals primarily with weaknesses because learners are already aware of their strengths.
    B) False: Feedback is more effective when it deals primarily with strengths because it encourages learners to continue to do the things that they are doing right.
    C) True: Feedback that focuses primarily on the learner's weaknesses is more honest and believable than feedback that focuses on the learner's strengths.
    D) False: Effective feedback addresses both learner strengths and weaknesses and includes suggestions for improvement, so that learners know what they did right as well as what they need to improve.

828. (U3C12L6:V1) Choose the word that best matches the definition below.

"Technical terminology or language created for a particular profession, such as computer science, that may seem strange or outlandish to outsiders who do not understand it"

    A) reinforce
    B) jargon
    C) criteria
    D) acceptable

829. (U3C12L6:V10) Choose the word that best matches the definition below.

"Dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations"

A) objectivity
B) reinforce
C) clarifying
D) modify

830. (U3C12L6:V11) Choose the word that best matches the definition below.

"A relationship especially one of mutual trust"

A) acceptable
B) flexible
C) rapport
D) criteria

831. (U3C12L6:V12) Choose the word that best matches the definition below.

"A strong persuasion or belief"

A) conviction
B) preconceived
C) modify
D) constructive

832. (U3C12L6:V13) Choose the word that best matches the definition below.

"To form (as an opinion) prior to actual knowledge or experience"

A) criteria
B) jargon
C) rapport
D) preconceived

833. (U3C12L6:V2) Choose the word that best matches the definition below.

"To make understandable"

A) modify
B) objectivity
C) rapport
D) clarifying

834. (U3C12L6:V3) Choose the word that best matches the definition below.

"Capable or worthy of being accepted, adequate, satisfactory"

      A) acceptable
      B) constructive
      C) preconceived
      D) comprehensive

835. (U3C12L6:V4) Choose the word that best matches the definition below.

"To strengthen by additional assistance, material, or support"

      A) flexible
      B) objectivity
      C) reinforce
      D) conviction

836. (U3C12L6:V5) Choose the word that best matches the definition below.

"Promoting improvement or development"

      A) constructive
      B) clarifying
      C) jargon
      D) modify

837. (U3C12L6:V6) Choose the word that best matches the definition below.

"To make basic or fundamental changes to give a new orientation to or to serve a new end"

      A) acceptable
      B) comprehensive
      C) modify
      D) rapport

838. (U3C12L6:V7) Choose the word that best matches the definition below.

"Covering completely or broadly"

A) reinforce
B) comprehensive
C) conviction
D) constructive

839. (U3C12L6:V8) Choose the word that best matches the definition below.

"Ready to adapt to new, different, changing requirements"

A) jargon
B) modify
C) clarifying
D) flexible

840. (U3C12L6:V9) Choose the word that best matches the definition below.

"A standard on which a judgment or decision is based"

A) preconceived
B) criteria
C) jargon
D) rapport

[Answer Key]
1. -
2. C
3. C
4. D
5. A
6. D
7. A
8. A
9. B
10. D
11. B
12. A
13. A
14. C
15. A

16. D
17. B
18. D
19. -
20. -
21. -
22. -
23. -
24. -
25. -
26. A
27. A
28. D
29. C
30. A
31. B
32. A
33. B
34. D
35. A
36. C
37. B
38. A
39. C
40. A
41. C
42. D
43. A
44. C
45. D
46. B
47. D
48. D
49. D
50. D
51. A
52. A
53. A
54. C
55. B
56. D
57. C
58. A
59. C

60. A
61. B
62. A
63. B
64. C
65. A
66. B
67. B
68. C
69. B
70. A
71. C
72. D
73. B
74. B
75. A
76. D
77. B
78. A
79. A
80. C
81. A
82. B
83. A
84. D
85. C
86. D
87. B
88. C
89. C
90. A
91. D
92. B
93. D
94. B
95. C
96. A
97. C
98. C
99. C
100. C
101. D
102. D
103. D

104. E
105. E
106. E
107. B
108. B
109. B
110. B
111. B
112. B
113. D
114. D
115. D
116. A
117. A
118. A
119. B
120. B
121. B
122. D
123. D
124. D
125. C
126. C
127. C
128. A
129. A
130. A
131. B
132. A
133. A
134. D
135. C
136. A
137. B
138. D
139. D
140. A
141. D
142. A
143. B
144. A
145. A
146. A
147. B

148. A
149. A
150. A
151. A
152. C
153. B
154. D
155. C
156. B
157. D
158. B
159. A
160. C
161. A
162. C
163. B
164. D
165. A
166. B
167. B
168. B
169. B
170. D
171. D
172. D
173. D
174. A
175. A
176. C
177. C
178. C
179. C
180. B
181. B
182. D
183. D
184. D
185. D
186. A
187. A
188. D
189. D
190. B
191. B

192. B
193. B
194. A
195. A
196. C
197. C
198. B
199. B
200. D
201. D
202. D
203. A
204. D
205. C
206. C
207. A
208. A
209. C
210. C
211. C
212. A
213. B
214. B
215. B
216. A
217. C
218. D
219. C
220. B
221. A
222. B
223. D
224. D
225. B
226. B
227. D
228. B
229. A
230. C
231. A
232. D
233. B
234. D
235. B

236. D
237. A
238. C
239. B
240. C
241. D
242. A
243. B
244. C
245. D
246. B
247. D
248. B
249. C
250. A
251. C
252. A
253. B
254. C
255. A
256. D
257. B
258. A
259. C
260. B
261. D
262. C
263. B
264. C
265. A
266. B
267. B
268. D
269. B
270. D
271. A
272. B
273. A
274. C
275. D
276. B
277. D
278. C
279. C

280. B
281. A
282. A
283. B
284. A
285. A
286. A
287. C
288. C
289. B
290. A
291. C
292. A
293. B
294. A
295. C
296. D
297. B
298. B
299. A
300. A
301. B
302. C
303. D
304. C
305. C
306. A
307. D
308. B
309. A
310. A
311. C
312. D
313. A
314. C
315. B
316. D
317. A
318. D
319. A
320. A
321. C
322. C
323. A

324. A
325. B
326. A
327. B
328. B
329. A
330. B
331. C
332. B
333. C
334. D
335. A
336. A
337. A
338. A
339. B
340. A
341. A
342. B
343. D
344. A
345. B
346. B
347. A
348. A
349. B
350. B
351. C
352. A
353. B
354. B
355. C
356. C
357. A
358. A
359. D
360. B
361. A
362. C
363. B
364. D
365. A
366. B
367. D

368. B
369. B
370. C
371. A
372. D
373. B
374. C
375. A
376. D
377. B
378. D
379. D
380. A
381. C
382. B
383. -
384. A
385. D
386. D
387. B
388. A
389. B
390. C
391. B
392. A
393. D
394. C
395. B
396. A
397. A
398. B
399. A
400. D
401. C
402. -
403. -
404. B
405. B
406. D
407. D
408. D
409. D
410. B
411. B

412. C
413. C
414. D
415. D
416. A
417. A
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