

# **ON YOUR OWN** \_\_\_\_\_

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## *Reading*

DONNA STELLUTO

**CAMBRIDGE** Adult Education  
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# INTRODUCTION

*On Your Own* is the product of over three years' cooperative work by practitioners, consultants, authors, editors and video producers in the field of adult education. In 1986, recognizing the need for a video series at the Pre-GED level, Cambridge undertook to develop this new program, in cooperation with Penn State University's Center for Instructional Design and Interactive Video, its Institute for the Study of Adult Literacy, its public television station WPSX-TV and its College of Education.

*On Your Own* has been shaped throughout its development by the demands of the 1988 GED exam, with its emphasis on writing skills and on problem-solving, and by the concern for adult literacy in the American workforce. The situations in the video dramas were scripted to show adult learners applying basic skills to solve practical problems as consumers, citizens and employees. Both motivational and instructional, *On Your Own* was thoroughly reviewed by consultants, teachers and administrators to make sure the video dramas dealt with real-life tasks and modeled the application of skills in clear, carefully paced examples. The same process ensured that the texts were written to a seventh to ninth grade reading level, with minimum terminology, survival-skills content and many exercises.

The design of the program, in which short video dramas lead into the extended work in the texts, was endorsed by an initial survey of over thirty leading educators in adult education. Samples of both videos and texts were shown to focus groups in every region of the country, and have been field-tested by the Appalachian Youth Service, by a worksite literacy program of the Alcoa Corporation, and by several urban and rural learning programs supervised by the nationally known adult literacy consultant, Ms. Nancy Woods.

The result is a series of interacting videos and videotexts which is designed for flexible use by students and teachers in the many different settings of adult education: a teacher with a class of one subject; semi-independent work to "free up" the teacher; TV room viewing of several strands before work in the texts by small groups; individual study in labs, or at home with a TV/VCR. The videos can be played before or after work in the texts for motivation or review or both, and the texts can be used apart from the videos as a complete Pre-GED series at the seventh to ninth grade reading level. *On Your Own* is an immediately valuable teaching tool for programs in worksites, libraries and correctional institutions, and is adaptable for competency-based and ESL instruction.

Cambridge is pleased to offer this versatile, state-of-the-art video series as a new learning resource for adult education. As throughout its development, we welcome comments and questions from practitioners about its design and content, as well as reports on its varied applications by teachers and adult learners.

## TO THE STUDENT

Reading is an important part of everyday life. It is a source of many kinds of valuable information. By reading the label on a food product, for example, you can find out its nutritional value, ingredients, and cooking directions. By reading the instructions that come with an appliance, you can learn how to use it.

In addition to the countless ways that you may use reading skills to survive every day—reading bills, insurance policies, notes from teachers, and directions for taking medicine—you also can read to educate yourself. In the workplace, you can read to learn how to do something, such as operate a computer. You can take a course or read a book to increase your knowledge of a subject that interests you or that may help you on the job. Reading is also a way to increase your knowledge of current events. By reading newspapers and magazines, you can learn what is going on in your community, state, and nation. Furthermore, you can learn about world affairs, advances in technology, and health issues.

You can also read for pleasure. At the end of a long, hard day, reading is a wonderful way to unwind. A book may help you temporarily escape your problems by carrying you to another time and place. Books also can help you deal with your problems by increasing your experiences. Seeing the world through the eyes of different characters may increase your understanding of human nature.

The purpose of *On Your Own: Reading* is to teach reading comprehension. Each chapter focuses on a valuable skill or strategy that you can apply to the different kinds of reading that you do in everyday life. The book is divided into six units that reflect six levels of reading skills: Prereading and Word Strategies (Unit 1); Literal Comprehension (Unit 2); Inferential Comprehension (Unit 3); Graphic Forms (Unit 4); Application (Unit 5); Analysis and Evaluation (Unit 6). At the end of each unit, you have a chance to review the skills and/or strategies that have been taught in the unit, by using all of them to read a longer passage.

Throughout the book, passages are used to teach skills and strategies. They give you practice in applying what you have learned. Many passages contain valuable information, such as how you can prevent disease through proper diet and exercise, and how you can help protect the environment from pollution. The book also includes passages written about science, social studies, and literature—content areas tested on the GED.

### **About the Author**

Donna Stelluto, author of *On Your Own: Reading*, is a teacher and writer of educational materials in the field of reading comprehension. She wrote a section of a workbook designed to prepare students for the New Jersey High School Proficiency Test in reading. At the Markham Place School in Little Silver, New Jersey, she designed a 7th grade reading course, which she taught for three years. Ms. Stelluto attended graduate school at Rutgers University in New Brunswick, where she completed the course-work for a Ph.D. in English and taught expository writing. She currently tutors adults in reading at the New Brunswick Career Preparation Center, where many chapters of this text were field-tested.

The author would like to dedicate this book to her parents, Phyllis and James Stelluto.

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# PRETEST

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Items	Chapter(s) to Study
1, 13	1: Using Prereading Strategies
14	2: Using Context Clues to Unlock Word Meaning
2, 3, 8, 15, 16	6: Reading to Find Details
4, 6	7: Finding the Stated Main Idea of a Paragraph 10: Finding the Stated Main Idea of a Short Passage
9, 17	8: Identifying the Organization of Details: List Structure, Steps in a Process, and Time Order 9: Identifying the Organization of Details: Cause and Effect and Comparison and Contrast
10, 18	11: Making Inferences
5, 19, 22	12: Inferring the Main Idea of a Paragraph 13: Inferring the Main Idea of a Short Passage
11, 23	15: Drawing Conclusions 16: Making Predictions
25, 26, 27 28, 29, 30	17, 18, 19: Reading and Interpreting Graphic Forms
12, 24	20, 21, 22: Applying Information
7	23: Identifying Relevant and Irrelevant Information
20	24: Differentiating Between Fact and Opinion
21	26: Identifying the Writer's Purpose



An herb is defined as a nonwoody plant that returns to seed after flowering. The term *herb* also is applied to any plant used for food seasoning, perfume, or medicine.

Herbs enhance the flavor of many foods. Mustard, a common sandwich spread, is an herb. Cinnamon, ginger, and nutmeg, which are spices used in many cakes and cookie recipes, are also herbs. Herbs, such as sage and thyme, are used to season poultry. Herbs should be dried in bunches and laid on screens in a warm, dark, well-ventilated spot. The herbs cumin and coriander are used to spice up Mexican food, while basil and oregano are used in Italian food.

Perfumes made from herbs were first used in Greece and Rome. At that time, people most likely made their fragrances by dipping herbs into hot oil or wines. Scents for perfumes are derived from the oils of such herbs as rose, cassia, clove, bay, and anise.

For many years, the most important use of herbs was to treat injury and disease. The recorded use of herbs dates back over 5,000 years to the Sumerians. They used plants, such as laurel and caraway, for medicine. A Chinese herb book, dating from 2700 B.C., lists 365 medicinal plants. The Egyptians used herbs such as garlic and mint for medicine.

Herbs were used as medicine up until about 1500, when chemicals began to be used to treat diseases. The introduction of chemical drugs changed the course of medical practice. Although most people today use chemicals to treat diseases, many people still use plants to cure a variety of ailments.

1. What is the passage *mainly* about?
  - ☒ a. herbs
  - b. medicine
  - c. food
  - d. perfume
2. Which herbs are used to spice up Mexican food?
  - a. ginger and nutmeg
  - b. sage and thyme
  - ☒ c. cumin and coriander
  - d. basil and oregano
3. When did people start using chemicals to treat diseases?
  - ☒ a. over 5,000 years ago
  - b. 2700 B.C.
  - ☒ c. in about 1500
  - d. in 365

4. What is the main idea of Paragraph 4?
  - a. A Chinese herb book, dating from 2700 B.C., lists 365 medicinal plants.
  - ☒ b. For many years, the most important use of herbs was to treat injury and disease.
  - c. The Egyptians used herbs such as garlic and mint for medicine.
  - d. They used plants, such as laurel and caraway, for medicine.
5. Which of the following best states the main idea of Paragraph 3?
  - ☒ a. Herbs are used to make perfume.
  - b. Some herbs are used to make wine.
  - c. Cloves smell sweeter than bay leaves.
  - d. Herbs are used to make medicine.
6. What is the main idea of the whole passage?
  - a. The introduction of chemical drugs changed the course of medical practice.
  - ☒ b. The term herb also is applied to any plant used for food seasoning, perfume, or medicine.
  - c. Herbs enhance the flavor of many foods.
  - d. Perfumes made from plants were first made in Greece and Rome.
7. Which sentence in Paragraph 2 does not relate to the main idea: *Herbs enhance the flavor of many foods*?
  - a. Mustard, a common sandwich spread, is an herb.
  - b. Cinnamon, ginger, and nutmeg, which are spices used in many cake and cookie recipes, are also herbs.
  - c. Herbs, such as sage and thyme, are used to season poultry.
  - ☒ d. Herbs should be dried in bunches and laid on screens in a warm, dark, well-ventilated spot.

All drugs have a generic name and a brand name. The generic name is a shortened version of the drug's chemical name. A drug is also given a brand name by its inventor. A brand name is shorter and easier to remember than its generic name. For example, Darvon, a commonly prescribed painkiller, is Eli Lilly and Company's name for the generic drug propoxyphene hydrochloride.

Both generic and brand-name drugs must meet the same Food and Drug Administration (FDA) standards. While generic drugs have the same active ingredients as brand-name drugs,

they are usually sold at much lower prices. When a company's patent on the drug it has developed expires, other companies can use the formula to make the drug. But they cannot sell it by its brand name. They must use its generic name, which is why these drugs are called generic drugs. The patents already have expired on such best-selling drugs as Valium (diazepam), a tranquilizer, and Inderal (propranolol), a heart medicine.

8. What is the brand name of propoxyphene hydrochloride?
  - a. Eli Lilly
  - b. Valium
  - c. Darvon
  - d. Inderal
9. Which two things are being compared and contrasted in this passage?
  - a. painkillers and tranquilizers
  - b. best-selling drugs and unpopular drugs
  - c. legal and illegal drugs
  - d. generic and brand-name drugs
10. What do you think is a function of the Food and Drug Administration (FDA)?
  - a. to test drugs
  - b. to invent drugs
  - c. to sell drugs
  - d. to give drugs their generic names
11. Which statement is *not* supported by the information in the passage?
  - a. When they're available, it makes sense to buy the generic version of a drug because it will have the same effect on your body and save you money.
  - b. You cannot always buy the generic version of a drug.
  - c. When you have a choice, it's always better to buy the brand-name version of a drug.
  - d. A company cannot keep a drug's formula a secret forever.
12. Which of the following is probably the generic name of a drug?
  - a. Tagamet
  - b. Motrin
  - c. Zantac
  - d. prochlorperazin

Car crashes are the leading cause of death among Americans ages one to thirty-four. About 60 people are killed daily in front seats of cars, and more than 800 people are injured seriously. These deaths and injuries occur because the car's occupants crash into its interior after the vehicle hits an object and stops. At 30 miles per hour, an unprotected passenger weighing 150 pounds crashes with a force of 4,500 pounds . . . into the steering wheel, dashboard, or windshield, or is thrown through the car window.

For many years, government agencies and private companies have worked together to develop a device that will protect the occupants of a car automatically during a crash. This research has led to the air bag—an automatic crash protection system that is quicker than the blink of an eye.

An air bag is a safety device that is built into the steering wheel or dashboard of a car. In a serious crash of the front of the car—equal to hitting a brick wall at a speed greater than 12 miles per hour—a crash sensor activates the air bag. The sensors are switches that are activated by a crash. The sensors can tell the difference between impacts that should inflate the bag (those severe enough to cause injury) and those not intended to inflate the bag (fender-benders in parking lots, or fast stops). The bag inflates within one-tenth of a second and creates a protective pad between the person and the car. The air bag inflates and deflates rapidly. The cycle is over in less than one second.

Air bags are now available in some car models. Many manufacturers plan to offer air bag systems over the next few years. They are an effective form of protection. But for full protection in all kinds of crashes, lap and shoulder safety belts must be used with the air bag.

13. What is the passage *mainly* about?
  - a. different kinds of cars
  - b. safety belts
  - c. infant car seats
  - d. air bags
14. What does *inflate* mean?
  - a. disappear
  - b. shrink
  - c. fill with air
  - d. dry up

15. How long does it take an air bag to inflate and deflate?
  - a. less than 1 second
  - b. 10 seconds
  - c. longer than 1 minute
  - d. 12 seconds
16. How many people are killed daily in the front seats of cars?
  - a. 1 to 34
  - b. 800
  - c. 60
  - d. 150
17. What is the main purpose of Paragraph 3?
  - a. to tell how an air bag works
  - b. to list different kinds of car safety devices
  - c. to compare and contrast an air bag and a safety belt
  - d. to tell how a safety belt works
18. Which part of the body were air bags designed to protect?
  - a. the legs
  - b. the head
  - c. the back
  - d. the feet
19. Which of the following best states the main idea of the passage?
  - a. The sensors that activate air bags do not work very well.
  - b. People need to use safety belts in order to protect themselves from death or injury while riding in a car.
  - c. The methods used to test the safety of cars need to be changed.
  - d. Air bags can reduce the number of deaths and injuries from automobile accidents.
20. What kind of statements is the passage made up of mostly?
  - a. facts
  - b. opinions
21. What is the main purpose of the passage?
  - a. to tell a story
  - b. to give you information about something
  - c. to persuade you to do something
  - d. to explain how to do something

## **The Three Branches of Government**

The legislative branch of the federal government, called Congress, makes the laws, sets taxes, approves the appointment of certain government officials, and declares war. Congress includes the Senate and the House of Representatives. Each state has two members of the Senate, or senators. In the House of Representatives, however, states are represented according to population. Therefore, states with more people have more representatives. All members of Congress are elected directly by the people in their state.

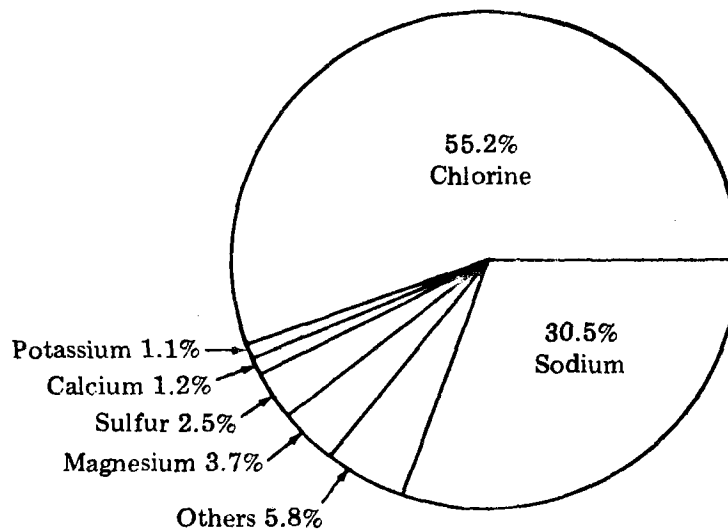
The executive branch of the federal government, the President and the Cabinet, carries out the laws. The president chooses his own cabinet members. Each cabinet member is in charge of a different department of government. For example, the Secretary of Labor is the cabinet member who heads the Department of Labor. He or she advises the president about issues relating to labor. Some other cabinet departments are Agriculture, Commerce, Defense, Education, Justice, and Health and Human Services. The President makes the final decisions about how each department should carry out the laws that concern it. The President also decides on our policies toward other nations and is the commander in chief of the armed forces. The President is elected to serve for four years at a time, and may not serve for more than two four-year terms.

The judicial branch of the federal government, a system of courts across the country, decides what the laws mean and applies them to specific cases. At the top of this system is the United States Supreme Court headed by the Chief Justice. The Supreme Court sees that people's Constitutional rights are not violated and that justice is done under the law. The nine justices of the Supreme Court are appointed by the President with the advice and consent of the Senate.

22. Which of the following best states the main idea of the passage?
- a. The three branches of the federal government have separate powers and duties.
  - b. People need to know more about politics.
  - c. Congress has too much power.
  - d. The judicial branch is the most important branch of the federal government.

23. Which cabinet department reports to the president about the military?
- a. Department of Justice
  - b. Department of Defense
  - c. Department of Education
  - d. Department of Agriculture
24. Which of the following states has the most representatives?
- a. California—population 27,663,000
  - b. New Jersey—population 7,267,000
  - c. Iowa—population 2,834,000
  - d. Wyoming—population 490,000

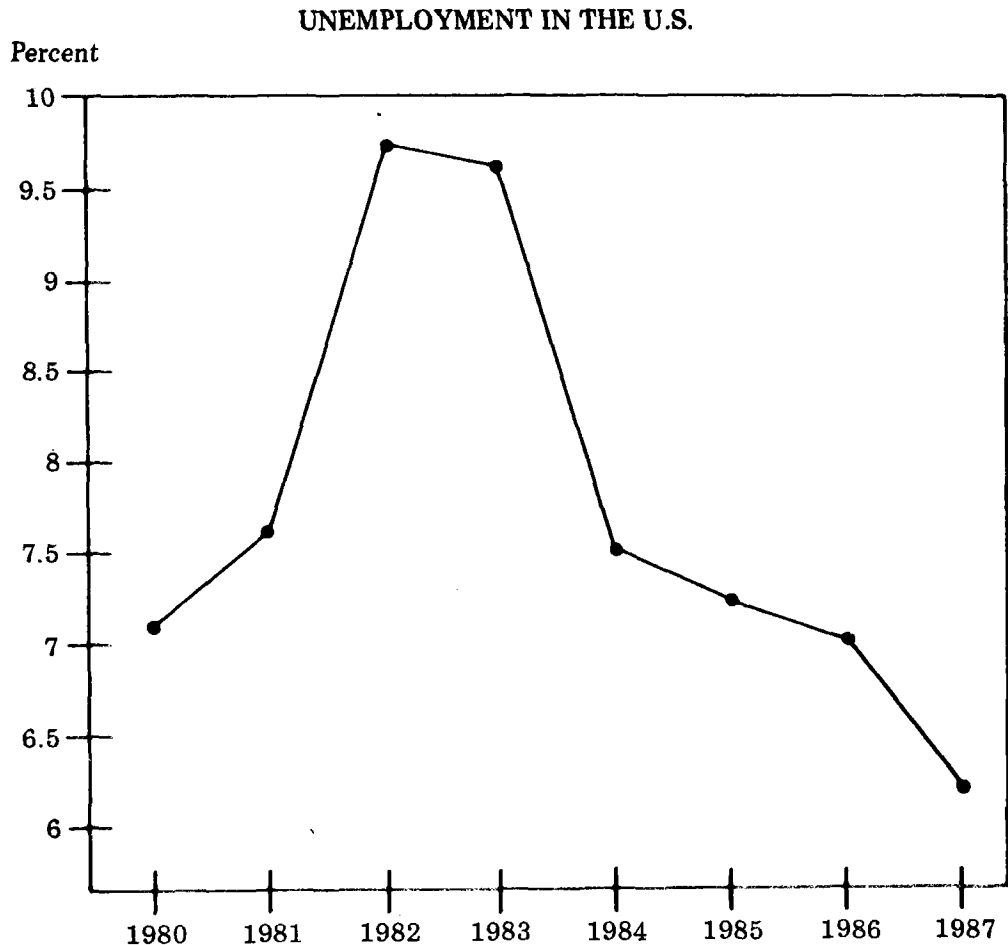
THE COMPOSITION OF SEA WATER



Circle Graph A

25. According to Circle Graph A, what percentage of potassium does sea water contain?
- a. 5.8%
  - b. 3.7%
  - c. 1.2%
  - d. 1.1%
26. Which element does sea water contain the most of?
- a. sulfur
  - b. magnesium
  - c. chlorine
  - d. calcium

27. Why do you think sea water is also called *salt* water?
- a. because it is made up of 30.5% sodium
  - b. because it is made up of 55.2% chlorine
  - c. because it is made up of mostly sodium
  - d. because it is made up of mostly chlorine



Line Graph A

SOURCE: Bureau of Labor Statistics and U.S. Labor Department  
as printed in *The World Almanac and Book of Facts*, 1989

28. Based on Line Graph A, what was the percentage of unemployment in 1984?
- a. 9.7%
  - b. 9.6%
  - c. 7.5%
  - d. 7.2%



29. In which year was unemployment the highest?
- a. 1980
  - b. 1981
  - ☒ c. 1982
  - d. 1983
30. If the trend shown on the graph continues, which conclusion can you draw?
- a. Unemployment probably went up in 1988.
  - ☒ b. Unemployment probably went down in 1988.
  - c. Unemployment probably was 7% in 1988.