

## Teaching Plan & Guideline for Chapter 2

**Content :** Drawing conclusions & Predicting outcomes  
Exemplification  
How to form conclusion & predict outcomes  
Practice exercises  
Summing up  
Review test  
Tests  
References

### Objectives:

To provide experience that will result in students' ability to:

1. identify the clues upon which they have based their inference.
2. find hidden meaning
3. create inferences logically from facts i.e. infer logical ideas from written material, interpret their meaning, evaluate ideas of the author in the selection.
4. draw an accurate conclusion when reading critically.
5. predict outcomes about probable future behavior in a selection based on logical evidence of past or present behavior.

### Teaching Procedures & Activities

1. Review the skills in the previous chapter, give examples from Supplementary Material for Teaching
2. Divide students into equal groups, have them predict, study handouts.
3. Brainstorm by discussion, infer, conclude, predict, and present.
4. Students evaluate the work of each group.
5. Students conclude with all the help needed from teachers with emphasis on:
  - 5.1 discussing the reasons drawn from the events in the selection which happened as they did.
  - 5.1 guessing what will occur next.
  - 5.2 indicating the most important ideas in the selection
  - 5.3 composing a sentence that summarizes the main ideas given in the selection.
  - 5.4 giving in one concluding sentence what the selection means i.e. What ideas the author is trying to present.
6. Students read selections containing facts, ideas and conclude in their own words and then predict outcomes.
7. Do assignments in the Supplementary Material for Teaching and Test.

### **Teaching Materials**

1. Supplementary Material for Teaching
2. Handouts
3. SRA III b (Science Research Associates)
4. Reading materials i.e. news articles, features, ads, etc.
5. Evaluation form.

### **Evaluation**

1. Observation of students as they critically read, analyze, criticize, discuss, present and react to a selection.
2. Exercises, materials to evaluate students' critical comprehension skills.
3. Evaluation forms.

## CHAPTER 2

### DRAWING CONCLUSIONS & PREDICTING OUTCOMES

In this chapter you will learn a second, advanced skill: drawing conclusions, a closely related skill to making inferences and predicting outcomes; you may think of them as essentially the same thing.

A conclusion is a decision, opinion, or judgment reached after thoughtful consideration of material you have read. (Elder, 2004, p.187) It must be based on information you have read, but must go beyond what the author states. A conclusion typically comes after all of the information has been considered. You can draw conclusions – logical summaries of characteristics-based on the subject's current and past behavior. Authors may actually state their own conclusions at the end of a paragraph or section. In fact, the conclusion is often the main idea of the paragraph or even the over all main idea of an entire section. To get your attention, authors may announce the important conclusion with *thus, therefore, the point is, in conclusion, as a consequence, consequently*, and so forth. When authors state their conclusions, there is nothing for you to infer or conclude, but pay attention to their stated conclusions.

Careful readers *interpret* what they read; that is, they try to explain and to understand ideas brought out by their reading. One way to build your skill at interpreting is to try to draw conclusions from what a writer tells you.

Paragraphs or larger readings present information to support a topic, but they do not always state all the possible results of the events the writer discusses. Good readers are able to use that information on their own

in order to understand what to expect next. In fact, if you must answer questions after you read, those questions often involve conclusions you must draw on your own.

You have to think about drawing conclusions from parts of individual sentence to larger units like paragraphs or whole essays. Sometimes you can predict the outcome of a sentence. That is to say, you can make a reasonably accurate guess as to how the sentence will end. You can use this skill to help you see how to draw conclusions and to predict outcomes in longer selections.

### Exemplification

*Which word group from the choices below would you select to complete the following sentence?*

If you keep reading books with small print in such dim light,

- a). you'll never pass your exam.
- b). you may not learn the meaning of important words.
- c). you may strain your eyes.
- d). you should play some music on the radio.

We can reasonably guess that c is the correct ending of the sentence. In fact, the only sound selection we can make from the choices given here is c. The others are unreasonable.

Read the following examples. In each example a conclusion is drawn. Before you read the comments following each example, examine the facts carefully and decide if the conclusion is right or wrong.

#### Example 1:

It is a fact that Monday always follows Sunday. Now, since today is Sunday, tomorrow must be Monday.

Comment: The conclusion, "...tomorrow must be Monday," is right. The stated facts are accurate and the conclusion is the only one that can be drawn.

**Example 2:**

If you cannot stay on school nights and there is school tomorrow, you cannot stay out tonight.

Comment: The conclusion, "...you cannot stay out tonight," is right. It is the only conclusion that can be drawn from the stated facts.

**Example 3:**

Whenever it rains, the ground gets wet. Since the ground is wet, I can conclude that it is raining.

Comment: The conclusion, "... it is raining," is not accurate. After thinking about the stated facts, you can conclude that the ground could be wet for other reasons.

**Example 4:**

Hard work is always rewarded, but Bob has not received sufficient reward for his work. We can conclude that Bob does not work hard enough.

Comment: The conclusion, "... Bob does not work hard enough," is not accurate. You have learned through personal experience that hard work is *not* always rewarded. It is therefore not accurate to conclude that Bob does not work hard enough. There could be other reasons why Bob had not been rewarded.

It is clear from what you have read so far that an accurate conclusion cannot be drawn unless all the facts are understood and carefully evaluated. Understanding and evaluating facts depends upon *critical reading*.

Read this selection about birds following a ship at sea. Answer the questions after the selection, which involve drawing conclusions.

Ever since our departure, The seagulls have been following our ship, apparently without effort, almost without moving their wings. Their fine straight navigation scarcely leans upon the breeze. Suddenly, a loud plop at the level of the kitchens stirs up a greedy alarm among the birds, throwing their fine flight into confusion and sending up a fire of white wings. The seagulls whirl madly in every direction and then with no loss of speed drop from the flight one by one and dive toward the sea. A few seconds later they are together again on the water, a quarrelsome farmyard that we leave behind, nesting in the hollow of the wave, slowly picking through the manna of the scraps.

- \_\_\_\_\_ 1. The seagulls are following the ship because
- a. the men are playing with them.
  - b. they are angry at the noises from the ship.
  - c. they are hungry.
  - d. they are confused.
- \_\_\_\_\_ 2. The “loud plop at the level of the kitchens” is probably
- a. the sound of a dead bird falling from the sky.
  - b. the drop of the engine or anchor to slow the ship down.
  - c. a man falling overboard.
  - d. the sound of leftover food hitting the waves.
- \_\_\_\_\_ 3. The men probably throw scraps overboard because
- a. they have to get rid of unwanted garbage and leftovers.
  - b. they like the seagulls.
  - c. the seagulls are hungry.
  - d. the seagulls annoy them.
- \_\_\_\_\_ 4. The men will probably
- a. try to shoot one of the birds.
  - b. travel on, leaving the gulls to their meal.
  - c. feed the birds whenever the birds are hungry.
  - d. shout and make noises to keep the annoying birds away.

We can tell from the way the birds behave at the end that they were probably hungry and are following the ship for food; therefore answer *c* is correct for question 1.

From the plopping sound near the kitchen, we conclude that someone has thrown food overboard and pick answer *d* for question 2.

In question 3, we can reach a conclusion from the way the men behave. Nothing in the paragraph suggests how they feel about the gulls;

we do not know if the men like the birds or are annoyed by them. We also do not know whether the men know if the seagulls are hungry or even whether the men *care* that the birds may be hungry! The only safe conclusion is that the men want to dispose of their garbage: answer *a* is correct for question 3.

In like manner, the only thing we can predict about a future event is that the men will leave the birds behind as the ship moves forward. For question 4, only *b* is an appropriate conclusion to draw.

## HOW TO FORM CONCLUSIONS AND PREDICT OUTCOMES

1. Be sure you know the main idea of the selection.
2. Be sure you understand all the facts or details that the writer gives to support the idea.
3. Check on difficult vocabulary. Did you use sentence *clues* to figure out that manna had something to do with food? (Any food supplied as if by a miracle – like the food that came to the Jews in the wilderness – is called *manna*.)
4. Look out for the logic of action. Did you follow the sequence? Did you put events together in the right order of time or place to help you predict what would happen?
5. Look at the way people are described. Can you tell from their personalities—from the way they think and feel—just how they might act?
6. Ask yourself after you read: what will happen as a result of these actions or events?
7. Be careful to build your conclusion on evidence you find in what you read and not exclusively on your own opinions, likes, and dislikes. Of course you need to rely on your own experience to help you figure out how things may happen. But most of your conclusions must be based on what you read in the selection.

### Practice exercises

#### Practice A

##### *Predicting Outcomes of Sentences*

Try to determine the outcome for the statements below. Select the best, most logical ending to finish each sentence and write the letter of your choice in the space provided. Be prepared to defend your choice and to explain why you rejected the others.

- \_\_\_\_\_ 1. People who do not smoke or drink, who exercise regularly, and who eat healthful foods probably
- feel ashamed about the way they look.
  - feel better than people who don't take care of themselves.
  - feel sick more often than people who relax and enjoy life.
  - think that they live boring lives.
- \_\_\_\_\_ 2. After losing every game this season, the football team probably felt
- happy to have participated in a successful season.
  - mad because all the other teams were probably cheating.
  - disappointed at not being able to play better.
  - guilty that they didn't try harder.
- \_\_\_\_\_ 3. Mary was absent from class ten times this semester and only handed in one of six assignments. She can expect
- that the teacher will give her a good grade.
  - that the teacher will give her extra time to complete unfinished work.
  - a failing grade.
  - one of her classmates to do the work for her.

## Practice B

### *Drawing Conclusions and Predicting Outcomes*

Read the following passage about a neighborhood and then answer the questions.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it – not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field – the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in out of the field with his blackthorn stick; but usually little Keogh used to keep *nix* and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up, her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.



- \_\_\_\_\_ 1. The title that would best express the main idea of this selection is
- “A Quiet Street.”
  - “How Tizzie Dunn Died.”
  - “Dreams.”
  - “Everything Changes.”
  - “Buildings Old and New.”
- \_\_\_\_\_ 2. About her past life the woman has
- no thoughts at all.
  - generally pleasant thoughts.
  - thoughts filled with pain.
  - regrets.
  - anger.
- \_\_\_\_\_ 3. If her father had found the woman playing in the field when she was younger, he would probably have
- sent her home.
  - chased the other children away.
  - yelled at her for playing with Keogh the cripple.
  - told her mother.
  - beaten her.
- \_\_\_\_\_ 4. We may conclude that the woman’s home is probably in
- English.
  - Ireland.
  - New York.
  - Chicago.
  - None of the above.
- \_\_\_\_\_ 5. About the idea of leaving home the woman is
- deeply worried.
  - somewhat concerned.
  - greatly relieved and happy
  - frightened because of her father.
  - sorry because of her mother.
- \_\_\_\_\_ 6. One conclusion we *cannot* safely draw on the basis of this selection is that
- the Waters family returned to England because they were unhappy where they lived.
  - the woman’s father grew worse as the years went on.
  - the houses built by the man from Belfast changed the way the neighborhood looked.
  - the woman lives on a quiet street.
  - Ernest did not join in the games of the young children.

## Practice C

Read the following selection and answer the questions after it.

I don't know how I became a writer, but I think it was because of a certain force in me that had to write and that finally burst through and found a channel. My people were of the working class of people. My father, a stone-cutter, was a man with a great respect and veneration for literature. He had a tremendous memory, and he loved poetry, and the poetry that he loved best was naturally of the rhetorical kind that such a man would like. Nevertheless it was good poetry, Hamlet's Soliloquy, "Macbeth," Mark Antony's Funeral Oration, Grey's "Elegy," and all the rest of it. I heard it all as a child; I memorized and learned it all.

He sent me to college to the state university. The desire to write, which had been strong during all my days in high school, grew stronger still. I was editor of the college paper, the college magazine, etc., and in my last year or two I was a member of a course in playwriting which had just been established there. I wrote several little one-act plays, still thinking I would become a lawyer or a newspaper man, never daring to believe I could seriously become a writer. Then I went to Harvard, wrote some more plays there, became obsessed with the idea that I had to be a playwright, left Harvard, had my plays rejected, and finally in the autumn of 1926, how, why, or in what manner I have never exactly been able to determine, but probably because the force in me that had to write at length sought out its channel, I began to write my first book in London. I was living all alone at that time. I had two rooms—a bedroom and a sitting room—in a little square in Chelsea in which all the houses had that familiar, smoked brick and cream-yellow-plaster look.

- \_\_\_\_\_ 1. We may conclude, in regard to the author's development as a writer, that his father
- made an important contribution
  - insisted that he choose writing as a career
  - opposed his becoming a writer
  - taught him grammar and sentence structure
  - insisted that he read *Hamlet* in order to learn how to be a writer
- \_\_\_\_\_ 2. The author believes that he became a writer mostly because of
- his special talent
  - his father's teaching and encouragement
  - his course at Harvard
  - a hidden urge within him
  - all of these

- \_\_\_\_\_ 3. A conclusion we *cannot* safely draw (based upon this passage) about the author's life in 1926 is that
- He was unmarried.
  - He was miserable about having his plays rejected.
  - He lived in a house like all the other houses around him.
  - He started his first novel.
  - He was no longer a student.

#### Practice D

Read the following selection and answer the questions after it.

The Manus baby is accustomed to water from the first years of his life. Lying on the slatted floor he watches the sunlight gleam on the surface of the lagoon as the changing tide passes and repasses beneath the house. When he is nine or ten months old his mother or father will often sit in the cool of the evening on the little verandah, and his eyes grow used to the sight of the passing canoes and the village set in the sea. When he is about a year old, he has learned to grasp his mother firmly about the throat, so that he can ride in safety, poised on the back of her neck. She has carried him up and down the long house, dodged under low-hanging shelves, and climbed up and down the rickety ladders which lead from house floor down to the landing verandah. The decisive, angry gesture with which he was reseated on his mother's neck whenever his grip tended to slacken has taught him to be alert and sure-handed. At last it is safe for his mother to take him out in a canoe, to punt or paddle the canoe herself while the baby clings to her neck. If a sudden wind roughens the lagoon or her punt catches in a rock, the canoe may swerve and precipitate mother and baby into the sea. The water is cold and dark, acrid in taste and blindingly salt; the descent into its depths is sudden, but the training within the house holds good. The baby does not loosen his grip while his mother rights the canoe and climbs out of the water.

- \_\_\_\_\_ 1. The main idea of this paragraph is
- to show how Manus babies learn about water
  - to show how the mothers raise their children
  - to show how to survive the dangers of the sea
  - to illustrate the way in which Manus families pass their time
  - all of these
- \_\_\_\_\_ 2. The Manus houses are built
- in the mountains
  - in bush country
  - on slats above the lagoon
  - with shells from the sea
  - by the villagers at a festival

- \_\_\_\_\_ 3. We can conclude that a Manus child who falls by accident into the sea with the mother
- will probably drown
  - will probably be all right
  - will probably be attacked by sharks
  - will be rescued by the father
  - will swim to safety
- \_\_\_\_\_ 4. Manus mothers probably take their children on to the water after they reach the age of
- five weeks
  - eleven weeks
  - nine months
  - ten months
  - a year
- \_\_\_\_\_ 5. When traveling as a baby with the mother the Manus child
- rides in a backpack
  - sits in a straw carriage
  - hangs from the mother's neck
  - paddles a canoe
  - all of these
- \_\_\_\_\_ 6. As rowers along the lagoon Manus mothers are
- not as good as the fathers
  - quite inexperienced
  - quite capable
  - usually involved in accidents
  - unable to dodge low-hanging shelves

Writers often limit their discussions about ideas or events and expect the reader to use the stated facts and chronological sequence of events to predict possible future actions.

Knowing the facts and following the sequence of ideas can help you to **predict** possible future actions based logically on ideas developed in the reading.

## Practice E

In the following exercise, be sure you understand the logical order of ideas, and, based on your literal understandings, predict what is likely to happen (LIKELY) or what is not likely to happen (UNLIKELY).

A. Two years ago Ralph began work as a supermarket clerk. In six months he was promoted to assistant manager of the market. He worked hard and one year later took over the position of market manager. Because of his continued efforts to provide excellent service, Ralph's work came to the attention of the market's administrators. They watched his work carefully and several months later made a decision.

- \_\_\_\_\_ 1. Ralph will be evaluated for five years before he is promoted.
- \_\_\_\_\_ 2. When Ralph is promoted, he will become a good market manager in the company.
- \_\_\_\_\_ 3. Ralph will move to the administrative offices shortly.
- \_\_\_\_\_ 4. Ralph will be moved to one of the firm's smaller markets.
- \_\_\_\_\_ 5. In two more years with the company, Ralph will have held every possible position.

B. Roberta and Joseph have applied for status as United States citizens. Joseph has a fine job, and Roberta is enrolled at a local college where she studies secretarial science. Each had an American sponsor, and each has studied hard for the citizenship exam.

- \_\_\_\_\_ 1. Joseph will get a better job when he emigrates from the United States.
- \_\_\_\_\_ 2. Both Roberta and Joseph will become citizens.
- \_\_\_\_\_ 3. Roberta will begin her medical studies when she enrolls in college.
- \_\_\_\_\_ 4. Roberta, but not Joseph, will pass the exam.
- \_\_\_\_\_ 5. Roberta and Joseph will skip the next exam.

C. "For years we've discussed the advantages of owning our own home rather than renting an apartment," said Alison to her husband, Teddy.

"But I don't think we can pay that much for the mortgage.

And besides, we will still have many other expenses," he replied.

"We pay as much for rent as we would for the mortgage.

And remember, part of the mortgage payment is tax-deductible."

"I don't see how that will help us."

"We'll get some money back every April after taxes. We certainly don't have that benefit with our apartment."

"I see your point. Let me think this over. Hmmm. Money returned to us!"

- \_\_\_\_\_ 1. Teddy will consider the advantages of owning a home.
- \_\_\_\_\_ 2. Alison will claim their apartment rent as a tax deduction.
- \_\_\_\_\_ 3. The taxes on a home and an apartment will be equal.
- \_\_\_\_\_ 4. Alison will need further convincing about the benefits
- \_\_\_\_\_ 5. Alison and Teddy will decide to buy their own home.

D. What some Americans consider necessity, others consider luxury. Consider the Jackson family. When Mr. And Mrs. Jackson were married, they moved into an apartment that was equipped with a stove, a refrigerator, an electric burglar alarm system, air conditioning, heating, a building phone system, and a dishwasher. In addition, their building had a laundry room equipped with washers and dryers. The Jacksons could listen to music as they took the elevator to their twentieth-floor apartment, and they could park their car in a heated, electronically protected garage. They could also enjoy the building's rooftop facilities which included a pool, a sauna, a steam bath, and a lounging area.

- 1. The Jacksons will soon move to another building.
- 2. The Jacksons will expect the same basic conditions if they consider any future moves.
- 3. If the Jacksons move, they will immediately order the necessary kitchen appliances, such as a stove.
- 4. When the Jackson children are grown, they can expect to enjoy more electronic conveniences than they do now.
- 5. All families in the United States will have these advantages in the near future.

#### Practice F

Read each statement and the two possible conclusions that follow it. Based on information in the statement, check the conclusion (s) that can be drawn logically from that statement.

- 1. Henry has been late to class six times, absent four times, and has missed two of three quizzes.  
 Henry is unconcerned about his grade in this class.  
 Henry enjoys the class.
- 2. There was no way of knowing when we had crossed the border-no markings, no border posts-but it must have happened sometime around midnight  
 The author is unfamiliar with the area.  
 The author is traveling alone.
- 3. When I got back to the compartment, the only other passenger had awakened.  
 The other person had been sleeping.  
 The author is traveling by car.
- 4. Dr. Tobias, Chief of Surgery, requested clamps and sutures from the attending head nurse. They both glanced at the clock and quickly finished closing the wound. They smiled when they realized they had finished well within the critical time limit for such a surgical procedure.  
 The experienced surgeon and his nursing assistant performed the complicated operation.  
 During the operation, each was aware of the time.

5. The instructor read Sam's paper and saw that Sam had scored perfectly on the multiple-choice, true-false, and fill-in sections of the test. However, Sam had not finished the major essay and had lost fifteen points on that section.

\_\_\_\_\_ The instructor believes that Sam generally understands the work.  
\_\_\_\_\_ The instructor fails Sam.

### Practice G

Read the following text paragraphs and check the conclusions that can be logically drawn.

In all types of jobs, many employees claim to be *alienated* from their work: They feel trapped, overwhelmed by meaninglessness, self-estrangement, isolation, and powerlessness. Alienation is usually regarded as an affliction of the blue-collar worker, but in recent years thousands of executives have abandoned their jobs for work that may pay less but promises to be more rewarding. For instance, they have become artists, craft workers, or singers, or have established agricultural communes.

One of the effects of alienation is sheer escapism. Thousands of assembly line workers and an equal number of executives daydream through their work. More than half admit they are working at only half their potential. Others escape through drugs and alcohol: workers in some factories stay high on drugs during their entire shift; and many executives rely on the three-martini lunch to get through the day.

- \_\_\_\_\_ 1. Assembly line workers experience a great deal of alienation.  
\_\_\_\_\_ 2. The majority of assembly line workers and executives are working at only half their potential.  
\_\_\_\_\_ 3. Working on the production of an item, from start to finish, gives a person pride and a sense of achievement.  
\_\_\_\_\_ 4. Alienation of workers costs companies a great deal.  
\_\_\_\_\_ 5. Executives experience greater feelings of alienation than blue collar workers do.

In order to judge the accuracy of any information, you should consider the background and the source of the information.

### Practice H

Following each question below is a list of three people whose occupations qualify them as reliable sources. Put a check on the line beside the person you feel is best qualified to help.

1. Which person would you ask for advice on how to build a model rocket?  
\_\_\_\_\_ a. a science teacher  
\_\_\_\_\_ b. a policeman  
\_\_\_\_\_ c. an English teacher
2. Which person might be able to help you in rebuilding an automobile engine?  
\_\_\_\_\_ a. a carpenter  
\_\_\_\_\_ b. an electrician  
\_\_\_\_\_ c. a mechanic
3. Which person might be most helpful if you needed to locate several books of fiction?  
\_\_\_\_\_ a. a teacher  
\_\_\_\_\_ b. a librarian  
\_\_\_\_\_ c. an author
4. Which person would you ask for advice about buying a guitar?  
\_\_\_\_\_ a. a guitar player  
\_\_\_\_\_ b. a band director  
\_\_\_\_\_ c. a guitar teacher
5. If you were planning to start a garden, from whom would you seek advice?  
\_\_\_\_\_ a. a farmer who raises vegetables  
\_\_\_\_\_ b. a garden editor of a newspaper  
\_\_\_\_\_ c. a salesgirl in a florist shop
6. If you wanted to learn how to make clothing, whom would you ask for advice?  
\_\_\_\_\_ a. a sales clerk  
\_\_\_\_\_ b. a tailor  
\_\_\_\_\_ c. a model
7. Which person would you ask for a list of regulations about operating a motorbike?  
\_\_\_\_\_ a. a bicycle dealer  
\_\_\_\_\_ b. a principal  
\_\_\_\_\_ c. a policeman
8. Which person would you ask for information on how to write a book?  
\_\_\_\_\_ a. an author  
\_\_\_\_\_ b. a bookseller  
\_\_\_\_\_ c. a printer



9. If you wanted to lose weight, whom would you ask for information about dieting?

- a. a dentist
- b. a druggist
- c. a doctor

10. Who would be most likely to have reliable information about the next few days?

- a. a historian
- b. a weather-bureau forecaster
- c. a fortune teller

## Summing up

A **conclusion** is a general summing-up of a topic, a logical summary of characteristics. It is a big idea that you put together based on the facts-the subject's current and past behavior. Very often your conclusions flow out of the comparisons you have made and the inferences you have drawn.

A **prediction** is a logical statement about probable future behavior-based on evidence of past or present behavior.

## Review Test

A critical reader asks himself these questions:

1. What did the writer say?
2. Do the facts support the writer's main idea?
3. Have I drawn the only conclusion allowed by the facts and is it justified by critical evaluation?

## Test

Read each paragraph. One or more of the 5 statements that follow are conclusions that can be made from the information given. Others are questionable – the information given does not positively support these conclusions. Write *D.* for conclusion that can definitely be made and *Q* for a conclusion that is questionable.

1. Tires screeched and the drugstore window seemed to explode as a black car crashed into it. Passing shoppers stood frozen to the pavement while a woman's shrill scream filled the air. A policeman curbed his patrol car and ran toward the accident as the dented door of the car swung slowly open and sagged on its shattered hinges.  
\_\_\_\_\_ 1. The woman driving the car screams because she is hurt.  
\_\_\_\_\_ 2. Both car and building are damaged in the accident.  
\_\_\_\_\_ 3. The car crashes as it is being chased by a police car.  
\_\_\_\_\_ 4. Only one car is involved in the accident.  
\_\_\_\_\_ 5. The occupants of the car are unconscious.
  
2. Richard is the new president of our class and was recently voted the most valuable player and captain of the football team. He is in the Maths. Club and edits the school paper. I've known him since the fifth grade and I always thought we were good friends. But when I suggested going to the movies yesterday, he said he was busy; and when I waved to him across the street today, he just looked the other way.  
\_\_\_\_\_ 1. Richard is an excellent student.  
\_\_\_\_\_ 2. Richard has a wide range of interests.  
\_\_\_\_\_ 3. Richard is a popular boy.  
\_\_\_\_\_ 4. Richard doesn't have time for his friends because of his new popularity.  
\_\_\_\_\_ 5. The speaker thinks that Richard is ignoring him.
  
3. Bob heard his name whispered urgently and opened his eyes to see Brett sitting up in the bed across the darkened room, one hand held up in warning, his head cocked tensely to one side as he listened. In the silence, they heard the creak of a stair, followed by a rhythmic, shuffling sound. The sound stopped suddenly, and the boys waited, hardly breathing. The wind rustled the tree outside their window. The curtain flapped gently. Heavy footsteps echoed through the carpetless downstairs hall, and the listening boys jumped at the explosive sound of breaking glass. "What do we do now?" Bob said.  
\_\_\_\_\_ 1. Somebody is moving around in the house.  
\_\_\_\_\_ 2. Some member of the family is probably walking through the house.  
\_\_\_\_\_ 3. The boys think there is a burglar in the house.  
\_\_\_\_\_ 4. Bob and Brett are brothers who share the same bedroom.  
\_\_\_\_\_ 5. A downstairs window is broken.

4. Two boys raced around the corner of the building at top speed, the smaller one slightly ahead. Both boys were bare-headed, but each clutched a maroon cap tightly in his hand, as they raced across the schoolyard. "Just you wait Steve," puffed the pursuing boy, as long strides brought him close to the other. He made a futile dive for the smaller boy and sprawled on the grass. Steve skidded to a stop beside a teacher and, with breathless laughter, handed her the cap.

- \_\_\_\_\_ 1. The boys are racing to give a cap to the teacher.  
\_\_\_\_\_ 2. The larger boy wants to catch Steve.  
\_\_\_\_\_ 3. Steve has taken the bigger boy's cap to tease him.  
\_\_\_\_\_ 4. The teacher is annoyed with the boy's conduct.  
\_\_\_\_\_ 5. The larger boy is not as athletic as Steve.

5. "A mustache!" Miss Ellen snorted, as she watched the Butlers' front door close behind the visitor. What were Jean and Don Butler thinking of, she wondered, to let their daughter Corey associate with a man with a mustache? Miss Ellen pulled another weed from the flowerbed and remembered how, over the years, she had seen Corey's friends change from smooth-cheeked boys to young men in noisy sports cars. Most of them had seemed nice enough – not the good steady serious sort that Miss Ellen would have hoped for, but nice enough boys, But mustached men were a different story! She supposed she might have expected it. Don and Jean had always seemed to enjoy the wildness of their headstrong child. They had even encouraged it by putting on airs and giving her ballet lessons. They surely couldn't really have thought that little girl's kicking and twirling around in black underwear were graceful. But it was obvious that they always had thought her opinions were of no value, since she hadn't any children of her own.

- \_\_\_\_\_ 1. Corey is a spoiled and headstrong girl.  
\_\_\_\_\_ 2. The Butlers have ignored Miss Ellen's advice in the past.  
\_\_\_\_\_ 3. The man with the mustache is not a suitable companion for a young girl like Corey.  
\_\_\_\_\_ 4. Corey has a date with the mustached man.  
\_\_\_\_\_ 5. Miss Ellen disapproves of some of the things the Butlers have done.

## Test

Make careful conclusions and predict outcomes about what is happening in this story, and then answer the questions that follow.

The room was quiet in the dimness of early evening. Dr. James Graham, key scientist of a very important project, sat in his favorite chair, thinking. It was so still that he could hear the turning of pages in the next room as his son leafed through a picture book.

Often Graham did his best work, his most creative thinking, under these circumstances, sitting alone in an unlighted room in his own apartment after the day's regular work. But tonight his mind would not work constructively. Mostly he thought about his son—his only son—in the next room. The thoughts were loving thoughts, not the bitter anguish he had felt years ago when he had first learned of the boy's condition. The boy was happy; wasn't that the main thing? *And to how many men is given a child who will always be a child, who will not grow up to leave him?* Certainly that was rationalization, but what is wrong with rationalization when....The doorbell rang.

Graham rose and turned on lights in the almost-dark room before he went through the hallway to the door. He was not annoyed; tonight, at this moment, almost any interruption to his thoughts was welcome.

He opened the door. A stranger stood there; she said, "Dr. Graham? My name is Niemand; I'd like to talk to you. May I come in a moment?"

Graham looked at her. She was a small woman, nondescript, obviously harmless—possibly a reporter or an insurance agent.

But it didn't matter what she was. Graham found himself saying, "Of course. Come in, Ms. Niemand." A few minutes of conversation, he justified himself by thinking, might divert his thoughts and clear his mind.

"Sit down," he said, in the living room. "Care for a drink?"

Niemand said, "No, thank you." She sat in the chair; Graham sat on the sofa.

The small woman interlocked her fingers; she leaned forward. She said, "Dr. Graham, you are the man whose scientific work is more likely than that of any other man to end the human race's chance for survival."

A crackpot, Graham thought. Too late now he realized that he should have asked the woman's business before admitting her. It would be an embarrassing interview—he disliked being rude, yet only rudeness was effective.

"Dr. Graham, the weapon on which you are working—"

The visitor stopped and turned her head as the door that led to a bedroom opened and a boy of fifteen came in. The boy didn't notice Niemand; he ran to Graham.

"Daddy, will you read to me now?" *The boy of fifteen laughed the sweet laughter of a child of four.*

Graham put an arm around the boy. He looked at his visitor, wondering whether she had known about the boy. From the lack of surprise on Niemand's face, Graham felt sure she had known.

"Harry"—Graham's voice was warm with affection—"Daddy's busy. Just for a little while. Go back to your room; I'll come and read to you soon."

“Chicken Little? You’ll read me Chicken Little?”

“If you wish. Now run along. Wait. Harry, this is Ms. Niemand.”

The boy smiled bashfully at the visitor. Niemand said, “Hi, Harry,” and smiled back at him, holding out her hand. Graham, watching, was sure now that Niemand had known: the smile and the gesture were for the boy’s mental age, not his physical one.

The boy took Niemand’s hand. For a moment it seemed that he was going to climb into Niemand’s lap, and Graham pulled him back gently. He said, “Go to your room now, Harry.”

The boy skipped back into his bedroom, not closing the door.

Niemand’s eyes met Graham’s and she said, “I like him,” with obvious sincerity. She added, “I hope that what you’re going to read to him will always be true.”

Graham didn’t understand. Niemand said, “*Chicken Little*, I mean. It’s a fine story-but may chicken Little always be wrong about the sky falling down.”

Graham suddenly had liked Niemand when Niemand had shown liking for the boy. Now he remembered that he must close the interview quickly. He rose, in dismissal.

He said, “I fear you’re wasting your time and mine, Ms. Niemand. I know all the arguments, everything you can say I’ve heard a thousand times. Possibly there is truth in what you believe, but it does not concern me. I’m a scientist, and only a scientist. Yes, it is public knowledge that I am working on a weapon, a rather ultimate one. But, for me personally, that is only a by-product of the fact that I am advancing science. I have thought it through, and I have found that that is my only concern.”

“But, Dr. Graham, is humanity *ready* for an ultimate weapon?”

Graham frowned. “I have told you my point of view, Ms. Niemand.”

Niemand rose slowly from the chair. She said, “Very well, if you do not choose to discuss it, I’ll say not more.” She passed a hand across her forehead. “I’ll leave, Dr. Graham. I wonder, though.... may I change my mind about the drink you offered me?”

Graham’s irritation faded. He said, “Certainly. Will water do?”

“Admirably.”

Graham excused himself and went into the kitchen. He got the decanter of water, ice cubes, glasses.

When he returned to the living room Niemand was just leaving the boy’s bedroom. He heard Niemand’s “Good night, Harry,” and Harry’s happy “Night, Ms. Niemand.”

Graham poured the drinks. A little later, Niemand declined a second one and started to leave.

Niemand said, “I took the liberty of bringing a small gift to your son, doctor. I gave it to him while you were getting the drinks for us. I hope you’ll forgive me.”

“Of course. Thank you. Good night.”

Graham closed the door; he walked through the living room into Harry’s room. He said, “All right, Harry. Now I’ll read to—”

There was sudden sweat on his forehead, but he forced his face and his voice to be calm as he stepped to the side of the bed. "May I see that, Harry?" When he had it safely, his hands shook as he examined it.

He thought, *only a madwoman would give a loaded revolver to a retarded child.* (Niles, et al., 1981, pp.101-104)

1. Where does the story take place?

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2. An important characteristic of Harry is \_\_\_\_\_

- a) that he's a teen-ager
- b) that he's retarded
- c) that he's good-natured

3. Underline a clue in the text that helped you answer question 2.

4. What is suggested by the facts that Niemand knows about Graham's work, knows about his son, and carries the loaded gun? (Circle the letter of the best inference.)

- a) She has planned in advance to take serious action, if necessary.
- b) She intended only to play a harmless joke on Graham.
- c) She wanted to be kind to the boy by giving him something he would like.

5. What is suggested by the fact that Niemand refuses a drink she talks with Graham but asks for one afterwards? (Circle the letter of the best inference.)

- a) She wasn't thirsty at first but became thirsty after a while.
- b) She felt awkward at first in the home of a stranger; then she relaxed.
- c) She had an alternate plan if the first one failed.

6. An important characteristic of Graham is \_\_\_\_\_ .

- a) his devotion to scientific work to the exclusion of everything else
- b) his distrust of strangers, particularly people who ask a lot of questions
- c) his harsh treatment of his son and of Niemand

7. By giving the gun to Harry, Niemand \_\_\_\_\_.

- a) proves herself to be a madwoman, as Graham thinks
- b) is trying to get the message across to Graham that weapons in the wrong hands can kill
- c) pleases Harry and wins him over as a friend

8. Niemand wants Graham to give up his work because \_\_\_\_\_



9. With which of the following statements do you think the author of the story would most agree? (Circle the letter.)
- a) The only concern of the scientist should be to advance science as much as possible.
  - b) Scientists have a responsibility to guard against the dangerous uses of their discoveries.
  - c) We should put an immediate stop to all scientific experiment and discovery before the world is destroyed.
10. The story may be considered science fiction because it \_\_\_\_\_ .
- a) describes an outdated invention
  - b) could happen in the near future
  - c) deals with unreal people

## Test

**Directions: Read this story and answer the questions after it.**

The moment that the bus moved on he knew he was in danger, for by the lights of it he saw the figures of the young men waiting under the tree. That was the thing feared by all, to be waited for by the young men. It was a thing he had talked about; now he was to see it for himself.

It was too late to run after the bus; it went down the dark street like an island of safety in a sea of perils. Though he had known of his danger only for a second, his mouth was already dry, his heart was pounding in his chest, something within him was crying out in protest against the coming event.

His wages were in his purse; he could feel them weighing heavily against his thigh. That was what they wanted from him. Nothing counted against that. His wife could be made a widow his children made fatherless; nothing against that. Mercy was the unknown word.

While he stood there irresolute, he heard the young men walking towards him, not only from the side where he had seen them, but from the other also. They did not speak, their intention was unspeakable. The sound of their feet came on the wind to him. The place was well chosen, for behind him was the high wall of the Convents, and the barred door that would not open before a man was dead. On the other side of the road was the waste land, full of wire and iron and the bodies of old cars. It was his only hope, and he moved towards it; as he did so, he knew from the whistle that the young men were there too.

His fear was great and instant, and the smell of it went from his body to his nostrils. At that very moment one of them spoke, giving directions. So trapped was he that he was filled suddenly with strength and anger, and he ran towards the waste land swinging his heavy stick. In the darkness a form loomed up at him. And he swung the stick at it and heard it give a cry of pain. Then he plunged blindly into the wilderness of wire and iron and the bodies of old cars.

Something caught him by the leg, and he brought his stick crashing down on it, but it was no man, only some knife edged piece of iron. He was sobbing and out of breath, but he pushed on into the waste, while behind him they pushed on also, knocking against the old iron bodies and kicking against tins and buckets. He fell into some grotesque shape of wire; it was barbed and torn at his clothes and flesh. Then it held him, so that it seemed to him that death must be near, and having no other hope, he cried out, "Help me, help me!" in what should have been a great voice but was voiceless and gasping. He tore at the wire, and it tore at him too, ripping his face and his hands.

Then suddenly he was free. He saw the bus returning, and he cried out again in the great voiceless voice, " Help me, help me!" Against the lights of it he could plainly see the form of one of the young men. Death was near him, and for a moment he was filled with the injustice of life, that could end thus for one who had always been hardworking and law abiding. He lifted the heavy stick and brought it down on the head of his pursuer, so that the man crumpled to the ground,...groaning as though life had been unjust to him also.

Then he turned and began to run again, but ran head first into the side of an old lorry (truck) which sent him reeling. He lay there for a moment expecting the blow that would end him, but even then his wits came back to him, and he turned over twice and was under the lorry. His very entrails seemed to be coming into his mouth, and his lips could taste sweat and blood. His heart was like a wild thing in his chest and seemed to lift his whole body each time that, it beat. He tried to calm it down, thinking it might be heard, and tried to control the noise of his gasping breath, but he could not do either of these things.

Then suddenly against the dark sky he saw two of the young men. He thought they must hear him; but they themselves were gasping like drowning men, and their speech came by fits and starts.

Then one of them said, "Do you hear?"

They were silent except for their gasping, listening. And he listened also, but could hear nothing but his own exhausted heart.

"I heard a man....running....on the road," said one. "He's got away...let's go."

Then some more of the young men came up, gasping and cursing the man who had got away.

"Freddy," said one, "your father's got away."

But there was no reply.

"Where's Freddy?" one asked.

One said "Quiet!" Then he called in a loud voice "Freddy."

But still there was no reply.

"Let's go," he said.

They moved off slowly and carefully; then one of them stopped.

"We are saved," he said; "here is the man."

He knelt down on the ground and then fell to cursing.

"There's no money here," he said.

One of them lit a match, and in the small light of it the man under the lorry saw him fall back.

"It's Freddy," one said; "he's dead."

Then the one who had said "Quiet" spoke again.

"Lift him up," he said. "Put him under the lorry."

The man under the lorry heard them struggling with the body of the dead young man, and he turned once, twice, deeper into his hiding place. The young men lifted the body and swung it under the lorry so that it touched him. Then he heard them moving away, not speaking, slowly and quietly, making an occasional sound against some obstruction in the waste.

He turned on his side, so that he would not need to touch the body of the young man. He buried his face in his arms and said to himself in the idiom of his own language, "People, arise! The world is dead." Then he arose himself and went heavily out of the waste land.

Direction: Check the correct answers. You can check more than one answer to question. (Weinberg, 1978, pp.265-267)

1. The man in this story was afraid because

- \_\_\_\_\_ a. he had heard about young men waiting for people to rob them
- \_\_\_\_\_ b. He was afraid of the dark.
- \_\_\_\_\_ c. Other people probably had been hurt by groups of young men.
- \_\_\_\_\_ d. He probably had a lot of money on him.

2. The place where the young men waited was good for their purposes because
- \_\_\_\_\_ a. they could get away easily  
 \_\_\_\_\_ b. the man could not get away easily  
 \_\_\_\_\_ c. they could go to the convent if they got hurt.  
 \_\_\_\_\_ d. They could find weapons in the junk yard.
3. The title of this story is "The Waste Land." The best explanation for the title would be that
- \_\_\_\_\_ a. the action takes place near a junk yard.  
 \_\_\_\_\_ b. The land around is probably desert.  
 \_\_\_\_\_ c. A junk yard is sort of sad and lonely at night and life outside the yard was similar in many ways.  
 \_\_\_\_\_ d. Lives are wasted and thrown away here just like old cars and junk.
4. When the man said "People arise! The world is dead," he
- \_\_\_\_\_ a. knew that Freddy was dead.  
 \_\_\_\_\_ b. Meant that the junk yard was like a dead world.  
 \_\_\_\_\_ c. Meant that for him much of the world around him was sad as in death.  
 \_\_\_\_\_ d. Was talking about the dead arising and coming back to life.
5. The author of this story is from South Africa, and the story is about life among some people there. From this you can tell that
- \_\_\_\_\_ a. this is an unusual incident and life there really isn't like this  
 \_\_\_\_\_ b. life there is like this for many people  
 \_\_\_\_\_ c. many people there have problems similar to those in the United States  
 \_\_\_\_\_ d. most people are happy there.
6. The man knew who Freddy was when he struck him.  
 True \_\_\_\_\_ False \_\_\_\_\_
7. The mood of the story - - the way it makes the reader feel - - is best described as
- \_\_\_\_\_ a. cold \_\_\_\_\_ c. lonely  
 \_\_\_\_\_ b. sad \_\_\_\_\_ d. peaceful
8. Notice that the author never mentioned the man's name. This is probably because
- \_\_\_\_\_ a. he couldn't think of one  
 \_\_\_\_\_ b. this helps make you feel the way he wants you to  
 \_\_\_\_\_ c. he had been taught not to use names in stories
9. The person who killed the man's son is \_\_\_\_\_
10. The main feeling of the man throughout the story is \_\_\_\_\_

## Test

Some advertisements in newspapers and magazines may be misleading. Careful reading of ads can help you avoid being fooled by improbable claims and prices that may not be bargains.

Read the following examples of ads you might find in a newspaper or magazine. Then answer the questions below.

### 20% to 50% OFF

...on most items marked down. This is that once-a-year time to buy back-to school clothes. Remember how much you saved last year? Why not save as much, if not more, this year?

Get the gang together and come on down to

### **BOGG'S TOGS**

The latest hits are playing all the time, and on Saturday morning RAY UNDERSELL will be here in person to sing his latest hit songs!

Are you tired of the nickname Skinny or Scarecrow?

Do you always play the skeleton in the school play?

If you answer yes to those questions, then you need PUT-ON, the newest food supplement developed for gaining weight

A scientifically blended compound tested by leading experts, PUT-ON contains all the iron, minerals, vitamins, and sugars you need plus added CARBOHYDRATES for weight. In its easy to-use canned form, PUT-ON will have your friends guessing who you are after six weeks.

Pick up a two-week supply today!

FOR SALE: Like-new Kamikaze motorcycle. Used only once. Many extras.

Must sacrifice. Call 367-7253 after 5 P.M.

CONFIDENCE AUTOS INVITES YOU to come in and compare prices. Our Selecta-Price Chart is available to any customer who asks. You can see for yourself that our new models are priced slightly higher than any other dealer's models. THE BIG DIFFERENCE is that we offer you more for your dollar than any other dealer in town. Come in and look around. It pays YOU to see for yourself.

### PRICE-BREAKING SALE STARTS TODAY!

Our sales manager says, "We are going to sell everything in our warehouse. All sizes and colors must go. That is why I have authorized these fantastic price reductions. While you are out here, ask for my BIG THRIFT specials."

Rush over to 711 Handy Road now!

1. Which ad makes the most honest attempt at presenting its claims?\_\_\_\_\_

\_\_\_\_\_

2. Which ad does not tell you what product is for sale?\_\_\_\_\_

\_\_\_\_\_

3. Why do you think Bogg's Togs is having someone named Ray Undersell appear at the store?\_\_\_\_\_

\_\_\_\_\_

4. Can you tell how much a can of Put-On costs?\_\_\_\_\_

Would it be advisable to order Put-On without getting more information?

\_\_\_\_\_

Why or why not?\_\_\_\_\_

5. Can you tell which items of clothing are marked down in the Bogg's

Togs ad?\_\_\_\_\_

Why do you think the ad was written this way? \_\_\_\_\_

\_\_\_\_\_

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