

TO: LEARNING CENTER DIRECTORS AND ABE TEACHERS

FROM: APPALACHIAN ADULT EDUCATION CENTER

SUBJECT: KET/GED LEARNING SKILLS PACKETS

The Appalachian Adult Education Center is developing a set of learning skills packets to be used with Kentucky Educational Television's GED series and the Study Guides accompanying the series. The purpose of the skills packet is to help adult learners use the programs and guides easily and effectively. The AAEC requests your help in testing and improving this set of learning skills packets.

There are three separate packets, bound here for your convenience:

English Grammar--green cover
Mathematics--yellow cover
Reading--blue cover

Some students may need only one packet; others may need all three, depending on their TABE scores and your best judgment.

Each packet has the following sections along with directions for how to use each section.

1. Analysis of the TABE. This section is an item analysis of the TABE, listing the specific skill covered in each question, and the number of the program and pages in the study guide that deal with that skill. After administering the TABE, you should help the student circle the numbers of the TABE questions he or she missed, to identify skills that need more work.

2. Summaries of the Television Programs. The summaries of the television programs for each packet tell what skills are covered in that program, and in what order, and point out the skills covered in the

study guide which are not covered in the program. The summaries also suggest some areas in each program which may call for extra attention.

3. Glossary. Each section includes an alphabetical list of terms and their definitions compiled from the study guides. (The Reading packet includes reading comprehension, social studies, and literature glossaries; a science glossary is compiled in the study guide. At this time we are not sure if it is necessary for the student to know the terms included in these glossaries, or if the GED tests only the reading skills. Perhaps you can provide us with some information on this point.)

4. Index to the Study Guide. Each section also contains an index to the study guide, consisting of a listing of skills covered in the guides, with the study guide page numbers and program numbers that cover that skill.

5. An Evaluation Form. At the end of each packet is an evaluation form. We are asking each student to fill out the form and return it to you. We will collect the forms from you, along with your suggestions for how we could improve the learning skills packets.

Thank you for your help.

Appalachian Adult Education Center

KET/GED Learning Skills Packet

ENGLISH GRAMMAR

This English Grammar packet is meant to help you get the most out of the GED television programs in English grammar and your English Grammar Study Guide.

The packet has four parts:

- (1) an analysis of the TABE test, to help you learn from the mistakes you made on the TABE--page 2.
- (2) summaries of the English grammar television programs that tell you what is in each program--page 9.
- (3) a glossary of English grammar terms you need to know--page 14.
- (4) an index to the English grammar study guide, to help you find what you are looking for in the guide--page 18.

Directions for using each part are given on the first page of that part.

At the end of the packet is a one-page evaluation form we would like you to fill out and return to your teacher to help us improve this learning packet.

ANALYSIS OF THE TABE TEST

The following pages are an analysis of the TABE test to help you learn from the mistakes you made on that test.

When your test has been graded, you or your teacher should circle in the left column the number of each question that you missed.

The second column, "Specific Skill," tells what skill you need to work on because you missed that question on the TABE.

The third column, "Study Guide Program," gives the number of the program in the study guide which will give you more help with this skill. (This is also the number of the television program.)

The fourth column, "Study Guide Pages," tells which pages in your English Grammar Study Guide cover the skill you need to study.

ANALYSIS OF THE TABE TEST

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
1	opening words (capitals) exercises	7	106,109,110 114-120
2	personal names and titles (capitals) exercises	7	106,109,110 114-120
3	initials (capitals) exercises	7	106,109,110 114-120
4	sentence fragments	8	121
5	personal names and titles (capitals) exercises	7	106,109,110 114-120
6	personal names and titles (capitals) exercises	7	106,109,110 114-120
7	personal names and titles (capitals) exercises	7	106,109,110 114-120
8	personal names and titles (capitals) exercises	7	106,109,110 114-120
9	organizations (capitals) exercises	7	106,109,110 114-120
10	capitalization capitalization rules exercises	7 7	105,106 109,110 114-120
11	opening words (capitals) exercises	7	106,109,110 114-120
12	calendar (capitals) exercises	7	106,109,110 114-120
13	opening words (capitals)	7	106,109,110 114-120
14	capitalization	7	106,109,110
15	famous events(capitals) exercises	7	106,109,110 114-120
16	geographic terms (capitals) exercises	7	106,109,110 114-120
17	geographic terms (capitals)	7	106,109,110 114-120

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
18	opening words (capitals) exercises	7	106,109,110 112-120
19	capitalization exercises	7	105,106,109,110 114-120
20	capitalization exercises	7	105,106,109,110, 114-120
21	geographic terms (capitals) exercises	7	106,109,110 114-120
22	geographic terms (capitals) exercises	7	106,109,110 114-120
23	personal names and titles (capitals) exercises	7	106,109,110 114-120
24	geographic terms (capitals) exercises	7	106,109,110 114-120
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26	personal names and titles (capitals) exercises	7	106,109,110 114-120
27	opening words (capitals) exercises	7	106,109,110 114-120
28	opening words (capitals) exercises	7	106,109,110 114-120
29	capitalization exercises	7	106,109,110 114-120
30	opening words (capitals) exercises	7	106,109,110 114-120
31	comma separating dates and addresses	7	113
32	comma separating salutations in a friendly letter	7	113
33	contractions contractions	7 8	105-120 121-133
34	using the apostrophe	8	123
35	punctuation punctuation	7 8	105-120 121-133
36	question mark	7	107,111
37	comma separating words in a series	7	112

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
38	commas separating introductory words and exclamations	7	112
39	contractions	3	52
	contractions	8	121
40	comma separating words, phrases or clauses in apposition	7	113
41	quotation marks	7	111,112
	quotation marks	8	122
42	comma separating transitional words in a sentence	7	113
43	question mark	7	107,111
44	punctuation	7	105-120
	punctuation	8	121-133
45	question mark	7	107,111
46	using the apostrophe	8	123
47	comma separating a direct quotation	7	112
48	comma separating quotations	7	112
49	quotation marks	7	111,112
	quotation marks	8	122
50	quotation marks	7	111,112
	quotation marks	8	122
51	commas separating introductory words and exclamations	7	113
52	question mark	7	107,111
53	commas separating introductory words and exclamations	7	113
54	commas separating closing of a friendly and business letter	7	113
55	punctuation	7	105-120
	punctuation	8	121-133
56	commas separating absolute constructions	7	113
57	quotation marks	7	111,112
	quotation marks	8	122

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59	quotation marks	7	111,112
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60	like...as if	10	165
61	helping verbs	Review	9,10
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62	common nouns	Review	3,22
	common nouns	7	104
63	perfect tense	1	24
	perfect tense	5	79,83,84
64	adjectives and adverbs	6	93-105
65	degree of comparisons	6	96,97
	irregular comparisons	6	97
66	perfect tense	1	24
	perfect tense	5	79,83,84
67	verbs	5	79-92
68	verbs	Review	8,9,10,20
	verbs	1	23,24,29-33
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	verbs	5	79,80,83-91
	verbs	6	92
69	punctuation	7	104,107,108,111, 112,113,116-120
	punctuation	8	121-123,127,133
70	principal parts of irregular verbs	5	79,83,84,85
71	adjectives	Review	21,22
	adjectives	6	92
72	subjective case pronoun	3	49,50
73	subject-verb agreement	1	23-33
	subject-verb agreement	2	34-44
74	conjunctions	Review	13
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	conjunctions	2	38
75	objective case pronouns	3	49,51

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
76	principal parts of some irregular verbs	5	79,83-85
77	principal parts of some irregular verbs	5	79,83-85
78	adjectives adjectives	Review 6	21,22 92
79	subject-verb agreement subject-verb agreement	1 2	23-33 32-44
80	pronouns pronouns exercises pronouns pronouns exercises	2 3 4 Review 1 3	35 49 63,64,69-78 4-6 29 49,55-61
81	principal parts of some irregular verbs	5	79,83-85
82	subject-verb agreement	2	35
83	subjective case pronoun	3	49,50
84	nouns nouns nouns nouns	Review 1 4 7	3,4,7,17,18,21,22 23,27,28 63 104
85	degree of comparisons	6	96,97
86	possessive pronouns	3	49,51,52
87	principal parts of irregular verbs	5	79,83-85
88	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
89	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
90	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
91	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
92	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
93	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
94	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
95	sentence sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
96	sentences sentence structure sentence fragments	1 Review 8	23,24 16,18,19 121
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124,125,126,127,128,129

English Grammar

SUMMARIES OF ENGLISH GRAMMAR TELEVISION PROGRAMS

This part summarizes what is in each English Grammar television program. Each summary tells, in order, what skills are covered in that program. It then tells what skills are covered in the study guide for that program, but are not covered in the program itself (if any). The summaries also give other comments about the programs which may help you in getting ready to watch the program and in reviewing.

**Programs 7 and 8 are not available at this time.*

SUMMARIES OF ENGLISH GRAMMAR TELEVISION PROGRAMS

GRAMMAR I SUBJECT-VERB AGREEMENT

The taped program covers the following learning skills in this order: background to language, agreement of subject/verb in number, present tense with pronouns, present tense with singular noun, conjugating 'I am', plurals of nouns, nouns with 'and' and a plural verb, neither, nor; either or, not only, but also, review, practice exercises.

The following additional skills are covered in the program guide but not on the tape: declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence, cases of pronouns.

There is little introduction given to pronouns. Perhaps additional study would help. The word 'person' is used frequently with no real explanation of its sphere of reference. Additional study on the meaning of singular and plural would help in understanding this program.

GRAMMAR II SUBJECT-VERB AGREEMENT

The taped program covers the following learning skills in this order: how to determine if the subject is singular or plural, collective nouns, amount words, indefinite pronouns, problems with 'some' as the subject, there, here, where, dependent clauses, everyone and everybody with singular verb, review, and practice exercises.

The following additional skills are covered in the program guide but not on the tape: subordinating conjunctions.

The use of pronouns is important in this program. Additional study is necessary. Clauses are introduced and explained rather briefly. The term 'inverted sentence' is used on the tape. Subordinating conjunctions are not mentioned on the tape.

GRAMMAR III PRONOUNS

The taped program covers the following learning skills in this order: definition of pronoun, it, they, them, listing of pronouns, to be with the subjective case, comparisons, prepositions--objective case, indirect object, possessive pronouns, contractions, it, its, completing comparisons for agreement, review, practice exercises, but and like--objective case.

Much material is covered in this tape and may require more preparation. Prepositions are introduced very quickly.

GRAMMAR IV PRONOUNS

The taped program covers the following learning skills in this order: pronoun and antecedent, agreement in number, collective nouns and pronoun agreement, either, or; neither, nor; indefinite pronouns, we and us, these, them, those, reversible pronouns, who, whom--linking ideas, whoever, review, practice exercise.

Perhaps additional explanation of direct and indirect objects would be helpful. Compound antecedents are not explained in much detail. Be sure to do practice exercise in advance as it is long and complicated.

GRAMMAR V VERBS

Taped program covers the following learning skills in this order: using verbs, present and past tense, action verbs, 'to be' verbs, conjugating 'I am', participle, helping verbs, past tense, irregular verbs, active and passive voice, review, practice exercises.

The following additional skills are covered in the guide but not on the tape: future perfect tense.

Present and past participles are introduced very quickly. More material is covered than in previous programs. Careful preparation is necessary. Be sure to do practice exercise in advance.

GRAMMAR VI ADJECTIVES AND ADVERBS

The taped program covers the following learning skills in this order: introduction to adjectives and adverbs, modifiers defined, adjectives and adverbs defined, verbs as linking words, bad and good as adjectives, badly and well as adverbs, adverbs not ending in 'ly', contractions, double negatives, adjectives and adverbs compared, more and most, irregular comparisons, review, practice exercise.

The following additional skills are covered in the guide but not on the tape: positive, comparative, and superlative (terms not used), farther and further, adjectives not compared.

Perhaps additional study on adjectives not compared would be helpful. Be sure to do practice exercise in advance.

GRAMMAR VII

GRAMMAR VIII

GRAMMAR IX SPELLING

The taped program covers the following learning skills in this order: changing y to i and adding suffix, I before E and exceptions, the 'seed' sound, dropping the final e, words ending in a vowel and suffixes, words ending in two consonants and endings, words ending in ey, spelling of plural words, review, practice exercise.

This program progresses very rapidly. Be sure the student is very familiar with the rules before viewing.

GRAMMAR X MISCELLANEOUS USAGE PROBLEMS

The taped program covers the following learning skills in this order: modifiers, verb and complement, main idea, infinitives, 'to be' verbs, past tense and past participles, parallel construction, review, practice exercise.

GLOSSARY

The next part is the list of English Grammar terms which you should know. The words are listed in the left column in alphabetical order. The number in parentheses after each word is the page number on which that word appears in the English Grammar Study Guide. The definition of the word is in the right column.

To test yourself on the meanings of the words, cover the right side.

ENGLISH GRAMMAR GLOSSARY

<u>WORD/PAGE</u>	<u>DEFINITION</u>
active and passive voice (79)	verb forms which show whether the subject is acting or is receiving the action expressed by the verb
adjective (15)	a word that modifies a noun or pronoun
adverb (15)	a word that modifies a verb, adjective- or other adverb
amount words (34)	words that refer to quantities of time, measurement, and money
antecedent (62)	the specific noun or nouns to which a pronoun refers
clause (35)	a group of words that contains a verb and its subject and is used as part of a sentence
collective nouns (34)	words that refer to a group of people or objects but are singular in form
comma splice (121)	where two independent clauses which should be joined by a semicolon or conjunction are joined by a comma
common noun (105)	a noun which names any one of a class of persons, places, or things
complement (157)	the word or words that complete the action of a verb, or after a linking verb, the word or words that describe the subject
conjunction (15)	a word that joins words or groups of words
contraction (121)	the use of an apostrophe to indicate the omission of one or more letters in a word
declarative sentence (23)	a sentence which makes a statement
exclamatory sentence (24)	a sentence which expresses strong feeling or sudden emotion
gender (62)	sex; <u>she</u> is feminine gender, <u>he</u> is masculine gender and <u>it</u> is neuter
helping verbs (79)	a verb that helps the principal verb form a phrase
imperative sentence (24)	a sentence which gives a command or makes a request

WORD/PAGE

indefinite pronouns (34)

infinitives (158)

interjection (15)

interrogative sentence (24)

irregular verbs (79)

linking verbs (92)

modifier (92)

noun (15)

number (62)

objective case pronouns (49)

parallelism (157)

plural (24)

possessive case pronouns (49)

preposition (15)

present tense (24)

pronoun (15)

proper noun (105)

regular verb (79)

reversible pronoun (62)

DEFINITION

words of indefiniteness which function as pronouns, such as some, all, none, everybody

a verb form, usually preceded by to, that is used as a noun, adjective or adverb

an exclamatory word that expresses emotion

a sentence which asks a question

a verb that does not form its past tense and past participle by adding -d or -ed to the present tense form

a verb that connects the subject with a noun or adjective complement in the predicate

a word, phrase, or clause that describes or alters the meaning of another word

a word that names a person, place, or thing

singular or plural

a pronoun which is used as the object of a preposition or verb

expressing ideas in the same grammatical form

more than one

a pronoun which is used as the object of a preposition or verb

a word that shows the relationship of a noun or a pronoun to some other word in the sentence

a verb form used to denote present time, habitual action, and ideas generally accepted as true

a word used in place of a noun

a noun which names a particular person, place or thing

a verb that forms its past tense and past participle by adding -d or -ed to the present form

pronouns which turn the action of the verb back on the thing talked about in the sentence

<u>WORD/PAGE</u>	<u>DEFINITION</u>
run-on sentences (122)	two or more independent statements that are run together without any mark of punctuation or any connecting word
sentence (23)	a group of words that express a complete thought
sentence fragment (121)	an incomplete group of words punctuated as if it were a sentence
singular (24)	one of something
subjective case pronoun (49)	a pronoun which is used as the subject of a sentence
tense (79)	the time of a verb's action as expressed in the form of the verb
verb (15)	a word that expresses action or being

INDEX TO STUDY GUIDE

This part is an index to the English Grammar Study Guide, to help you find what you are looking for in the guide.

The left column lists the skills covered in the guide in alphabetical order. Some of the skills are divided into sub-skills.

The second column, "Guide Page," shows the page or pages in the study guide which cover that skill.

The third column, "Guide Program," shows the number of the program in the study guide which covers that skill. This is also the number of the television program which covers this skill.

An "R" in the third column refers to the Review Section in the English Grammar Study Guide.

English Grammar

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<u>SPECIFIC SKILL</u>	<u>GUIDE PAGE</u>	<u>GUIDE PROGRAM</u>
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participle.....	92	6
participle.....	20	R
perfect tense.....	24	1
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tense.....	39-48	2
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<u>SPECIFIC SKILL</u>	<u>GUIDE PAGE</u>	<u>GUIDE PROGRAM</u>
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VOICE	79,80	5

ENGLISH GRAMMAR PACKET

STUDENT EVALUATION

TO THE STUDENT: This is an evaluation of the English Grammar Learning Skills Packet. We need your help in improving the packet. Will you please answer the questions below, and return this sheet to your teacher. Thank you for your help.

1. Did you use the analysis of the TABE test? YES _____ NO _____
2. If you did use the analysis of the TABE test, did it help you find out the skills you needed to work on? YES _____ NO _____
3. Did you use the summaries of the television programs? YES _____ NO _____
4. If you did use the summaries of the television programs, did they help you understand the programs better? YES _____ NO _____
5. Did you use the index to the study guide? YES _____ NO _____
6. If you did use the index to the study guide, did it help you find what you were looking for in the study guide? YES _____ NO _____
7. Did you use the glossary? YES _____ NO _____
8. If you did use the glossary, did it help you learn the English Grammar terms? YES _____ NO _____
9. What problems did you have in using or understanding the packet?

10. How do you think the packet should be changed?



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KET/GED Learning Skills Packet

MATHEMATICS

This Mathematics packet is meant to help you get the most out of the GED television programs in mathematics and your **Mathematics Study Guide**.

The packet has four parts:

- (1) an analysis of the TABE test, to help you learn from the mistakes you made on the TABE--page 2.
- (2) summaries of the mathematics television programs that tell you what is in each program--page 11.
- (3) a glossary of mathematics terms you need to know--page 16.
- (4) an index to the **Mathematics Study Guide**, to help you find what you are looking for in the guide--page 23.

Directions for using each part are given on the first page of that part.

At the end of the packet is a one-page evaluation form we would like you to fill out and return to your teacher to help us improve this learning packet.

Mathematics

ANALYSIS OF THE TABE TEST

The following pages are an analysis of the TABE test to help you learn from the mistakes you made on that test.

When your test has been graded, you or your teacher should circle in the left column the number of each question that you missed.

The second column, "Specific Skill," tells what skill you need to work on because you missed that question on the TABE.

The third column, "Study Guide Program," gives the number of the program which you should watch for more help with this skill.

The fourth column, "Study Guide Pages," tells which pages in your Mathematics Study Guide cover the skill you need to study.

ANALYSIS OF THE TABE TEST

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
1	knowing the meaning of numbers		
2	knowing the meaning of numbers		
3	knowing the meaning of numbers		
4	knowing the meaning of numbers		
5	knowing the meaning of numbers with fractions		
6	knowing the meaning of numbers with money		
7	knowing the meaning of numbers with percents percentages	** <u>5</u> ,6	72,73,77,78, ***ae78,79
8	Roman numerals		
9	Roman numerals		
10	Roman numerals		
11	recognizing number values (whole numbers)		
12	recognizing number values (fractions)		
13	recognizing number values (decimals)		
14	recognizing number values (fractions)		
15	recognizing number values (fractions, squaring)		

* *TABE Test of Adult Basic Education*

** 5,6 *Where a specific skill is in more than one program, the greater emphasis is in the program underlined.*

*** *ae* *represents pages where additional exercises can be found*

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
16	square roots and squaring		
17	percentages	<u>5,6</u>	72,73,77,78, ae78,79
	finding the number of which a percent is given	<u>6,5</u>	92,99,100,101, ae101
18	degrees in a circle	<u>8,10</u>	
19	factors	6	
20	greatest common divisor		
21	mathematical symbols		2
22	mathematical symbols		2
23	mathematical symbols		2
24	mathematical symbols		2
25	mathematical symbols		2
26 form 1	area of a triangle	<u>9,10</u>	142,147,ae147,148
form 2	circumference of a circle	<u>10,9</u>	152,153,157,158, ae158,159
27 form 1	diameter of a circle	<u>10,9</u>	152,157,158, ae158,159
form 2	length of a rectangle	<u>9,10</u>	141,142,145,ae145
28 form 1	area of a parallelogram (rectangle)	<u>9,10</u>	142,145,146, ae146
form 2	perimeter of a square	<u>9,10</u>	141,142,145,ae145
29 form 1	area of a cube	<u>9,10</u>	142,ae145,146
form 2	area of a circle	<u>10,9</u>	152,153,157,158, ae158,159
30 form 1	hypotenuse of a right triangle		
form 2	area of a rectangle	<u>9,10</u>	142,145,146,ae146

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
31	positive and negative numbers		
32	positive and negative numbers		
33	positive and negative numbers		
34	positive and negative numbers		
35	positive and negative numbers		
36	solving algebraic equations factoring algebraic expressions	11	165,166,167,172, 173,174,ae174
37	solving algebraic equations combining algebraic terms	11	166,175,ae176
38	solving algebraic equations multiplying algebraic expressions	11	167,176,177,178, ae178
39	solving algebraic equations factoring algebraic expressions	11	165,166,167,172, 173,174,ae174
40	solving algebraic equations combining algebraic terms	11	166,175,ae176
41	working word problems multiplication of whole numbers subtraction of whole numbers		
42	working word problems subtraction of whole numbers division of whole numbers		
43	working word problems addition of whole numbers division of whole numbers		
44	working word problems multiplication of whole numbers		
45	working word problems multiplication of whole numbers		
46	working word problems line graph multiplication of whole numbers	7	109,116,ae117,118

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
47	working word problems finding a number of which a percent is given	<u>6,5</u>	92,99,100,101, ae101
48	working word problems volume of a rectangle	<u>10,9</u>	154,159,ae159
49	working word problems simple interest	6	91,92,93,101,102, ae101,102
50	working word problems finding a percentage one number is of another number	<u>6,5</u>	92,97,ae99
51	working word problems finding a number of which a percent is given	<u>6,5</u>	92,99,100,101, ae101
52	working word problems finding a percentage one number is of another number	<u>6,5</u>	92,97,ae99
53	working word problems area of a triangle	<u>9,10</u>	142,147,ae147,148
54	working word problems finding a number of which a percent is given	<u>6,5</u>	92,99,100,101,ae101
55	working word problems finding a number of which a percent is given	<u>6,5</u>	92,99,100,101,ae101
56	addition of whole numbers		
57	addition of whole numbers		
58	addition of whole numbers		
59	addition of whole numbers		
60	addition of whole numbers		
61	adding decimals	<u>3,4</u>	40,45,ae45

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
62	adding decimals	<u>3,4</u>	40,45,ae45
63	adding fractions with like denominators	<u>1,2,5</u>	5,ae10,11,14
64	adding fractions with unlike denominators	<u>1,2,5,</u>	6,7,14,ae16,17
65	adding mixed numbers (fractions)	<u>1,2,5</u>	7,8,9,17,ae18,19
66	adding mixed numbers (fractions)	<u>1,2,5</u>	7,8,9,17,ae18,19
67	adding mixed numbers (fractions)	<u>1,2,5,</u>	7,8,9,17,ae18,19
68	adding mixed numbers (fractions)	<u>1,2,5,</u>	7,8,9,17,ae18,19
69	adding mixed numbers (fractions)	<u>1,2,5,</u>	7,8,9,17,ae18,19
70	adding mixed numbers (fractions)	<u>1,2,5</u>	7,8,9,17,ae18,19
	changing fractions to decimals	<u>3,4</u>	41,42,50,ae50,51
71	adding mixed numbers (fractions)	<u>1,2,5,</u>	7,8,9,17,ae18,19
	adding decimals	<u>3,4</u>	40,45ae45
	changing fractions to decimals	<u>3,4</u>	41,42,50,ae50,51
72	adding decimals	<u>3,4</u>	40,45ae45
73	adding decimals	<u>3,4</u>	40,45ae45
74	finding a number of which a percent is given	<u>6,5</u>	92,99,100,101,ae101
75	converting measures		65,66,ae66
76	subtraction of whole numbers		
77	subtraction of whole numbers		
78	subtraction of whole numbers		
79	subtraction of whole numbers		
80	subtraction of whole numbers		
81	subtracting decimals	3	40,46,ae46

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
82	subtracting decimals	3	40,46,ae46
83	subtracting fractions with like denominators	2	22,ae28
84	subtracting fractions with like denominators	2	22,ae28
85	subtracting fractions with unlike denominators	2	22,ae29,30
86	subtracting fractions with unlike denominators	2	22,ae29,30
87	subtracting a mixed number	2	23,ae31,32
88	subtracting a mixed number from a whole number	2	23
89	subtracting mixed numbers	2	23,ae31,32
90	subtracting decimals	3	40,46,ae46
	changing fractions to decimals	3	41,42,50,ae50,51
91	subtracting decimals	3	40,46,ae46
	changing fractions to decimals	3	41,42,50,ae50,51
92	subtracting decimals	3	40,46,ae46
93	subtracting decimals	3	40,46,ae46
94	division of fractions	2	24,ae34
95	converting measures	4	65,66,ae66
96	multiplication of whole numbers		
97	multiplication of whole numbers		
98	multiplication of whole numbers		
99	multiplication of whole numbers		
100	multiplication of whole numbers		
101	multiplication of whole numbers		

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
102	multiplication of whole numbers		
103	multiplication of fractions	<u>2,4</u>	6,23,32,ae32,33
104	multiplication of fractions	<u>2,4</u>	6,23,32,ae32,33
105	multiplication of fractions	<u>2,4</u>	6,23,32,ae32,33
106	multiplication of fractions	<u>2,4,</u>	6,23,32,ae32,33
107	multiplication of fractions	<u>2,4,</u>	6,23,32,ae32,33
108	multiplication of fractions	<u>2,4,</u>	6,23,32,ae32,33
109	multiplication of fractions	<u>2,4,</u>	6,23,32,ae32,33
110	multiplication of fractions	<u>2,4,</u>	6,23,32,ae32,33
111	multiplication of decimals	3	40,47,ae47,48
112	multiplication of decimals	3	40,47,ae47,48
113	multiplication of decimals	3	40,47,ae47,48
114	multiplication of fractions	<u>2,4</u>	6,23,32,ae32,33
	finding a number of which a percent is given	<u>6,5</u>	92,99,100,101,ae101
115	converting measures	4	65,66,ae66
116	division of whole numbers		
117	division of whole numbers		
118	division of whole numbers		
119	division of whole numbers		
120	division of whole numbers		
121	division of whole numbers		
122	division of whole numbers		
123	division of fractions	2	24,33,34,ae34
124	division of fractions	2	24,33,34,ae34

<u>TABE QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>STUDY GUIDE PROGRAM</u>	<u>STUDY GUIDE PAGE</u>
125	division of fractions	2	23,33,34,ae34
126	division of fractions	2	23,33,34,ae34
127	division of fractions	2	23,33,34,ae34
128	division of fractions	2	23,33,34,ae34
129	division of fractions	2	23,33,34,ae34
130	division of fractions	2	23,33,34,ae34
131	division of decimals	3	41,48,49,ae49,50
132	division of decimals	3	41,48,49,ae49,50
133	division of decimals	3	41,48,49,ae49,50
134	division of decimals	3	41,48,49,ae49,50
135	division of fractions	2	24,33,34,ae34

Mathematics

SUMMARIES OF MATHEMATICS TELEVISION PROGRAMS

This part summarizes what is in each Mathematics television program. Each summary tells, in order, what skills are covered in that program. It then tells what skills are covered in the study guide for that program, but are not covered in the program itself (if any). The summaries also give other comments about the programs which may help you in getting ready to watch the program and in reviewing.

* *Programs 6 and 11 are not available at this time.*

SUMMARIES OF MATHEMATICS TELEVISION PROGRAMS

THE STUDENT MAY HAVE DIFFICULTY UNDERSTANDING SOME SEGMENTS OF THE TELEVISION PROGRAMS. THE FOLLOWING SUGGESTIONS SHOULD HELP. BEFORE WATCHING THE PROGRAM THE STUDENT SHOULD:

- READ THE MANUAL PAGES THAT CORRESPOND TO THE PROGRAM.
- LEARN THE VOCABULARY WORDS GIVEN IN THE BEGINNING OF THE MANUAL PROGRAM.
- WORK THE ADDITIONAL EXERCISES.

MATH I FRACTIONS

The television program covers the following material in this order: fractions, fractional halves and equivalent fractions, product, adding fractions with like denominators, prime numbers, factoring and reducing to lowest terms, canceling numbers, cross-multiplication, lowest common multiple, word problems with lowest common multiple, adding fractions with unlike denominators, improper fractions, and adding unlike denominators and mixed numbers.

It will be helpful for the student to review the text and be familiar with the problems (examples) in the manual for Program I. It is a must that the student know the vocabulary words. Lesson I must be mastered before viewing Program II.

MATH II FRACTIONS

The television program covers the following material in this order: factoring, subtraction of fractions with like denominators, subtraction of fractions with unlike denominators, subtraction of mixed numbers from whole numbers, subtraction of mixed numbers with unlike denominators, multiplication of fractions, division of fractions using terms, division of fractions by mixed numbers, decimal numbers, changing fractions to decimals, and explanation of place value with decimals.

Subtraction, multiplication, and division of fractions are all covered in this program. This may pose a problem, since subtraction of fractions should be mastered before attempting multiplication or division. It is necessary to master Program II before viewing Program III.

MATH III DECIMALS

The television program covers the following material in this order: adding decimals, subtracting decimals, multiplication of decimals, rule for decimal places, multiplication by power of tens, dividing decimals, decimals expressed as fractions, moving decimals out of the divisor, and changing fractions to decimals.

This program covers addition, subtraction, multiplication, and division of decimals, and can be followed if the student understands each step. This program may have to be viewed more than one time if the student is weak in any of these areas.

It is necessary that the student have a working knowledge of Program I and II prior to viewing Program III.

Changing decimals to fractions is not included in the television program, but is covered briefly in the manual.

MATH IV ROUNDING OFF NUMBERS

The television program covers the following skills in this order: rounding off whole numbers, rounding off decimals, ratios and comparison, cross-multiplication, and proportions.

It is necessary to have viewed Programs I, II, and III, and to have a working knowledge of the material before attempting Program IV. The student may need additional help in word problems, cross-multiplication, and place value problems.

The student will need to know how to divide both sides of the equation before viewing this program.

There is a section on converting measures in the manual that is not covered in the television program.

MATH V PERCENTS

The television program covers the following skills in this order: changing percents to fractions, equivalent fractions, changing fractions to percents when denominator is not a factor of 100, changing decimals to percentages, changing percentages to decimals, rule for changing decimals to percents or percents to decimals, and percentage of a given number.

The student will find it helpful to preview the vocabulary words and exercises in the manual.

MATH VI INTEREST

MATH VII GRAPHS

The television program covers the following skills in this order: explanation of graphs, bar graphs, line graphs, circle graphs, and reading bar graphs by approximation.

This entire program is devoted to reading and making graphs. It is not necessary to view this program in sequence. The material is independent with the exception of minimal work with percentages.

MATH VIII ANGLES

The television program covers the following skills in this order: line segments, vertex and naming angles, symbols used with angles, explanation of a circle in degrees, acute and obtuse angles, perpendicular, relationships, complementary and supplementary angles, and figuring vertical angles.

This program may be viewed separately. The material may be difficult for some students. There is no reinforcement or review during the program. The student will find it helpful to preview the lesson in the manual and have a working knowledge of the vocabulary.

MATH IX ANGLES AND PERCENTS

The television program covers the following skills in this order: triangles, sum of angles to a straight line, isosceles triangle, equilateral triangle, perimeter of a square, formula definitions, graphic representation of area, exponents, perimeter of a rectangle, area of a rectangle, and area of a triangle.

This program may go too fast for some students and it may be necessary to view the program more than once. It is independent of other programs and may be viewed in any order.

There are several important formulas and rules in the manual that the student should learn before viewing the program.

MATH X CIRCUMFERENCE

The television program covers the following skills in this order: perimeter of a closed figure, circle and radius, diameter of a circle, circumference of a circle, area of a circle, area of a square reviewed, and area of a cube and rectangle.

This program has many vocabulary words, rules, and formulas and may cause some confusion to the student. It is necessary for the student to have viewed Program IX before viewing this program.

MATH IX ALGEBRAIC TERMS

Mathematics

GLOSSARY

The next part is the list of Mathematics terms which you should know. The words are listed in the left column in alphabetical order. The number in parentheses after each word is the number of the page on which that word appears in the Mathematics Study Guide. The definition of the word is in the right column.

To test yourself on the meanings of the words, cover the right side.

GLOSSARY

<u>WORD/PAGE</u>	<u>DEFINITION</u>
acute angle (127)	any angle less than 90° but greater than 0°
adjacent angles (127)	angles which are next to each other and thus have one side in common
alternate interior angles (127)	when two parallel lines are cut by a transversal, the interior angles on opposite sides of the transversal are alternate interior angles
altitude (140)	the height measured perpendicular to a given base
approximation (151)	a rough estimate
area (140)	the number of square units a plane figure contains
arc (151)	any "piece" of a circle
base (139)	in a plane the line segment (or side) upon which a figure rests; the surface upon which a solid figure rests
cancel (21)	to eliminate factors that are common to both the numerator and the denominator of a fraction
central angle (151)	the angle formed by the intersection of two radii at the center of the circle; an angle whose vertex is at the center of a circle
circle (151)	in a plane, a closed curve all of whose points are the same distance from a point within called the center
circle graph (107)	a graph in the form of a circle; the relationships of the parts to each other and to the whole are shown, sometimes called the "pie" graph
circumference (151)	a distance around a circle; the perimeter of a circle is the ratio of the circumference of a circle to its diameter; π is approximately equal to 3.14 or $\frac{22}{7}$
complementary angles (127)	angles whose sum is 90° ; for example, 40° and 50°

WORD/PAGEDEFINITION

compound interest (91)	computed from the formula $I=PRT$, but the interest for each time period is computed on the principal plus the accumulated interest from the previous periods
cube (151)	a solid in which each of the six sides is a square
cross multiplication (4)	a process used to check the equivalency of two fractions
cylinder (151)	a solid figure having curved sides and two parallel bases made of identical circles
degree (126)	a measure used to determine the size of an angle
denominator (3)	the bottom number in a fraction
diameter (151)	a chord which passes through the center of the circle
difference (21)	the answer when one number is subtracted from another
digit (22)	any one of the ten numbers from 0 to 9
dimensions (151)	length, width, or height
dividend (39)	in a division problem, the number being divided
divisor (22)	the number you divide by in a division problem
equivalent fractions (4)	fractions which have the same value are equivalent, e.g., $\frac{2}{3}, \frac{6}{9}$
equilateral triangle (4)	a triangle having all three sides equal
exponent (139)	a symbol written above and to the right of a number or letter to indicate the operation of raising to a power
factors (4)	the numbers that are multiplied to get a product
formula (140)	an equation that states a rule
fraction (4)	a symbol which represents a part of one whole thing

<u>WORD/PAGE</u>	<u>DEFINITION</u>
graph (107)	a picture with bars or lines used to compare numerical facts
grid (108)	a network of intersecting lines (forming checkerboard patterns) in a graph which makes the graph easier to read
improper fractions (4)	a fraction in which the numerator is greater than the denominator, $\frac{7}{4}$
invert (22)	turn upside down
isosceles triangle (139)	a triangle which has two equal sides; the angles opposite these sides are also equal
key digit (54)	the digit immediately to the right of the digit whose place you are rounding off to
like denominators (21)	denominators that are identical or the same
like term (164)	terms which have exactly the same combination of letters and exponents $2x^2y$ and $3x^2y$ are like terms
line segment (126)	a line which has a beginning point and an end point
lowest common multiple (4)	the smallest number into which all denominators in a problem will divide evenly
origin (108)	in a graph the point of intersection of the X and Y axes. The point is usually labeled 0, 0. If it is labeled in any other way it is not called an origin.
minute (127)	one-sixtieth of a degree
mixed number (4)	a number which contains both a whole number and a fraction, e.g., $1\frac{2}{3}$
multiple (4)	If you take any whole number and multiply it by another whole number, the product is a multiple of the original number.
numerator (4)	the top number in a fraction
parallel (127)	two straight lines which never meet and are always the same distance apart no matter how far they are extended
perimeter (140)	the sum of the lengths of the sides around a figure

WORD/PAGE

percent (72)

perpendicular (126)

plane (139)

power (140)

power of ten (140)

principal (91)

prime factor (4)

prime number (4)

product (4)

proper fraction (4)

quotient (22)

radius (151)

rate (91)

ratio (54)

ray (126)

rectangle (139)

rectangular solid (151)

DEFINITION

a special ratio whose denominator is always 100; usually written with a percent sign

two lines which meet at a 90° angle are said to be perpendicular

a plane figure is a figure which lies on a flat surface, having length and width

a number written with an exponent, for example 10^2 is read "ten to the second power"

see above

the amount of money upon which the interest is based

factors which are prime numbers

a number whose only factors are itself and 1

the answer when two or more numbers are multiplied

a fraction in which the numerator is smaller than the denominator

the answer when you divide one number by another

any line segment connecting the center of a circle with a point on the circle; half of a diameter

the percentage at which the principal is accumulating interest

a comparison between two numbers or between two measurements with the same units, for example, 8:5 is read eight is to five

a half line; a ray has a beginning point, but no end point

a closed, plane figure in which the opposite sides are equal and which has four right angles

a solid in which each of the six sides is a rectangle

WORD/PAGE

reduce (4)

remainder (21)

right angle (126)

second (127)

simple interest (91)

solid figure (151)

square (139)

straight angle (127)

sum (4)

term (164)

to intersect (107)

transversal (127)

trend (108)

triangle (139)

triangular prism (151)

unlike denominators (21)

vertex (126)

DEFINITION

to express a fraction in its simplest form. A fraction is reduced when its numerator and denominator have no common factor other than one.

the answer when one number is subtracted from another

a 90° angle; formed by two line segments that are perpendicular

one-sixtieth of a minute

money that is paid for the use of money computed from the formula $I=PRT$

a figure having three dimensions

a rectangle having all four sides equal

a 180° angle

the answer when two or more numbers are added; the total

a member of an algebraic expression which may contain any combination of numbers, letters, and exponents

to cross or cut, for example, AB intersects line CD

a line segment intersecting two parallel lines

pattern, direction

a closed, plane figure having three sides and three angles

a solid figure having two parallel bases made of identical triangles. The other three sides are rectangles

denominators that are not identical or not the same

the point where two line segments meet to form an angle

D/PAGE

tical angles (127)

ume (152)

xis (107)

xis (107)

DEFINITION

When two line segments intersect, four angles are formed. The angles which are opposite (not adjacent to) one another are vertical angles.

the number of cubic units a solid figure contains

in a graph the horizontal line which contains scale markings

in a graph the vertical line which contains scale markings

INDEX TO STUDY GUIDE

This part is an index to the Mathematics Study Guide, to help you find what you are looking for in the guide.

The left column lists the skills covered in the guide in alphabetical order. Some of the skills are divided into sub-skills.

The second column, "Guide Page," shows the page or pages in the study guide which cover that skill.

The third column, "Guide Program," shows the number of the program in the study guide which covers that skill. This is also the number of the television program which covers this skill.

An "R" in the third column refers to the Review Section in the Mathematics Study Guide.

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MATHEMATICS PACKET

STUDENT EVALUATION

TO THE STUDENT: This is an evaluation of the Mathematics Learning Skills Packet. We need your help in improving the packet. Will you please answer the questions below, and return this sheet to your teacher. Thank you for your help.

1. Did you use the analysis of the TABE test? YES _____ NO _____
2. If you did use the analysis of the TABE test, did it help you find out the skills you needed to work on? YES _____ NO _____
3. Did you use the summaries of the television programs? YES _____ NO _____
4. If you did use the summaries of the television programs, did they help you understand the programs better? YES _____ NO _____
5. Did you use the index to the study guide? YES _____ NO _____
6. If you did use the index to the study guide, did it help you find what you were looking for in the study guide? YES _____ NO _____
7. Did you use the glossary? YES _____ NO _____
8. If you did use the glossary, did it help you learn the Mathematics terms? YES _____ NO _____
9. What problems did you have in using or understanding the packet?

10. How do you think the packet should be changed?



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KET/GED Learning Skills Packet

READING

This Reading packet is meant to help you get the most out of the GED television programs in reading and your Reading Study Guide.

Like the Reading Study Guide, this packet is divided into four parts:

- (1) Reading Comprehension--page 3.
- (2) Interpretation of Reading Materials in Social Studies--page 13.
- (3) Interpretation of Reading Materials in Science--page 20.
- (4) Interpretation of Literary Materials--page 22.

The first page of each of these four parts tells what is contained in that part.

At the end of the fourth part is a one-page evaluation form we would like you to fill out and return to your teacher to help us improve this learning packet.

READING COMPREHENSION

This section has four parts to help you with the "Reading Comprehension" section of your Reading Study Guide.

(1) an analysis of the TABE, to help you learn from the mistakes you made on the TABE--page 3.

(2) summaries of the reading comprehension television programs that tell you what is in each program--page 7.

(3) a glossary of reading comprehension terms you need to know--page 9.

(4) an index to the "Reading Comprehension" section of the Reading Study Guide, to help you find what you are looking for in that section, page 11.

Directions for using each part are given on the first page of that part.

Reading
Reading Comprehension

ANALYSIS OF THE TABE TEST

The following pages are an analysis of the TABE test to help you learn from the mistakes you made on that test.

When your test has been graded, you or your teacher should circle in the left column, marked "TABE QUESTION," the number of each question that you missed.

The second column, "TEST AND SPECIFIC SKILL," tells what skill you need to work on because you missed that question on the TABE.

The third column, "STUDY GUIDE: SECTION, PROGRAM, PAGE," tells which section, program number, and page you should go to in the study guide to get more help with this skill. A blank in the right column means that the reading study guide has no information on that skill.

ANALYSIS OF THE TABE TEST

STUDY GUIDE
SECTION, PROGRAM, PAGETABE
QUESTIONTEST AND SPECIFIC SKILL

SECTION ()

TEST 1: READING VOCABULARY

1-15 (A)	knowing math words
16-30 (B)	knowing science words
31-45 (C)	knowing social science words
46-60 (D)	knowing other basic words

TEST 2: READING COMPREHENSION

61-75 (E)	following written directions		
76-101 (F)	finding information		
76	parts of book		
77	parts of book		
78	parts of book		
79	newspaper		
80	dictionary		
81	using the index		
82	using the index		
83	using the index		
84	table of contents		
85	table of contents		
86	table of contents		
87	reading graphs, bar	Social Studies	3 56
88	reading graphs, bar	Social Studies	3 56
89	reading graphs, bar	Social Studies	3 56
90	reading graphs, bar	Social Studies	3 56
91	using library and encyclopedia, Dewey Decimal System		

<u>QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>SECTION, PROGRAM, PAGE</u>		
92	Dewey Decimal System			
93-96	Encyclopedia and reference Books			
97	reading maps	Social Studies	3	65,66,67
98	reading maps	Social Studies	3	65,66,67
99	reading maps	Social Studies	3	65,66,67
100	reading maps	Social Studies	3	65,66,67
101	reading maps	Social Studies	3	65,66,67
102 (G)	understanding what you read			
102	making right conclusions	Reading Comp.	2	18-20, 22-23
103	making right conclusions	Reading Comp.	2	18-20, 22-23
104	finding facts	Reading	1	7-8
105	finding facts	Reading	1	7-8
106	finding facts	Reading	1	7-8
107	finding facts	Reading	1	7-8
108	making right conclusions	Reading	2	18-20, 22-23
109	making right conclusions	Reading	2	18-20, 22-23
110	finding facts	Reading	1	7-8
111	finding facts	Reading	1	7-8
112	finding facts	Reading	1	7-8
113	finding facts	Reading	1	7-8
114	understanding main ideas	Reading	1	5-6
115	finding facts	Reading	1	7-8
116	finding facts	Reading	1	7-8
117	finding facts	Reading	1	7-8
118	making right conclusions	Reading	2	18-20, 22-23
119	finding facts	Reading	1	7-8
120	finding facts	Reading	1	7-8
121	making right conclusions	Reading	1	7-8

<u>TABE</u> <u>QUESTION</u>	<u>SPECIFIC SKILL</u>	<u>SECTION, PROGRAM, PAGE</u>		
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123	making right conclusions	Reading	2	18-20, 22-23
124	finding facts	Reading	1	7-8
125	making right conclusions	Reading	2	18-20, 22-23
126	finding facts	Reading	1	7-8
127	finding facts	Reading	1	7-8
128	finding facts	Reading	1	7-8
129	finding facts	Reading	1	7-8
130	finding facts	Reading	1	7-8
131	making right conclusions	Reading	2	18-20, 22-23
132	finding facts	Reading	1	7-8
133	making right conclusions	Reading	1	7-8
134	making right conclusions	Reading	1	7-8
135	finding facts	Reading	1	7-8
136	making right conclusions	Reading	2	18-20, 22-23
137	making right conclusions	Reading	2	18-20, 22-23
138	making right conclusions	Reading	2	18-20, 22-23
139	finding facts	Reading	1	7-8
140	understanding main idea	Reading	1	5-6
141	understanding main idea	Reading	1	5-6
142	understanding main idea	Reading	1	5-6
143	organizing ideas			
144	organizing ideas			
145	organizing ideas			
146	organizing ideas			

Reading

Reading Comprehension

SUMMARIES OF READING COMPREHENSION TELEVISION PROGRAMS

This part summarizes what is in each Reading Comprehension television program. Each summary tells what is covered in that program, and gives comments that may help you in getting ready to watch the program and in reviewing.

Reading

Reading Comprehension

SUMMARIES OF READING COMPREHENSION TELEVISION PROGRAMS

READING COMPREHENSION I

The television program covers the following reading skills in this order: are literal: main idea, supporting ideas and relationships (cause and effect).

The introduction discusses the importance of reading skills in passing the GED. An explanation of the difference between literal understanding and inference is presented. The discussion on cause and effect relationship is presented after the first practice exercise of Unit 3 rather than preceding it as in the guide.

It would be helpful, though not absolutely necessary, to review the guide and work the exercises before viewing the television program. The television program presents a skit, then shows each example in writing, followed by the question and answers in writing. Wrong answers as well as correct answers are explained.

READING COMPREHENSION II

The television program is concerned with inference--the main idea or details of a reading passage which are not directly stated. The program covers the following reading skills: are inference: main idea, supporting ideas, final effect, point of view, application of ideas and words in context.

Unit 5 on Author's Point of View is not explained in detail as it is in the guide. Also, the practice exercise is sung as are the answers, making it a little difficult to understand.

Unit 6 on Application of Ideas asks questions on the practice exercise on government in which it is necessary for the student to have prior knowledge about government powers. Also, questions are asked in the negative.

Unit 7 on Words in Context should be read completely before answering any of the questions on the practice exercise. The television program reads each sentence separately and then answers the question pertaining to that sentence. It is difficult to determine meanings of the words without reading the entire passage first.

Reading
Reading Comprehension

GLOSSARY

The glossary is a list of reading terms that you should know. The terms are listed on the left in alphabetical order, with their definitions in the right column.

To test yourself on the meanings of the words after you have studied them, fold the right side of the page under, covering the definitions.

Reading

Reading Comprehension

GLOSSARY

<u>WORD/PAGE</u>	<u>DEFINITION</u>
application of ideas	application means combining ideas in a passage with other ideas in order to reach a conclusion
author's point of view	the author's feeling or opinion of his subject in his point of view
context	the words around a particular word which can throw light on its meaning
inference	forming a direct or intuitive conclusion from hints or implications in a reading passage--inference involves reading between the lines
literal understanding	finding the answer to a question when the answer is directly or literally stated in the passage
main idea	the central thought of a passage or the basic concept the author is trying to get across to the reader
relationships	the supporting ideas in a passage related to one another and to the main idea--the ways in which they relate create the relationships in a passage
supporting ideas	specific statements of facts or details which support or verify the main idea or total situation
topic sentence	a one-sentence statement of the main idea
words in context	defining from context means inferring the meaning of a word from the sentence

Reading

Reading Comprehension

INDEX

This page is an index to the pages in the Reading Comprehension, Interpretation of Reading Materials in Social Studies, and Interpretation of Reading Materials in Science sections of the Reading Study Guide that will help you with specific skills in reading comprehension. The skills are listed in the left column. The study guide pages are given in the right column, with the section they appear in (Reading, Social Studies, or Science) in parentheses after the page number.

Reading
Reading Comprehension

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LITERAL: SUPPORTING IDEAS	8,9,11,13,15,28 (Reading) 37,39,45,51,52,59,62,72,73 (Social Studies) 79,80,82,83,94,97,113,114 (Science)
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INFERENCE: SUPPORTING IDEAS	18,19,21,27 (Reading) 68 (Social Studies) 93,114 (Science)
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INTERPRETATION OF READING MATERIALS IN SOCIAL STUDIES
SUMMARY OF TELEVISION PROGRAMS

This part contains a summary of the television programs on the interpretation of reading materials in the social studies. It tells what is covered in each program and gives comments that may help you in getting ready to watch the program and in reviewing.

A glossary of social studies terms is on page 16.

The pages in the study guide that deal with this section on the interpretation of social studies materials are indexed in the index to the reading comprehension section, page 20.

The reading comprehension skills covered in this section are included in the TABE analysis under "Reading Comprehension," page 3.

Reading

Interpretation of Reading Materials in Social Studies

SUMMARY OF TELEVISION PROGRAMS

INTERPRETATION OF READING MATERIALS IN SOCIAL STUDIES

There are three television programs based on interpreting reading materials in social studies. The emphasis appears to be on the reading material itself rather than on the reading skills involved. The television programs do not point out which reading skill is being tested by each question as the Guide does. However, the summaries and discussion of the content material are much more complete on the television programs than in the Guide.

SOCIAL STUDIES I: GOVERNMENT

In Unit 1 the content material covered concerns various forms of Government. The reading skills covered are inference: words in context and application of ideas.

In Unit 2 the content material covers The Constitutional Convention with reading skills on literal: supporting ideas and inference: words in context.

Unit 3 covers the Principles of the Constitution with questions involving reading skills on inference: main idea and literal: supporting ideas.

Unit 4 concerns itself with the Three Branches of Government and all of the questions cover the inference: interpreting diagrams reading skill. However, it is impossible to read the writing on the diagrams presented on television. Also, the bottom line on the choices of answers does not appear on the screen. It would be necessary to have the guide available for following the diagrams.

The additional exercises are not covered on the television program.

SOCIAL STUDIES II: ECONOMICS

This television program begins with an adult fable identifying and explaining important terms relating to economics. The reading skill of inference: application of ideas is covered in this Unit 5.

In Unit 6 Different Economic Systems are explained briefly as well as two questions covering the reading skills of inference: application of ideas and literal: supporting ideas.

In Unit 7 the content material concerning the role of government in Economics is presented before the vocabulary, the reverse of the Guide. Also, the term "laissez-faire" is not adequately defined. The reading skills of literal: supporting ideas, inference: application of ideas, and inference: words in context are covered.

Unit 8 covers four types of Graphs: pie, bar and line. There are six questions concerned with the reading skill of inference: interpreting graphs. However, it is impossible to read the graphs except for when they show close ups of parts of a graph. Then, it is difficult to answer the questions because you need to see the entire graph when considering answers. It is really necessary to have the Guide available.

SOCIAL STUDIES III: ANTHROPOLOGY

This television program covers the following content material in this order: Anthropology, Geography, Map Reading, Sociology and Varying Viewpoints. This is very confusing because the topics do not follow in an orderly manner as related to the subject material.

The reading skills covered are in this order: literal: supporting ideas and inference: application of ideas (Unit 9); inference: words in context and literal: main idea (Unit 10); inference: interpreting maps (Unit 11); literal: main idea and inference: supporting ideas (Unit 12) and inference: application of ideas and literal: main idea (Unit 13).

In Unit 11 the maps presented cannot be read except for when close ups of parts of the map are shown. Once again it is necessary to have the guide in order to benefit from this unit.

In most cases in this program only the number of the correct answer is given, not the answer itself. It is difficult, if not impossible, to remember the number if you do not have the guide available.

Reading

Interpretation of Reading Materials in Social Studies

GLOSSARY

The social studies glossary is a list of social studies terms you should know. The words are listed in alphabetical order in the left column. The number in parentheses after the word is the number of the page in the study guide where that word is explained. The words are defined in the right column. To test yourself on the meanings of the words after you have studied them, cover the right side.

GLOSSARY

<u>WORD/PAGE</u>	<u>DEFINITION</u>
anarchy (34)	total absence of government, with nobody having any authority over anyone else
anthropology (33, 61)	the study of primitive man, his physical makeup and his way of life; the science of man
Articles of Confederation (36)	a document written in 1781, setting up the first legal government in the United States
archaeology (61)	the study of ancient cultures
aristocracy (34)	government in which control is in the hands of one group or class of people, usually the rich upper class
autocracy (34)	a government in which there is only one ruler with supreme authority
boom (51)	periods of prosperity
crisis (51)	periods of hard times
capital (47)	money
capitalism (49)	an economic system characterized by private or corporation ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined mainly in the free market
communism (49)	a totalitarian system of government in which a single authoritarian party controls state owned means of production with the professed aim of establishing a stateless society
conservative (69)	moderate, cautious; tending to maintain existing views, conditions, or institutions
consumer (47)	one who uses economic goods
corporation (47)	a body authorized by law to act as a single person
culture (61)	the way in which human beings carry out the activities of day-to-day living

<u>WORD/PAGE</u>	<u>DEFINITION</u>
demand (47)	the quantity of a commodity or service wanted at a specified price and time
democracy (34)	government by the people
economics (33,47)	the study of how people make and use money, products, and services
executive branch (40)	the branch responsible for enforcing federal laws
federal system (38)	state and national governments share power
free enterprise (49)	freedom of private business to organize and operate for profit in a competitive system without interference by government beyond regulation necessary to protect public interest and keep the national economy in balance
geography (63)	the study of the surface of the earth and how it affects the lives of its people
government (33)	the study of how a country is ruled or governed
history (33)	the study of people over a time
investment (47)	the outlay of money for income or profit
judicial branch (40)	the branch responsible for interpreting laws through the Supreme Court and other federal courts
laissez-faire (51)	a practice characterized by a deliberate refrain from direction or interference, especially with individual freedom of choice
legislative branch (40)	the law-making branch, composed of the House of Representatives and the Senate. Together, these two bodies make up the Congress.
liberal (68)	broad-minded, tolerant; not bound by authoritarianism or traditional form
monarchy (34)	the ruler is a member of a royal family-- king, queen, prince, or emperor

WORD/PAGE

monopoly (47)

profit (47)

radical (69)

reactionary (69)

republican form of
government (38)

separation of powers (38)

socialism (49)

society (67)

sociology (33, 67)

tariff (51)

United States
Constitution (36)

DEFINITION

exclusive ownership through legal privilege, command of supply, or concerted action

earnings a business makes above all the costs

tending to favor extreme changes in existing views, habits, conditions, or institutions

relating to or favoring political reaction

voters elect representatives who act for them and are responsible to them

branches of the federal government have different jobs to do, and separating their powers keeps one branch from becoming stronger than the others

any of various economic and political theories advocating collective or governmental ownership and administration of the means of production and distribution of goods

all the people who have some sort of contact with each other and have common traditions and history

the study of people in groups and how they relate to one another in society

a tax on imported goods

replaced the Articles of Confederation as the basis of government in this country was adopted at the Constitution Convention, held in 1787

Reading

INTERPRETATION OF READING MATERIALS IN SCIENCE
SUMMARIES OF TELEVISION PROGRAMS

Summaries of the television programs on science tell what is covered in that program and gives some information on the program that may help you. (program Science III is not available at this time.)

A glossary of science terms appears on pages 123-126 of your Study Guide.

An index to study guide for the reading comprehension skills for this section appears on page 11 of this packet.

(There is no TABE analysis in this section.)

Reading

Interpretation of Reading Materials in Science

SUMMARIES OF TELEVISION PROGRAMS

There are three television programs based on interpreting reading materials in science. The emphasis appears to be on the content of the material rather than on the reading skills. Again, the television programs do not point out which reading skill is being tested by each question as the guide does. Also, the content material covered is considerably more extensive than the summaries presented in the guide. The vocabulary words at the beginning of each unit are not covered in the same order as they are listed in the study guide. Additional words are presented in the television programs and some of the words listed in the study guide are not covered on the television programs.

Science I: The Heart

This television program covers the following content material in this order: the heart and the blood vessels. In Unit I on the heart the reading skills covered are inference: interpreting diagram; literal: supporting idea, main idea; and inference: application of ideas.

In Unit II on blood vessels the reading skills covered are literal: supporting ideas; and inference: words in context.

There is considerably more information presented on both the heart and the blood vessels than there is in the study guide. However, the questions are the same. Again the writing frequently runs off the screen.

Science II: The Blood

This television program covers the following content material in this order: the blood and the circulatory and respiratory systems.

In Unit 3 on the blood the reading skills covered are literal: main idea; inference: supporting ideas and words in context; literal: supporting ideas; and inference: application of ideas.

In Unit 4 on the circulatory and respiratory systems the skills covered are: literal: supporting ideas; and inference: application of ideas and words in context.

There is a particularly good railroad skit on the circulatory system.

Science III: The Atom

INTERPRETATION OF LITERARY MATERIALS

This section has three parts:

- (1) a summary of the television programs covering interpretation of literary materials, page 23.
- (2) a glossary of literary terms you will need to know, page 26.
- (3) an index to the study guide, page 31.

(There is no TABE analysis for this section)

SUMMARY OF TELEVISION PROGRAMS

The next part is a summary of the four television programs on literature. It tells what is included in each program, and gives information which may help you in getting ready to watch the program and in reviewing.

Reading

Interpretation of Literary Materials

SUMMARY OF TELEVISION PROGRAMS

INTERPRETATION OF LITERARY MATERIALS

There are four television programs concerned with the interpretation of literary materials. It is necessary that these programs be studied in advance in the Reading Guide. There is a great deal of material covered in each program. Although the television programs follow the outline of the guide, the explanations are more complete on television than in the guide.

LITERATURE I: PROSE--STYLE AND TONE

The television program covers two literary techniques: style and tone. The types of styles defined and examples given are: formal, informal or narrative, colloquial, cliché-filled, flowery, terse and aphoristic. The types of tone defined and examples given are: optimistic, pessimistic, tragic, comic or humorous, satirical, suspenseful, ironic, philosophical and nostalgic.

As you can see, a great deal of information is covered in this program. It would be necessary to have the guide to review the material both before and after the program in order to retain a knowledge of the terms.

LITERATURE II: PROSE--FIGURATIVE LANGUAGE

The television program covers three examples of figurative language as they are used in prose: simile, metaphor and personification. Definitions and examples of each are given.

At the end of the program reference is made to "criterion tests". However, what they are and where they are located is not clearly stated.

The Guide contains a section on Prose-Reading Comprehension which is not covered on the television program. However, the examples from this section are presented on the television program.

The television program constantly reinforces the need for knowing this information which is very good.

LITERATURE III: POETRY--FIGURES OF SPEECH

The television program covers figures of speech and devices of sound and repetition as they relate to poetry. The figures of speech discussed are: hyperbole, rhetorical question and apostrophe. The devices discussed are: onomatopoeia, alliteration and parallelism.

As you can see from above, the topics discussed in this section are difficult--both in the terms themselves and in the practice exercises given. A great deal of advance practice is necessary before viewing this tape. Although Reading Comprehension is covered in the Guide, it is not covered on the television program.

There is a long introduction on this program before they actually get into the discussion of the topics listed above.

LITERATURE IV: POETRY AND DRAMA

This television program covers figures of speech, the sonnet and rhythm and meter. The rhythm and meter section introduces ten terms which are both difficult to pronounce and to understand. The television program follows the study guide closely.

Reading
Interpretation of Literary Materials

GLOSSARY

The Literature Glossary on the next four pages lists, in alphabetical order, the literature terms you should know. The number after the word is the page number on which that word appears in the study guide. The definitions for each word are given in the right column. To test yourself on the definitions after you have studied them, cover the right side.

GLOSSARY

<u>WORD/PAGE</u>	<u>DEFINITION</u>
allegory(146)	an extended metaphor in which all the elements of the story are symbolic or representative of other things; a narrative where abstractions (virtue, fear, love) are made concrete (Mr. Virtue,) for communicating a moral. <u>Pilgrim's Progress.</u>
alliteration (151)	using words that repeat particular sounds over and over, usually at the beginning of the words
anapestic (166)	a type of poetic feet in which there are three syllables, the first two unstressed, and the third stressed
aphoristic (130)	a type of prose using short concise statements concerning a philosophy or principle. Example: Make love, not war.
apostrophe (150)	a device used in poetry in which the poet will address the subject of his poem directly
cliche-filled (130)	a type of prose using trite, worn-out expressions. Example: right as rain, I'm sitting on top of the world.
colloquial (130)	a type of prose using dialects found in conversational English of particular regions.
comic or humorous (131)	a type of prose in which the tone is light and amusing
dactylic (167)	a type of poetic feet in which there are three syllables, the first stressed and the next two unstressed. Example: TEN der-ly
dimeter (167)	a line containing two poetic feet
fable (147)	a brief moral tale, in verse or prose, not historical, often derived from folklore, frequently child-like quality, characters or animals who speak or act like humans. Example: Aesop's Fables.
flowery (130)	the author writes in elaborate detail and makes ample use of the various figures of speech
formal style (129)	the author expresses his thoughts by using language which is particularly dignified, stiff or precise

WORD/PAGE

hexameter (167)

hyperbole (149)

iambic (166)

ironic (132)

metaphor (138)

metonymy (165)

nostalgic (132)

onomatopoeia (151)

optimistic (130)

paradox (137)

parallelism (151)

pentameter (167)

DEFINITION

a line containing six poetic feet

when a poet deliberately uses exaggeration to emphasize something or to make a particularly strong point

a type of poetic foot in which there are two syllables, the first unstressed and the second stressed. Example: a-LONG

a type of tone used in literary work in which the outcome is different from what you expected it to be. Irony may be humorous, or it may be grim. The point to remember is that irony relies on the unexpected ending for its effect.

a figure of speech in which the author makes a comparison between two objects but does not use the words "like" or "as."

a figure of speech in which the author uses a closely related idea for the idea itself

a type of tone used in literary work in which the author expresses a desire to return to earlier, supposedly better times

a figure of speech in which the actual meaning of a word is suggested by its like. Examples: buzz, hiss, sizzle.

a type of tone used in literary work in which the author tries to see the positive, or bright side of everything

a literary form in which a statement appears at first to be a contradiction, but does prove to be true. Example: The more a man learns, the more he realizes how little he knows.

a device of sound and repetition in which a poet repeats a whole word, or a group of words. The repeated words occur in lines with parallel (matching) sentence structure.

a line containing five poetic feet

WORD/PAGE

parable (147)

personification (139)

pessimistic (131)

philosophical (132)

rhetorical question (150)

rhythm and meter (164)

satirical (131)

simile (138)

sonnet (165)

spondaic (167)

style (129)

DEFINITION

a short narrative from which a moral can be drawn. It may be an allegory (need not be) where each character stands for an abstract idea that would be hard to grasp.

a figure of speech in which the author gives human characteristics to objects, animals, or ideas

a type of tone used in literary work in which the author expects the worst and sees only the bad side of everything

a type of tone used in literary work in which the author uses the literary medium to express beliefs, concepts or attitudes

another device a poet uses to achieve emphasis. It always asks the obvious, but in this way it makes a greater impact than a direct statement would.

two characteristics of poetry that help achieve special effects. They depend on the patterning of accented and unaccented units.

a type of tone used in literary work in which the author uses sarcasm to mock or ridicule the subject

a comparison between two objects using the words like or as. Examples: stiff as a board, eats like a pig.

a poem consisting of exactly 14 lines. It generally begins with the statement of a theme or problem and ends with a conclusion or summary statement of the main theme.

a type of poetic foot in which there is one stressed syllable

the way an author expresses his thoughts. It is the particular use and arrangement of words which best express the author's individuality and the idea and intent in his mind.

WORD/PAGE

suspenseful (131)

symbol (152)

synecdoche (164)

terse (130)

tetrameter (167)

tone (130)

tragic (131)

trimeter (167)

trochaic (166)

DEFINITION

a type of tone used in literary work in which the author creates a mood of apprehension, anxiety, or mystery

something used to represent an idea or abstraction

a figure of speech in which the use of a part represents the whole, or the use of the whole represents a part

the author uses as few words as possible to get his idea across

a line of poetry containing four poetic feet

the mood or emotion created in the literary work by the author. Some types of tone are: optimistic, pessimistic, tragic, comic or humorous, satirical, suspenseful, ironic, philosophical and nostalgic.

the tone of a literary work in which the author conveys a sad feeling and tries to evoke pity or fear in the reader

a line of poetry containing three poetic feet

a type of poetic foot in which there are two syllables, the first stressed and the second unstressed

INDEX TO THE STUDY GUIDE

This part lists the specific skills needed for this section. The skills are listed in the left column, not in alphabetical order but in the order in which they appear in the study guide.

The Program column under "STUDY GUIDE" shows the number of the television program (and the program in the study guide) which covers that skill.

The "Explanation" column under "STUDY GUIDE" shows the page number in the study guide which explains that skill.

The "Exercises" column under "STUDY GUIDE" shows the page number in the study guide which has exercises on that skill. The numbers in parentheses are the exercise numbers which should be done on that page.

Interpretation of Literary Materials

INDEX TO THE STUDY GUIDE

SPECIFIC SKILL	S T U D Y G U I D E		
	PROGRAM,	EXPLANATION,	EXERCISES
I. PROSE			
<u>style</u>	1	129	134 (1,3) 135 (1), 136 (3,5)
aphoristic	1	130	
cliche' filled	1	130	
colloquial	1	130	134 (1)
flowery	1	130	
formal	1	129	134 (3), 136 (5)
informal and narrative	1	130	136 (3)
terse	1	130	135 (1)
<u>tone</u>	1	130	134 (2,4) 135 (2), 136 (4,6)
comic or humorous	1	131	134 (2)
ironic	1	132	
nostalgic	1	132	136 (4)
optimistic	1	130	
pessimistic	1	131	136 (6)
philosophical	1	132	134 (4)
satirical	1	131	
suspenseful	1	131	135 (2)
tragic			
<u>figurative language</u>	2	138	140 (1-6), 145 (1-3), 146 (4-6)
allegory (fable, parable)	2	146	148 (1-5)
metaphor	2	138	141 (4,5,6), 146 (2)
personification	2	139	140 (3), 145 (2), 146 (5)
simile	2	138	140 (1,2), 145 (2), 146 (1)
<u>reading comprehension</u>	2	142	143 (1-4), 144 (5-8)
II. LITERARY FORMS			
<u>paradox</u>	1	137	137 (1-3)
	1	137	137 (1-3)

SPECIFIC SKILLS T U D Y G U I D E
PROGRAM, EXPLANATION, EXERCISES

III. POETRY	3		
<u>figures of speech</u>	3	149-150	154 (1-3), 155 (4-5), 158 (1-3), 159 (4-6)
apostrophe	3	150	154 (1), 158 (1)
hyperbole	3	149	154 (2), 158 (3)
personification	3		159 (5,6)
rhetorical question	3	150	154 (1), 159 (4)
simile	3	150	155 (4,5), 158 (2)
<u>device of sound</u>	3	150-152	156 (1-3), 160 (1-3)
alliteration	3	151	156 (2,3)
onomatopoeia	3	151	156 (2,3), 160 (3)
parallelism	3	151	156 (1-3), 160 (1)
rhyme	3		156 (1-3), 160 (1-3)
<u>reading comprehension</u>	3		157 (1,2), 161 (1,2), 162 (3,4)
<u>additional figures of speech</u>	4	164,165, 172,173	
synecodoché	4	164,165	172 (2), 173 (4)
metonymy	4	165	172 (1), 173 (3)
<u>sonnet</u>	4	165,166	
<u>rhythm and meter</u>	4	166-168	
iambic	4	166	170 (1), 171 (3,5)
anapestic	4	166	170 (3), 171 (1)
trochaic	4	166	170 (2), 171 (2)
dactylic	4	167	171 (4)
spondaic	4	167	
dimeter	4	167	170 (3), 171 (2,3)
tetrameter	4	167	170 (1,2), 171 (1)
pentameter	4	167	
hexameter	4	167	171 (4)
IV. DRAMA			
<u>figurative language</u>			
simile	4		175 (6)
personification	4		179 (7)
<u>reading comprehension</u>	4	173-180	

READING PACKET
STUDENT EVALUATION

TO THE STUDENT: This is an evaluation of the Reading Learning Skills Packet. We need your help in improving the packet. Will you please answer the questions below, and return this sheet to your teacher.

Thank you for your help.

Reading Comprehension

1. Did you use the analysis of the TABE test? YES _____ NO _____
2. If you did use the analysis of the TABE test, did it help you find out the skills you needed to work on? YES _____ NO _____
3. Did you use the summaries of the television programs? YES _____ NO _____
4. If you did use the summaries of the television programs, did they help you understand the programs better? YES _____ NO _____
5. Did you use the index to the study guide? YES _____ NO _____
6. If you did use the index to the study guide, did it help you find what you were looking for in the study guide? YES _____ NO _____
7. Did you use the glossary of reading comprehension terms? YES _____ NO _____
8. If you did use the glossary, did it help you learn the terms you needed to know? YES _____ NO _____

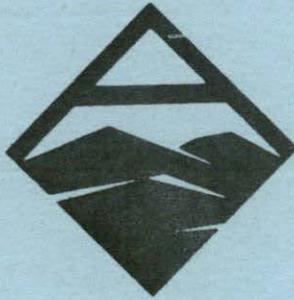
Interpretation of Reading Materials in Social Studies

9. Did you use the summaries of the television programs on social studies? YES _____ NO _____
10. If you did use the summaries, did they help you understand the programs? YES _____ NO _____
11. Did you use the glossary of social studies terms? YES _____ NO _____
12. If you did use the glossary, did it help you learn the terms? YES _____ NO _____

Interpretation of Literary Materials

13. Did you use the summaries of the television programs on literature? YES _____ NO _____
14. If you did use the summaries, did you find them helpful? YES _____ NO _____
15. Did you use the index to the study guide? YES _____ NO _____
16. If you did use the index, did it help you find what you needed in the study guide? YES _____ NO _____
17. Did you use the glossary of literary terms? YES _____ NO _____
18. If you did use the glossary, did it help you learn the terms? YES _____ NO _____
19. What problems did you have in using or understanding this packet?

20. How do you think the packet should be changed?



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