

READING COMPREHENSION

THE FLAPPER

Strict social conventions governed women's fashion in the early 1900s: women were expected to wear elaborate hairstyles, floor-length gowns, and rigid corsets that constricted the waist. However, at the beginning of the 1920s, the evolving role of women spurred dramatic changes in women's fashion, resulting in the iconic flapper style. During World War I, many women had started to work outside the home while men were at war. Then, in 1920, the Nineteenth Amendment granted women the right to vote. As the decade progressed, more women were participating in politics, going to college, and driving automobiles than in previous decades. In response to these developments, many young women dressed in the style of the flapper. **Flappers wore short haircuts and loose dresses that de-emphasized their femininity; they also wore low-heeled shoes that were more comfortable for walking and dancing.** In the 1920s, the flapper became the embodiment of the new freethinking and independent woman.

1. What is the main, or central, idea of the passage?

- a. Flapper fashion emerged when more woman began working outside home to replace men who left during World War I.
- b. Flapper fashion emerged because women experienced greater intellectual, political, and social freedom in 1920s.

2. How does the detail provide in bold develop the main idea?

- a. It highlights ways that fashion resisted the influence of social change
- b. It provides examples of how women's freedoms affected fashion

THE JUMP SHOT: A GAME-CHANGING MOVE

When Dr. James Naismith invented the game of basketball at Springfield College in 1891, he incorporated aspects of existing games such as rugby, soccer, and lacrosse and established thirteen rules for play. None of these thirteen rules entailed keeping both feet on the ground; still, for the next several decades, basketball was a sedate game with few fast moves or high jumps. In fact, in the 1930s, when University of Missouri player John Cooper tried an innovative play—jumping while shooting—his coach pulled him out of the game. However, after watching Cooper perform the move in practices, the coach eventually had a change of heart and allowed Cooper to use the jump shot at games. Meanwhile, similar situations were taking place at other colleges. As a result of the tradition-breaking moves of a few unorthodox players, the jump shot caught on and became an integral part of the game.

1. What is the main, or central, idea of the passage?

- a. Because John Cooper's jump shot was an eye catching move, his coach eventually allowed him to use it during times.
- b. Because innovators like John Cooper challenged the conventions of basketball, the jump shot became a popular move.

2. How does the detail in bold develop the main idea?

- a. It describes a shift in attitude towards the jump shot.
- b. It explains why the jump shot was only used during practice

NEARSIGHTEDNESS AND FARSIGHTEDNESS

Nearsighted people experience blurred vision while looking at distant objects, such as street signs viewed from inside a car. Conversely, farsighted people experience blurred vision while looking at nearby objects, such as words on a page. The causes of these two conditions differ as well. Nearsightedness, or myopia, occurs either when a person's eye is too long from back to front or when the cornea (the clear layer at the front of the eye) is too curved. **On the other hand, farsightedness, or hyperopia, results when the eye is too short or when the cornea is not curved enough.** Fortunately, corrective lenses can restore normal vision in both cases. As you might expect, these lenses are of opposing types: nearsightedness is improved with a lens that is thinner in the middle and thicker at the edges, while farsightedness is compensated for with a lens that is thicker in the middle and thinner at the edges.

1. What is the main, or central, idea of the passage?

- a. In nearsightedness, the eye may be too long from front to back, while in farsightedness, the opposite may be true.
- b. Nearsightedness and farsightedness produce contrasting vision problems, have opposite causes, and require different types of lenses.

2. How does the detail in bold develop the main idea?

- a. It contrasts the cause of farsightedness with that of nearsightedness
- b. It addresses a common misunderstanding about the causes of farsightedness.

SAVING LIVES THROUGH LIVING-DONOR LIVER TRANSPLANTS

We cannot survive without our livers, which remove waste products from our blood and produce bile to break down fats, among several other important functions. People with liver failure can be treated with whole-liver transplant surgery, in which a liver is taken from the body of a recently deceased person and placed into the body of a recipient. **However, because the number of livers available for this type of transplant is extremely limited, whole-liver transplantation cannot be provided to all of the thousands of people on the waiting list for a liver.** Living-donor liver transplants offer a solution. In a living-donor transplant, a person with a healthy liver donates part of his or her liver to replace the failing liver of another person. Because of the liver's amazing ability to regenerate itself, both the donor and the recipient will grow normal-sized livers in a matter of months. Thanks to living-donor transplantation, numerous lives have been saved.

1. What is the main, or central, idea of the passage?

- a. In whole liver transplantation, a deceased person's liver is placed into the body of the person whose own liver is failing.
- b. Living-donor liver transplantation offers a lifesaving alternative to whole-liver transplantation.

2. How does the detail in bold develop the main idea?

- a. It identifies a serious limitation of whole-liver transplants.
- b. It explains why whole-liver transplants are preferred.