



**NET PREPARATION
WORKBOOK**

Introduction

The Gaucho Mentoring Program is pleased to offer a packet of instructional information and exercises selected to re-enforce the Reading skills necessary to pass the NET. This packet does not in any way purport to replace the intense instruction of the Reading classes but rather, as a supplement to review these skills *and* to help students with the anxiety that comes with taking such an important examination.

This packet was designed after working with students who were not successful in achieving the necessary 60+ score in Reading. The student will find brief yet thorough explanations of the Reading concepts and practice exercises. This is another aspect of how the Mentoring Program has become an integral part of the academic support offered to nursing students at Glendale Community College.

Copy written Fall 2005

By Ralph M. Sandoval, MCC, Reading
Department, Chair, and
Trini Sandoval, GCC Counseling Faculty
and Mentoring Program Coordinator

Table of Contents

- I. Vocabulary Building
- II. Main Ideas
- III. Transitional Words
- IV. Supporting Details
- V. Inferences
- VI. Handling Test Anxiety
- VII. Helpful NET Hints
- VIII. Website for Exercises and Quizzes
- IX. Appendices

Vocabulary Building

Why should you study vocabulary? Basically, vocabulary is a big part of reading comprehension. Unless you know enough words, you will have trouble understanding what you read. Also, vocabulary is a large part of any standardized test. You are likely to do better on such important tests by having a large enough vocabulary. Vocabulary can make you a better reader, writer, speaker, thinker, and learner. Two techniques to improving your vocabulary are provided below:

Vocabulary in Context

A. Synonyms – these are one or more words that mean the same or almost the same as an unknown word. The synonym may appear anywhere in a sentence.

B. Antonyms – these are words and phrases that mean the opposite of a word. They are signaled by words and phrases such as *however, but, yet, on the other hand, and in context.*

C. Examples – these words relate to an unknown word and help you to figure out its meaning. They are often introduced with signal words and phrases like *for example, for instance, including, and such as.*

D. General sense of the passage – sometimes you must draw conclusions based on the information given. If you ask yourself questions about the passage, it may help you to make a fairly accurate guess about the unfamiliar word's meaning.

Vocabulary Structure

- A. Prefixes – are word parts that go at the beginning of a word to change its meaning. Some common prefixes are: *non, un, mis, re, sub, retro, uni, and pre.***
- B. Suffixes – are word parts that are added to the end of a word. Suffixes do not change the meaning of a word but they add to the meaning – it may change the tense or the part of speech. Some common suffixes are: *able, ible, cide, er, ful, fy, less, ment, and some.***
- C. Root words – are word parts that carry the basic meaning of a word. They cannot be used alone. In order for them to make a complete word, they must be combined with at least one other word part.**
- D. Compounds – two words combined together to make a new word with a new meaning. The following are examples of compound words: roommate, hardtop, doorway, newspaper, baseball, football, and basketball.**

Main Ideas

Recognizing the main idea, or point, of a paragraph is the most important key to good comprehension. One should ask the following question, “What is the point that the author is trying to make?” Always look for a general statement when reading a paragraph. If that statement is supported by the other material in the paragraph, then you have located the main idea. The main idea is often said to be like an umbrella – in that it covers all of the supporting details.

You must always think as you read. Reading is a much more active process than people think. You must keep asking yourself for the “main point”. The following are three strategies to use in finding the main idea:

- 1 . Look for general versus specific ideas.**
- 2 . Use the topic to lead you to the main idea.**
- 3 . Use clue words to lead you to the main idea.**

MAIN IDEA

Question before, during and after you read. The main idea is found stated in a sentence usually call the Topic Sentence. This Topic Sentence is found mostly at the beginning of a paragraph or selection and is a general statement without specific details.

Main Idea	or	Introductory Detail
Supporting Detail		Main Idea
Supporting Detail		Supporting Detail
Supporting Detail		Supporting Detail

It may also be stated at the end of a paragraph or selection.

Supporting Detail
Supporting Detail
Supporting Detail
Main Idea

Also, it may be stated in the middle of a paragraph or selection.

Introductory Detail
Introductory Detail
Main Idea
Supporting Detail
Supporting Detail

or the author may state it in the beginning and restate the main idea at the end of paragraph or selection.

Main Idea
Supporting Detail
Supporting Detail
Supporting Detail
Main Idea

MAIN IDEAS – Practice Exercises

DIRECTIONS: Read the following paragraphs and locate and highlight the sentence that contains the author's stated main idea.

1. (1)Technology revolutionized agriculture as inventions dramatically increased productivity on the farms. (2)Eli Whitney's invention of the cotton gin in 1793 permitted an individual to clean three hundred pounds of cotton in a single day- three hundred times more than could be cleaned by hand. (3)After the mechanization of wheat farming, the hours required to farm one acre dropped from sixty-one to three, and the per-acre cost of production fell from \$3.65 to \$0.66. (4)Machines entered every phase of agriculture-by 1890 some 900 companies were manufacturing such items as hay loaders, cord binders, seeders, rotary plows, mowers, and combines.

2. (1)The entertainment world has a history of discrimination against black performers. (2)For many years, for instance, radio listeners tuned in to *Amos 'n' Andy*, a popular situation comedy about two black men. (3)But the actors who played Amos and Andy were both white. (4)In those same years, before the start of the civil-rights movement, talented black singers were hired to dub in movie songs for white actresses who couldn't sing. (5)The singers' names, however, could never appear in the movie.

3. (1)In 1977, gypsy moths defoliated 1.3 million acres in Pennsylvania. (2)Two years later, only 6,000 acres were defoliated. (3)The sudden decrease in defoliation was due to the effectiveness of two parasitic flies introduced as biological control agents. (4)One fly was imported from Europe and released in New England in 1908. (5)It spread undetected in Pennsylvania for many years. (6)The other fly was released as part of a control program of the Division of Forest Pest Management of the Pennsylvania Department of Environmental Resources. (7)One species of fly lays eggs on the gypsy moth caterpillar, and when the eggs hatch, the maggots bore into the caterpillar. (8)The other species lays eggs on leaves that the caterpillars eat. (9)The eggs are then eaten along with the foliage and hatch inside the caterpillar.

4. (1)People's ideals of beauty often change over time. (2)During part of the sixteenth century, for example, very high foreheads were considered beautiful. (3)Women sometimes plucked their eyebrows and shaved off part of 'their hair in order to make their foreheads look higher. (4)A little later, Queen Elizabeth I of England wore a solid inch of make-up on her face. (5)Standards of beauty in former times were thus sometimes very different from standards today.

5. (1)Where did our states' names come from? (2)*Kentucky* is an Indian name meaning "meadow land." (3)*Maine* is a French word for "province," a unit of a country. (4)*Montana* is from the Latin term for "mountainous." (5)And *Nevada* is from a Spanish word for "dressed in snow." (6)Some state, then, have gotten their names from a variety of languages.

Copyright © 1999 by Townsend Press. Permission to copy this test is granted to teachers using *Ten Steps to Advancing College Reading Skills* as a class text.

Answers to exercises on pages 8, 9, 10 can be found in Appendix D.

MAIN IDEAS - Continued

6. (1)When a female elephant gives birth, she is often helped by another female from the herd. (2)This “friend” may actually help deliver the baby with her trunk and often washes the newborn. (3)The females take turns “babysitting” the young of the herd while the other mothers eat. (4)Elephants care for one another when they are ill. (5)They have been known to take food and water to sick herd mates for many weeks. (6)Elephants also tend to the dying. (7)They will often surround a dying elephant, trying to lift it back on its feet: and if it dies, they will stay sadly with the body for some time and even attempt to bury it. (8)Because of these and other behaviors, the elephant has earned the reputation as one of the most intelligent animals.

7. (1)Hunger and thirst represent two of the most potent drives in our day-to-day lives. (2)But psychologists have identified a number of secondary drives that are also extremely powerful forces. (3)One such secondary drive is the need for achievement. (4)Most of us are motivated by the satisfaction of striving for and attaining a level of excellence in our chosen endeavors. (5) Another powerful secondary drive is the need for affiliation. (6)Put simply, this is the widespread human need for friendship. (7)A third type of secondary drive is the need for power. (8)Some people are very much influenced by their need to have an impact on those around them.

8. (1)When Chevrolet began to sell its Nova cars in Latin America, hardly anyone would buy them. (2)The company finally learned that Spanish speakers read the Car's name as the Spanish phrase “no va,” meaning “doesn't go”! (3)Like Chevrolet, many American companies have learned the hard way that they need to know their customers' language. (4)When Pepsi-Cola ran its “Come Alive with Pepsi” ads in China, the consumers laughed. (5)The company had not translated its slogan quite right. (6)In Chinese, it came out as “Pepsi brings your ancestors back from the dead.”

9. (1)In the South, the Civil War had crippled agriculture. (2)Wartime devastation destroyed half the region's farm equipment and killed one-third of its draft animals. (3)The death of slavery also ended the plantation system. (4)The number of farms doubled from 1860 to 1880, but the number of landowners remained the same. (5)The size of the average farm dropped by more than half, as sharecropping and tenancy rose. (6)A shortage of cash forced Southern farmers to borrow against future crops. (7)Crop liens and high credit costs kept a lot of black and white farmers trapped in a cycle of debt and poverty. (8)So at the very time the rest of the economy was consolidating after the Civil War, Southern agriculture was marching off in the opposite, less efficient direction.

10. (1)Have you ever read an entire page of something only to turn to the next page and realize you have no idea of what you just read? (2)Such absent-minded reading is something we all do at one time or another. (3)Luckily, there are ways to conquer this habit of reading on automatic pilot. (4)Highlighting passages—underlining or using a highlighter pen—is one way to involve yourself more in the reading process. (5)Another, more unusual way to focus your attention on what you're reading is to read while standing. (6)To improve his concentration, John F. Kennedy often read while standing at a lectern.

Copyright © 1999 by Townsend Press. Permission to copy this test is granted to teachers using *Ten Steps to Advancing College Reading Skills* as a class text.

Answers to exercises on pages 8, 9, 10 can be found in Appendix D.

IMPLIED MAIN IDEAS

DIRECTIONS: Write the Main Idea of each paragraph in the space provided.

1. Intelligence is an ability to think logically and abstractly. In contrast, wisdom is an ability to grasp paradoxes, reconcile contradictions, and make and accept compromises. Because wise people weigh the effects of their acts on themselves and others, wisdom is particularly well suited to practical decision-making in a social context. Whereas intelligence can figure out how to do something, wisdom asks whether it *should* be done. Wise people, then, are better than others at solving social problems involving values-problems like easing racial tensions or deciding which divorcing spouse should have custody of the children.

Main Idea: _____

2. Dolphins use a process called sonar to find their way and to find food. They emit sound waves that bounce off objects and return, giving the dolphin information about distance, size, and density. Some scientists think the dolphins can even "turn up" these sound waves and stun their prey. They know that certain levels of sound waves could easily kill a large squid in a matter of minutes. If these scientists are correct, dolphins could easily kill each other-yet they don't. / a. Sea animals have wonderful skills at their disposal. b. Dolphins do not kill each other.

Main Idea: _____

3. Verbs are the most important of all tools. They push the sentence forward and give it momentum. Active verbs push hard; passive verbs tug fitfully. Most verbs also carry somewhere in their imagery or in their sound a suggestion of what they mean: flail, poke, dazzle, squash, beguile, pamper, swagger, wheedle, vex. I would bet that no other language has such a vast supply of verbs so bright with color. Don't choose one that is dull or merely serviceable. Make active verbs activate your sentences, and try to avoid the kind that need an appended preposition or two to complete their work. Don't "set up" a business that you establish. Don't "come upon" an object that you can discover, or "take hold Of" one that you can grab. Don't "put up with" pain; bear it.

Main Idea: _____

4. Sherry Lansing, chairman of Paramount Pictures, has produced such hits as *Saving Private Ryan*, *Titanic*, and *Clueless*. In a industry dominated by men, she is considered the most powerful person in Hollywood. When asked about her success, she told this story to *Premiere* magazine. "[My mother] escaped from Nazi Germany when she was 17 and came to this country, where she sold dresses and learned to speak perfect English. When my dad died of a heart attack, I saw my mother cry and mourn and then take over his real estate business. I remember one of her office managers saying, 'You can 't do this. You don 't know anything about real estate,' and Mother saying, 'No, I'll do it. Teach me. I can do it.' " "I've never forgotten that," said Lansing. "Teach me. I'll do it."

Main Idea: _____

5. While lying in bed and resting may be relaxing, it is not a substitute for real sleep. Sleeping less than you individually require can make you feel grouchy and even unwell. Researchers have seen rats deprived of sleep become deathly ill in as little as a week. Even just disturbing one's usual pattern of sleeping and waking can have unpleasant effects. When people fly across several time zones, for instance, or take a night-shift job, and have to adjust to a new schedule of waking and sleeping, they often experience fatigue, depression, and irritability. Oddly enough, no one understands exactly why we need to sleep at all. Although it might seem that the body and mind need periods of total inactivity that does not really describe sleep. People's brain waves are nearly as active during sleep as they are during periods of wakefulness.

Main Idea: _____

Copyright © 1999 by Townsend Press. Permission to copy this test is granted to teachers using *Ten Steps to Advancing College Reading Skills* as a class text. **Answers to exercises on pages 8, 9, 10 can be found in Appendix D.**

MAPPING INTRODUCTION

Reading material, especially textbooks that contain new terminology and concepts, often can be better understood and remembered if you can visualize the relationships among the pieces of information presented in the material. These graphic representations are called **maps**. Maps visually show how ideas and terms are related, which aid in comprehension and retention of material. Mapping should both improve comprehension and aid memory and retrieval of different types of information.

STEPS TO CREATING A MAP

A map is somewhat similar to an outline in that information is arranged in a hierarchical order according to the importance or relationship of the pieces of information. However, in a map, words are kept to a minimum and are visually arranged on one page to help show how terms and ideas are related to each other. The end result usually is a more concise, one-page visual depiction of the relevant information from the text selection.

In order to effectively map a selection from a textbook, use the following steps:

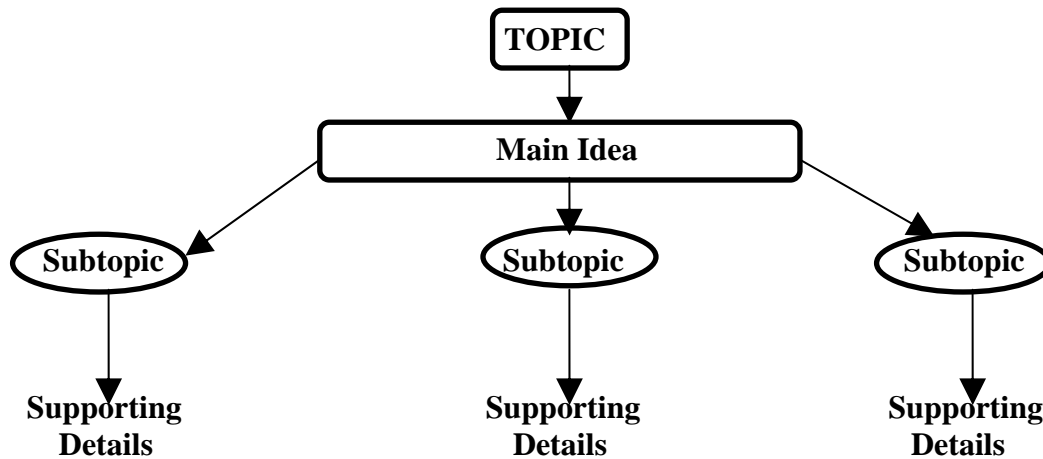
STEP 1: Utilize the first two steps of the **PURR Reading and Student System**, Preview and Read for Understanding, with the assigned textbook material. (See Appendix A)

STEP 2: Highlight the relevant information, using the handout on **Highlighting** as a guide.

STEP 3: Choosing a particular section, chapter, or selection from the text, determine the topic to be mapped. On a piece of paper, draw a box around the topic. Write the main idea below the topic and draw a box around it. Draw a line to link the main idea to the topic.

STEP 4: Next you must find all of the information that supports the main idea of the material that you are mapping. This information is referred to as the subtopics. these subtopics should be concisely listed under (or even around) the main idea. The relationship between the subtopics and main idea must be clearly indicated, usually by lines linking them together. any further supporting details that relate to the subtopics should be linked by lines to the subtopics. (**See Appendix B, Figure 1 for the complete basic structure of a map.**)

The Basic Structure of a Map



HELPFUL HINTS IN CONSTRUCTING A MAP:

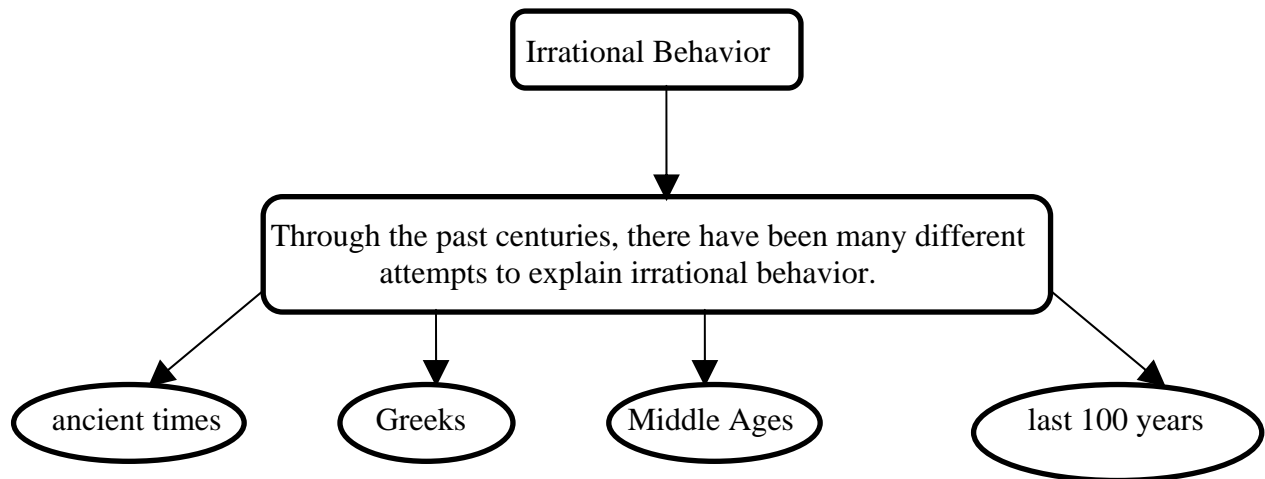
- 1) Locate the topic and main idea of the passage..
- 2) Draw a circle around each supporting detail and then connect them to the main idea. Whether you choose to use boxes or circles, it is important to be consistent with your choices to distinguish topics, main ideas and supporting details from each other.
- 3) In the construction of a map, you may choose to place your topic near the top of a piece of paper, or in the center, or at the bottom! **Remember a map is a personal visualization of the selected material as YOU see it. Each person's map, while containing similar content, may look different.**

You now have a graphic summary of your reading. Practice this technique until you can make a visual map in your mind..

MAPPING EXAMPLE

Irrational Behavior

Through the past centuries, there have been many different attempts to explain irrational behavior. In ancient times, irrational behavior was considered the result of demons and evil spirits taking possession of a person. Later, the Greeks looked upon irrational behavior as a physical problem-caused by an imbalance of body fluids called “humors”- or by displacement of an organ. In the highly superstitious Middle Ages, the theory of possession by demons was revived. It reached a high point again in the witch-hunts of eighteen-century Europe and America. Only in the last one hundred years did true medical explanations gain wide acceptance and were categories of illness changed.



MAPPING EXERCISE

DIRECTIONS: Read the following article and map it on the sheet provided.

Psychologists separate the memory in three parts: SENSORY, SHORT-TERM, AND LONG-TERM.

Sensory memory performs a screening function. Incoming information reaches it first and is presented just long enough to be used in perceiving, comparing, judging, and so on. It lasts only a very brief time while the brain decides whether it needs this information for present or future use. If it seems useful, it is passed on to the short-term memory. If not, it is discarded. sensory memory employs a “file or forget” approach to its job.

Short-Term memory performs a second screening operation on the retained information. You can think of it as a short desktop memory. Data arriving in the “in” box is looked over, sorted out, and acted on. Everything is there in front of you. Like most desk tops, however, short-term memory often gets cluttered up with many different items, some of which are more important than others. Often, too, a new item in the “in” box interferes with something you are working. You put the old item aside and can’t find it later. Generally speaking, you can deal with no more than seven or eight items at any one time. (There are strategies, however, for expanding the capacity of short-term memory and prolonging its duration.) To make room for more information, you clean off your “desk” every few minutes throwing the “junk” mail into the wastebasket and sorting your ideas into meaningful groups. What remains will be filed in the “out” box for transmission to long-term memory.

Long-Term memory is more permanent, and has a theoretically unlimited capacity. It used to be thought of as a kind of “dead storage,” made up of information to be retrieved at some future time. Psychologists now think that continually interacting with short-term memory to provide operational, or working memory. To make decisions, for example, you constantly refer to material that has been filed away. Long-term memories are reactivated, combined with short-term memories, and then filed away again, along with any new material that seems worth saving.

From PSYCHOLOGY AND YOU by David Dempsey and Philip G. Zimbardo. Copyright 1978 by Scott, Foresman and Company.

Transitions and Patterns of Organization

Certain relationships are used by authors to make their ideas clear. Locating transitions and patterns of organization can help the reader to locate main ideas and supporting details. They help the reader to recognize common patterns in which authors arrange information thus helping the reader to better understand and remember what they read.

Common transitions:

1. addition – *and, but, first, one, second, also, third, another, in addition, finally, last*
2. time – *then, since, next, before, after, later, following, during, when, eventually*
3. illustration – *for example, to illustrate, for instance, such as*
4. comparison and contrast – *as, just as, like, just like, similar, similarly, same, but, yet, however, although, nevertheless, in contrast, on the other hand, unlike, differently*
5. cause and effect – *cause, effect, because, consequently, due to, therefore, thus, as a result, so that*

Common patterns of organization: (Generally the same words as above are used for patterns of organization.)

1. list of items – *and, but, first, one, second, also, third, another, in addition, finally, last*
2. time order – *then, since, next, before, after, later, following, during, when, eventually*
3. definition and example – *for example, to illustrate, for instance, such as*

4. comparison and contrast – *as, just as, like, just like, similar, similarly, same, but, yet, however, although, nevertheless, in contrast, on the other hand, unlike, differently*
5. cause and effect – *cause, effect, because, consequently, due to, therefore, thus, as a result, so that*

Supporting Details

A reading skill that is closely related to finding the main idea, is locating supporting details. The information needed to make sense of the main idea is provided by the supporting details. Supporting details are often called reasons, examples, facts, steps, evidence or premises. There are two levels of supporting details; major and minor. Minor supporting details make the major details more clear. Three techniques to help you to locate supporting details are:

1. outlining
2. mapping
3. summarizing.

Supporting details are usually introduced by one of the five types of transitions. Learning to identify the transitions will be a great help in locating supporting details and main ideas.

Inferences

Making inferences or drawing conclusions is to discover the ideas in writing that are not stated directly. To do this, you must “read between the lines”. In reading, we make logical sense from the information given in a straightforward way to ideas that are not directly stated. A scholar once stated that inferences are statements about the unknown made on the basis of the known. In order to make inferences we must use all the clues provided by the writer, our own experience, and logic.

Three general guidelines to use when making careful inferences:

1. Never lose sight of the available information. Try to always base your inferences on facts. Always take note of when a conclusion or inference lacks support.
2. Use your background information and experience to help you in making inferences. The more you know about a subject, the better your inferences will be.
3. Consider the alternatives. Consider all of the facts of a case and all of the possible explanations before making an inference. Do not accept the first inference that comes to mind.

Inference is a very important skill in reading literature. Writers of factual (non-fiction) material usually will state directly much of what they mean, whereas creative writers (fiction, poetry, essays) provide verbal pictures that show what they mean. It is up to the reader to make an inference from what the writer has said.

Creative writers often make comparisons by using figures of speech to imply what they mean and different ways of looking at something. The two most common figures of speech used by writers are:

1. Similes – a comparison introduced with like, as, or as if.
2. Metaphors – an implied comparison, with like, as, of as if left out.

Exercises and Quizzes

Exercises and quizzes on the following material can be found on the website: www.townsendpress.com.

1. Main Ideas
2. Supporting Details
3. Location of Main Ideas
4. Implied Main Ideas
5. Vocabulary in Context
6. Inferences

There are four textbooks ranging from basic to advanced for you to work with. Always begin with the more basic and work your way to the advanced level. The program will score your exercise for you. Use the first two levels *Groundworks for College Reading and Ten Steps to Building College Reading Skills* for practice. Use *Ten Steps to Improving College Reading Skills* and *Ten Steps to Advancing College Reading Skills* to actually simulate taking the test. Time yourself on these tests by giving yourself eight minutes to complete and eventually working yourself down to three minutes.

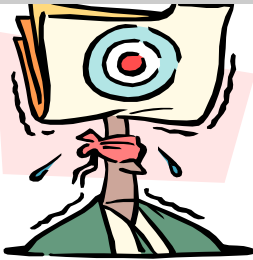
Handling Test Anxiety

Stress is internal. Managing your time can help you manage your stress. Learn now to identify indicators and symptoms of test anxiety. More importantly, learn what steps you can take to reduce it!

Test Anxiety

Life's a journey...

you'll need directions.



What is Test Anxiety?

- Test Anxiety is a generalized feeling of nervousness or apprehension that can happen before, during, or even after an exam.
- Many people experience some anxiety before a test.
- A certain amount is normal and helps motivate us.
- However, too much anxiety can lead to poor performance and can affect your learning and grades.



Call the GCC Counseling and
Career Services Center
at 623-845-3064

log onto our website:
www.gc.maricopa.edu/ccs



Indicators of Test Anxiety

- Performing poorly on an exam even though you understood the material in class.
- Constantly re-reading questions in an attempt to understand them.
- Suddenly remembering the answers as soon as you leave the room.
- Difficulty organizing your thoughts.
- Going blank on questions.
- Difficulty concentrating.
- Physiological symptoms such as excessive sweating, rapid pulse, and an upset stomach.
- Worrying about how others are doing (for self-comparison).
- Looking for reasons not to take the test (faking illness, emergency.)
- Constant fear of failing.
- Feeling of increased tension as the exam is passed out.

Symptoms of Test Anxiety

- Test Anxiety can have cognitive, emotional, behavioral, and physiological symptoms.
- Cognitive symptoms include negative thinking and self talk. Examples include dreading an exam or constantly thinking (“knowing”) that you won’t do well.
- Emotional symptoms may include fear, disappointment, anger, depression, and relief (when it’s over), to name a few.
- Behavioral symptoms may range from nervous fidgeting and pacing to substance abuse and other self-defeating behaviors.
- Physiological responses to anxiety many include sweating, shortness of breath, light-headedness (thinking you’re going to pass out), pounding and/or rapid pulse, dry mouth, diarrhea, and other disruptions of normal bodily functions.

Steps You Can Take To Reduce Test Anxiety

- Practice good study habits! Learn about your own learning style and plan your studying accordingly.
- Practice and use good time management skills.
- Avoid classmates who indulge in negative conversations about exams and grades.
- Study on a regular basis to learn the material. Avoid “cramming.”
- Exercise to reduce the effects of stress.
- Use relaxation techniques such as deep breathing, guided visualization, and muscle relaxation and exercises.
- Eat properly. Food affects your ability to concentrate.
- Get plenty of rest.
- Arrive a few minutes early.
- Replace negative thoughts with positive ones.
- Visualize yourself doing well.
- Avoid caffeine.
- Talk with a professional counselor.

Helpful Hints for Taking the NET

Although this is a timed test, the computer does not keep track of the time that you have used so far. You are responsible for this. To help keep your anxiety down devise a system to signal the halfway point and adjust your answer time accordingly. ***Concentrate on the test and not on the time.*** There is enough time to answer all the questions in each section.

4. In the math test, ***make use of the scratch paper that you are given.*** Most of the questions deal with large numbers, do not rely on memory to answer the question.

For example: 203,589
+ 456,987

Answer: a. 66,057
b. 6,057
c. 660, 575
d. 605

5. Most problems deal with general math questions. Very few deal with Algebra concepts. If you are not familiar with adding, multiplying, dividing, or subtracting decimals and fractions – you need to really brush up on these concepts!
6. The reading rate section of the test will be tricky because the directions will skip by if you are not careful, leaving you to guess at what you are doing with this section.

7. In the reading comprehension and inference sections, the idea is to determine main ideas and the author's implied intent. You must concentrate on keeping your focus on the main idea or thesis of the passage.
8. A passage will appear in one of several ways, all at once or in bits and pieces. That is to say, one, two or three sentences with questions after each group of sentences or as an entire passage with the questions following. Some questions may pertain to a passage or group of sentences that previously appeared. You are not allowed to go back!

Example: A Japanese person who is embarrassed will not usually frown and look away as a Westerner might. Instead he or she will probably laugh.

1. People from different parts of the world
 - a. are different
 - b. handle embarrassment differently
 - c. laugh at each other

A Navajo Indian who is angry will not be likely to speak in a raised voice. He or she is more likely to speak extra quietly.

2. The topic of this passage is...
 - a. Westerner and Native Americans handle emotions in similar ways.
 - b. Native Americans are usually quiet.
 - c. Native Americans do not get angry.

And when a native of the Andaman Islands wants to show happiness upon the visit of a relative, he or she will not smile and embrace the visitor. Instead, the Andaman native will sit in the visitor's lap and cry. These responses demonstrate the fact that displays of emotion and their meaning vary greatly from culture to culture.

3. In general, the major supporting details of this paragraph are:
 - a. reasons
 - b. statistics
 - c. examples
4. A Navajo Indian who is angry is likely to
 - a. laugh
 - b. sit in someone's lap and cry
 - c. speak quietly
9. The math and the reading comprehension portions of the test are the only graded portions. You will still get results in the form of percentages on the others. So give these two sections your fullest attention.
10. Be very cognizant of the space bar, as it is the tool to navigate the answer choices. To enter an answer, you will have to use the enter key. Most answers require that you hit the enter key twice, some only once. You cannot go back nor can you change a selected answer once you have entered it.

APPENDICES

This section includes material that is mentioned in previous sections and is used in part only. The appendices that follow provide the complete text of the materials. These can be used both in your attempt to complete the NET and also in any course that you may be taking. Hopefully, it will be of use to you.

Appendix A – P.U.R.R.

Appendix B – Mapping Strategy

Appendix C – Common Root Words

Appendix D – Answers to Main Idea/Implied Main Idea Exercises

Appendix A

P.U.R.R.

A FOUR STEP PROCESS FOR READING AND STUDYING TEXT

- 1. P – Preview**
- 2. U – Read for Understanding**
- 3. R – Read to Remember**
- 4. R – Revue**

1. PREVIEW:

- (a) the title
- (b) the first paragraph (or introduction)
- © the summary
- (d) the conclusion
- (e) any questions at the beginning or end of the chapter
- (f) view all graphics (pictures, charts, illustrations, etc.)

2. READ FOR

UNDERSTANDING:

- (a) turn subheadings into questions
- (b) read to answer those questions
- © when reading, use a pencil or pen to put marks/notes next to information that seems important

4) READ TO

REMEMBER:

Initial understanding of what you just read is no guarantee that you will remember the material later. The Read to Remember step requires a physical interaction with the material

evidenced

by:

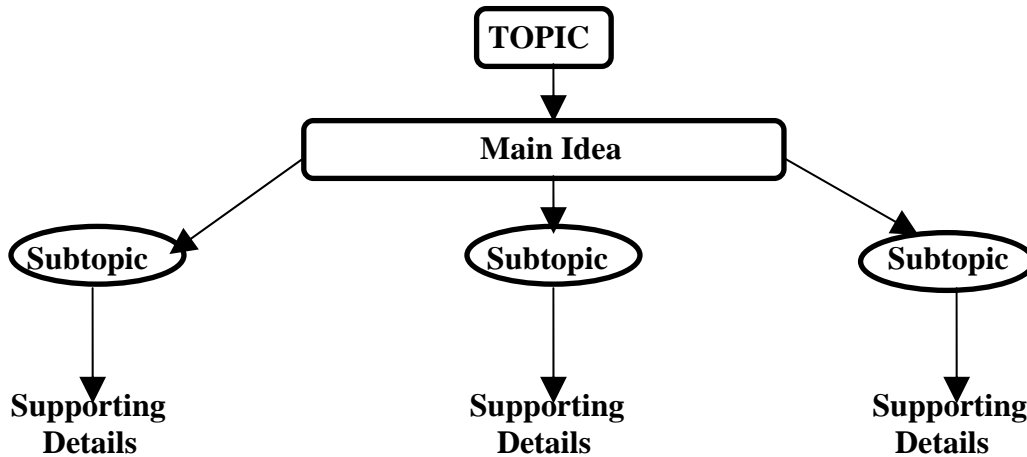
- (a) highlighting (See Highlighting handout in this packet)
- (b) making vocabulary cards
- © taking notes from the text
- (d) creating maps, outlines and/or charts from the text
(See Mapping handout this packet)

5) REVUE: Working alone or with your classmates review the material.

The process of recitation, or review, is an essential step in retaining the information you have read. After your preview, initial reading and then interaction with the material, the process of review helps the transfer of information from short-term to long-term memory. Alone or with others, reviewing notes, maps, outlines, vocabulary cards, etc., all greatly reinforce your ability to recall information.

Appendix B

The Basic Structure of a Map



HELPFUL HINTS IN CONSTRUCTING A MAP:

- 1) The chapter titles or subtitles can often be used as corresponding topics, main ideas or even supporting details on a map.
- 6) Draw a circle around each supporting detail and then connect them to the main idea. Whether you choose to use boxes or circles, it is important to be consistent with your choices to distinguish topics, main ideas and supporting details from each other.
- 7) Aside from the use of boxes and circles, color can be a very valuable asset to a map. Color can be used to help distinguish a map's hierarchy – a topic from the main ideas, the main ideas from the supporting details, and the minor supporting details from the major supporting details.
- 8) In the construction of a map, you may choose to place your topic near the top of a piece of paper, or in the center, or at the bottom! **Remember a map is a personal visualization of the selected material as YOU see it. Each person's map, while containing similar content, may look different.**

You now have a graphic summary of your reading. Your map can be used as a study guide or as notes for easy review to check your understanding of the material.

Appendix C

Common Root Words

Aud, aus – here, listen

Auto, aut – self

Bibl - book

Bio – life

Ced, ceed, cede, cess – move, yield, go, surrender

Chron – time

Cide – kill

Dic, dict – say, speak

Dorm – sleep

End, endo – within

Flex, flect – bend

Geo – earth

Hetero – different

Homo – same

Hydr, hydro, hydra – water

Ject – throw

Jur, jus – law

Leg – law

Liver, liber – free

Mega – great

Mori, mort, mors – mortal, death

Ology – study of

Phobia – fear

Psych – mind

Scope – see

Terra – earth

Viv, vita, vivi – alive, life

Appendix D

Answers to Main Idea Exercises

Pages 8 and 9

1. 1
2. 1
3. 3
4. 1,5
5. 6
6. 8
7. 2
8. 3
9. 7
10. 3

Implied Main Ideas, page 10

1. Intelligence and wisdom are two different abilities, both important to human life.
2. Dolphins' sonar is a powerful tool that appears to be used with skill and care.
3. Since verbs are the most important parts of sentences, writers should use active verbs, preferring colorful ones without prepositions.
4. Lansing's mother has served as a role model for Lansing's own successful career.
5. While undisturbed sleep is a key to our well-being, we don't understand it well.