

Week 6



COMUNIDADES LATINAS
UNIDAS EN SERVICIO



Questions to consider



Why is it important to make comparisons when you read?



How do you make comparisons as you read?



How does understanding compare and contrast relationships in reading help you understand compare and contrast in real life?

Comparing

How something is the same or similar.

How are a pencil and a piece of chalk the same?

You use both to write with.

They are both long and round.



Contrasting

How something is different.

Pencil:

Used to write on paper.

Color is black.

Chalk:

Used to write on a black board.

Color is white



Tropical

Thick peel

Came to Europe
from India

Moderate to
subtropical

Thin peel

Senter of diversity:
Turkey

*Fruit
Grow
on trees
Give
juice*



Oranges

Apples



What things are being compared and contrasted?
How are they the same? How are they different?

A **compound** is made up of elements that are joined together by chemical bonds. These bonds are so strong that they can be broken only by a chemical reaction. For example, to separate the compound iron oxide into the elements it is made of—iron and oxygen—you must melt the iron oxide in a blast furnace. In contrast, a **mixture** is made from elements and compounds that are combined without chemical bonds. Because a mixture does not have these bonds, it is easier to break into its parts. For example, to separate seawater, a mixture, into water and salt, all you have to do is let the water evaporate, and the salt will reappear.

Comparison signal words

Likewise	as	Just as	Both... and	and
Also	in the same manner	in addition	Neither... nor	similarly
Too	Furthermore	Both	Similar to	like
as well as	moreover	each of	In the same way	not only...but also
just as...so	Again	have in common	alike	share the same

Contrast signal words

however	on the contrary	on the other hand	in contrast	although/ though
Unlike	instead of	Whereas	conversely	while
yet/but	even if	for all that	nevertheless	either...or
of course	some may say	Even though	Still	despite/in spite of
Contrary to	different from	dissimilar to	otherwise	On one hand on /the other hand

Guided Practice: Compare & Contrast

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

Questions to consider



Why is it important to understand the relationship between cause and effect?



What helps you determine cause and effect relationships when you read?



How does understanding cause and effect relationships in reading help you understand cause and effect in real life?

Cause and Effect

- Nothing happens without a reason or without some kind of consequence.
- When you explain **why** things happen and **what** occurs when they do, the technique you use is called **cause and effect**.

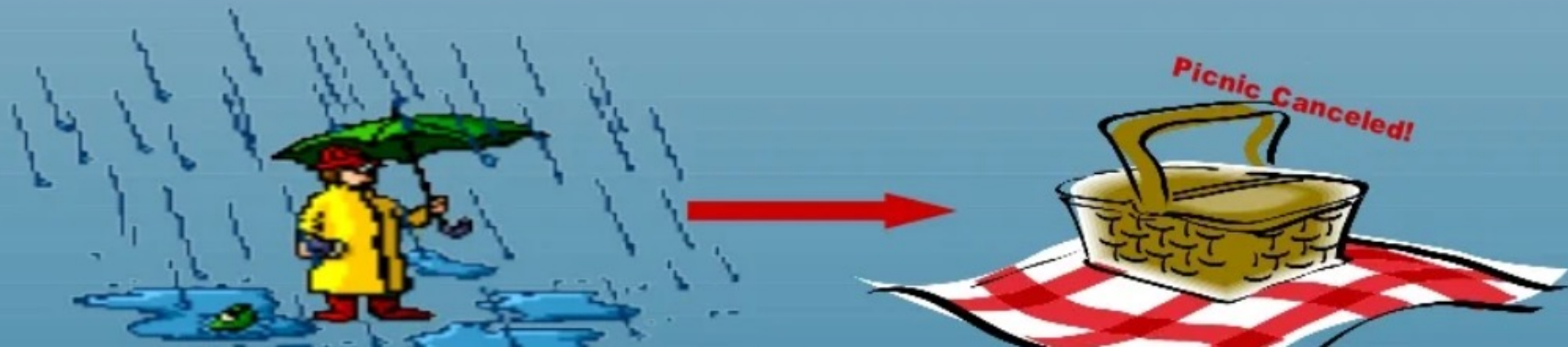


Cause and Effect

Cause is **why** something happened.

Effect is the **result** of what happened.

Because effects always have causes and causes always lead to effects, we rarely see one without the other.





Cause and Effect

- The cause is the first thing that happens.
- It makes the second thing (the effect) happen.
- The part of the sentence after the word **because** is the cause.

Example:

I stayed home from school
because I had the flu.





The cause
answers
the
question
why?

Cause and Effect

- The effect is the second thing that happens.
- The effect answers the questions:
What happened?
What was the result?



Example:

Jane was going too fast on her bike so she fell off.

SKILL OVERVIEW

For the GED test, you will read passages that explore cause-and-effect relationships. Understanding these kinds of relationships is similar to understanding sequence of events—with one very important difference. With cause-and-effect relationships, one event does not just happen before another; it makes the other event happen.

Cause

A driver takes his eyes off the road to look for his cell phone.



Effect

The driver hits the car in front of him.

Cause-and-Effect Signal Words

Writers use certain words and phrases to draw readers' attention to cause-and-effect relationships. Sometimes, writers use the words *cause* and *effect*. Other times, they use cause-and-effect signal words and phrases such as the ones below.

as a result	Jason overslept. As a result , he was late for work.
because	Jason's boss was upset because Jason is often late.
consequently	"You're late," she said. " Consequently , you will lose an hour's pay."
for this reason	Jason needed the money. For this reason , he was very upset.
if, then	His boss warned, " If you are late again, then I will have to fire you."
so	Jason wanted to keep his job, so he promised never to be late again.
therefore	Jason kept his promise. Therefore , he still has his job.

Example

The crime rate in Mr. Leon's neighborhood was very high. Many houses had been robbed and cars vandalized. All the neighbors were upset. The mayor ordered the police to patrol the neighborhood. Within two weeks, the neighborhood's crime rate dropped drastically. Finally, everyone felt safe again.



Why did the crime rate drop?

- A. All the neighbors were upset.
- B. Houses and cars were robbed and vandalized.
- C. The mayor called for added police protection.
- D. Everyone in the neighborhood felt safe again.



Read this Paragraph.



About 75 million people died from the bubonic plague during the 14th century. Half of the population of Italy fell victim to the disease. The plague caused high fever, swollen glands, dark bruises or sores on the face, and spitting of blood. Most people who got the disease died within five days. The disease was spread by fleas from rats. Lack of sanitation and poor medical knowledge account for the continuous plague epidemics throughout the 14th century.



Practice Question

What caused so many people to die from the bubonic plague?

- Lack of sanitation and poor medical knowledge account for the continuous plague epidemics.
- The dead were buried without the usual prayers.
- Italy was constantly at war.
- The victims got large bruises or sores on the face.



Guided Practice: Cause & Effect

- 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 6

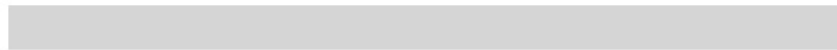
To begin, select an activity from All Activities

[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