



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Week 5



Inferences

Conclusions


Generalizations

How are these words similar? Different?



SKILL OVERVIEW

To answer some questions on the GED test, all you need to do is find the right details in a passage. The answers are right there, directly stated. Other kinds of questions take more thought. To answer those, you need to figure out what the details in a passage hint at, or suggest, rather than directly state. This lesson shows you how to find answers to those kinds of questions.



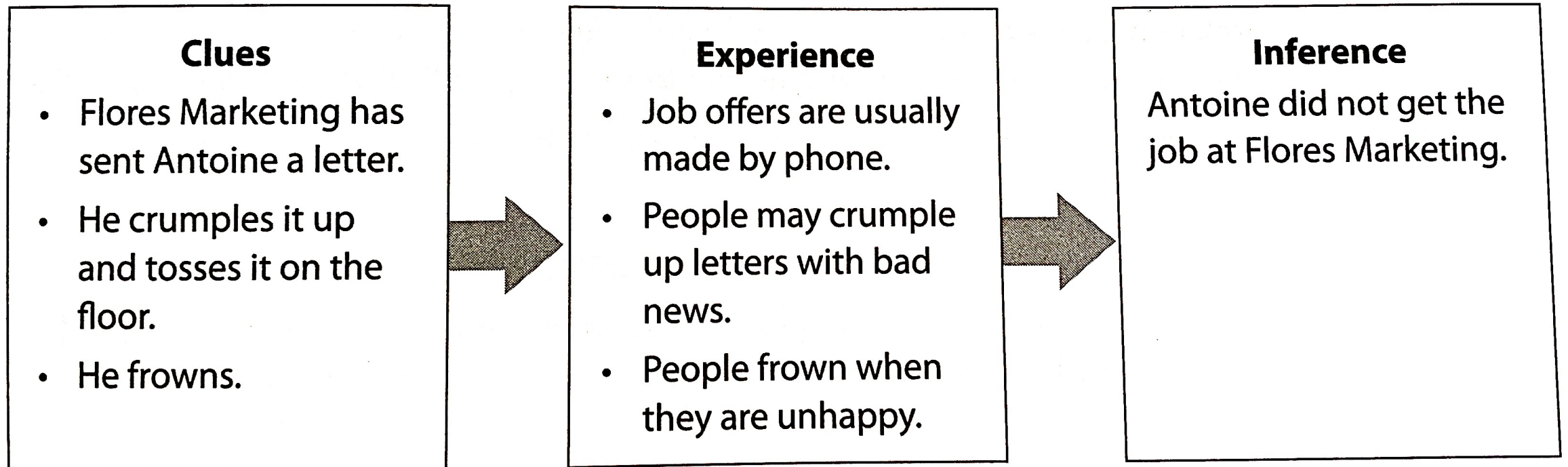
Stated and Implied Ideas

Some texts, like a bus schedule or a recipe, are straightforward. They say just what they mean, and they mean no more than that. Other texts are not as straightforward. They directly state some ideas, but they **imply**, or suggest, other ideas. Read the paragraph below. It states what the situation is but not exactly what has happened. Can you figure out what has happened to Antoine?

Today, just as he has for the past two weeks, Antoine waits for the phone call, the all-important call. He replays the job interview over and over again in his head. The interview at Flores Marketing went well. Sure, some of the questions were tough, but the manager definitely liked him. Antoine could tell. Antoine's wife interrupts his thoughts. "Honey, this just came for you in the mail." She hands him an envelope. The return address is Flores Marketing. His hand shakes as he pulls the letter out of the envelope, unfolds it, and begins to read. A minute later, he crumples up the letter, tosses it on the floor, and frowns.

Making Inferences

The passage above does not come out and say that Antoine did not get the job. However, you probably made that assumption. To do so, you made an **inference**, or “educated guess.” Making an inference is a little like doing detective work. You gather clues, or important details. You see what, if anything, the clues have in common. Then, you use your life experiences and common sense to figure out what the clues mean.



Drawing Conclusions

Using the same process, you can **draw conclusions**, or larger inferences, about longer texts. Although an inference is usually about a sentence or group of sentences, a conclusion is about a whole text or a large part of it.

The paragraphs below continue the passage about Antoine. Read them to see if you can draw a conclusion about the author's purpose, or the reason that the author wrote about Antoine. Important details have been underlined for you. Use these clues when you draw your conclusion.

Antoine made a common mistake. He thought that the interview went better than it did. He did not prepare for the interview, so he did not know how to answer some key questions. For example, he did not give a good answer to the key question "Why do you want to work for Flores Marketing? What things about us interest you?" Antoine said, "I need a job, and Flores is near my apartment."

The manager was trying to find out how much Antoine knew about the company and why Antoine thought he could do a good job for Flores. Antoine was not ready to answer those questions. Before the interview, he should have visited the company's website, read the company history, and learned what the company does and who its customers are. That would have helped him explain why he wanted to work in marketing in general and why he wanted to work in marketing at Flores in particular.

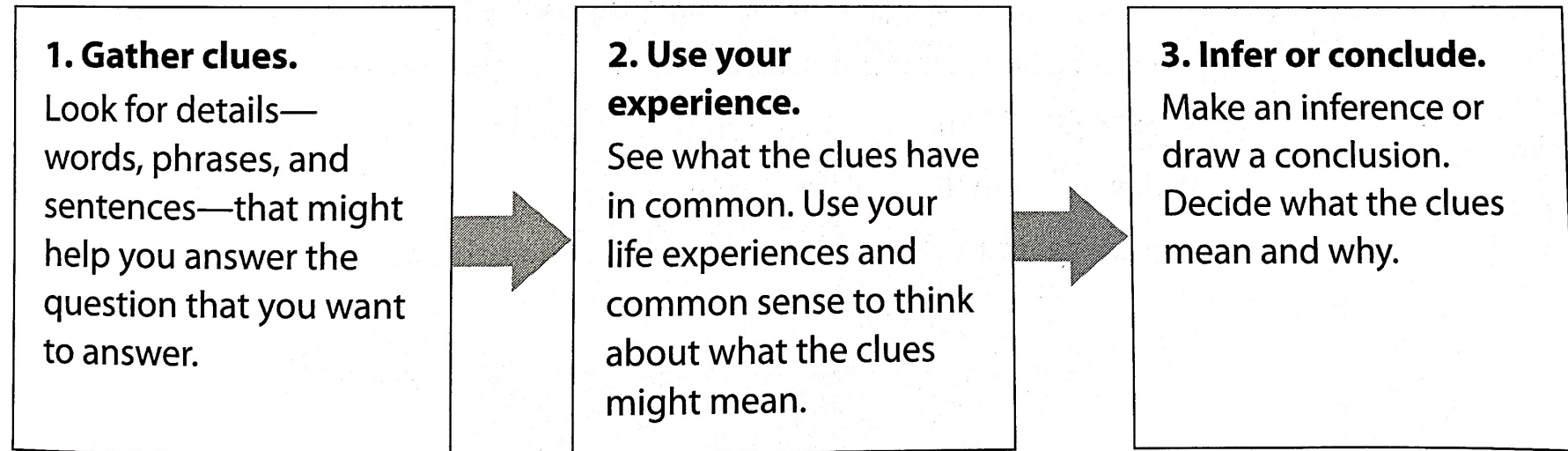
Why did the author write about Antoine? The author's purpose is to inform job seekers about things they should do to get hired. By writing about the mistakes that Antoine made, the author shows readers what they should *not* do in order to show readers what they *should* do.

WATCH OUT!

Make sure you base your inferences and conclusions on details in a text. Don't let your own views about a subject blind you to what a text actually says or suggests. Always be ready to support your ideas with specific words, phrases, or sentences in a passage.

A Final Look

Before you move on, read the concept map below. It reviews the process you can use to make inferences and draw conclusions.



More Practice

Read the stories and
answer the questions
by drawing
conclusions



Mary went downstairs. There was an aroma in the air. The table was set with warm blueberry muffins, freshly squeezed orange juice, and brewed coffee. A note was left on the table. It said, "Dear Mary, Have a great day. Good Luck at your new job. Love, Dan" Next to the note there was a wrapped present with a bow on top.

- Who is Mary?
 - a) Wife
 - b) Student
 - c) Friend
 - d) The dog

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- What time of day is it?
 - a) Night
 - a)Afternoon
 - b)Morning
 - c)Noon

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Based on the information in the passage, what does aroma probably mean?

- a) a thought
- b) a smell
- c) a taste
- d) a question

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What was the purpose of the note?

- a) to inform
- b) to congratulate
- c) to entertain
- d) to thank

How do you reach a conclusion?

1

- Identify the topic and the main idea.

2

- Look for supporting details.

3

- Synthesize all the information from the text with your current knowledge.

4

- Make reasonable conclusion.
-

Use the table below to guide you...

Main Idea	
Supporting Details	
Your prior knowledge on the subject	
Logical conclusion	

Guided Practice: Inferences & Conclusions

- Read the following passages from beginning to end. Then, read and answer the questions in the strategies column.
- (see PDFs)

Making Generalizations



And no, it has nothing to do with GENERALS...

What is a generalization?

- A **generalization** is a broad statement about what a group of people or things have in common.
- For example, using what you know and have observed, you could generalize by saying: "Most people in the United States greet each other with a handshake."



“Clue words” to help find generalizations:



- All
- Always
- Never
- Most
- Many
- Sometimes
- Generally



When you
read, you
may see
ideas about
groups of
people,
animals, or
things.



All birds have wings. But not all birds can fly. Birds that do not fly are called flightless birds. The penguin is one example. It uses its wings to swim underwater. Ostriches and emus flap their wings when they want to scare an enemy. Rheas use their wings like rudders when they are running from an enemy. There is even a kind of small parrot that climbs trees and then uses its wings to parachute to the ground.

What can you say in general about flightless birds?


- 1.All flightless birds are large.**
- 2.Flightless birds have different uses for their wings.**
- 3.Flightless birds are fast runners.**
- 4.The wings of flightless birds are useless.**



Ants are one of the most widespread insects in the world. Ants are called *social insects* because they live in colonies made up of other ants. A colony may have a few dozen or several million ants living in it.

Ants in a colony are divided into different groups. Worker ants look for food and take care of the young. Soldier ants defend the nest from invaders. The queen ant lays eggs. These are the three main groups in a ant colony.

What generalization can you make about ants based upon your reading?

- 1. All ants live in large colonies.**
- 2. All ants work to defend the colony.**
- 3. All ants in a colony have a job.** 

About 20% of Americans have allergies. Allergies can range from mildly annoying to deadly. An allergy is an overreaction of a person's immune system to something that is harmless.

Many people are allergic to dust, pollen, or mold. Some people are allergic to certain kinds of food, perfume, or medicines. An allergy might cause sneezing, coughing, or a rash. Sometimes, an allergy is so severe, it can lead to death.

What generalization can you make about allergies based upon your reading?

1. All allergies are deadly.
2. Allergies can cause different reactions in different people.
3. Everyone has allergies.



Guided Practice: Making Generalizations

- Read the following passages from beginning to end. Then, read and answer the questions in the strategies column.
- (see PDFs)

Homework: PLATO

Active Assignments



Week 5

To begin, select an activity from All Activities

[Select New Activity](#) 



All Activities

Completion: 0/5 (0%)



No Due Date

Thank you for coming to class!

Remember:

- GED: Mondays (Writing Lab) and Tuesdays – 10am-12pm
- English – Wednesday, Thursday - 10am and/or 6pm
- Computer class: Friday - 10am