

MEETING 10

IMPLIED DETAIL QUESTIONS

A. OBJECTIVES

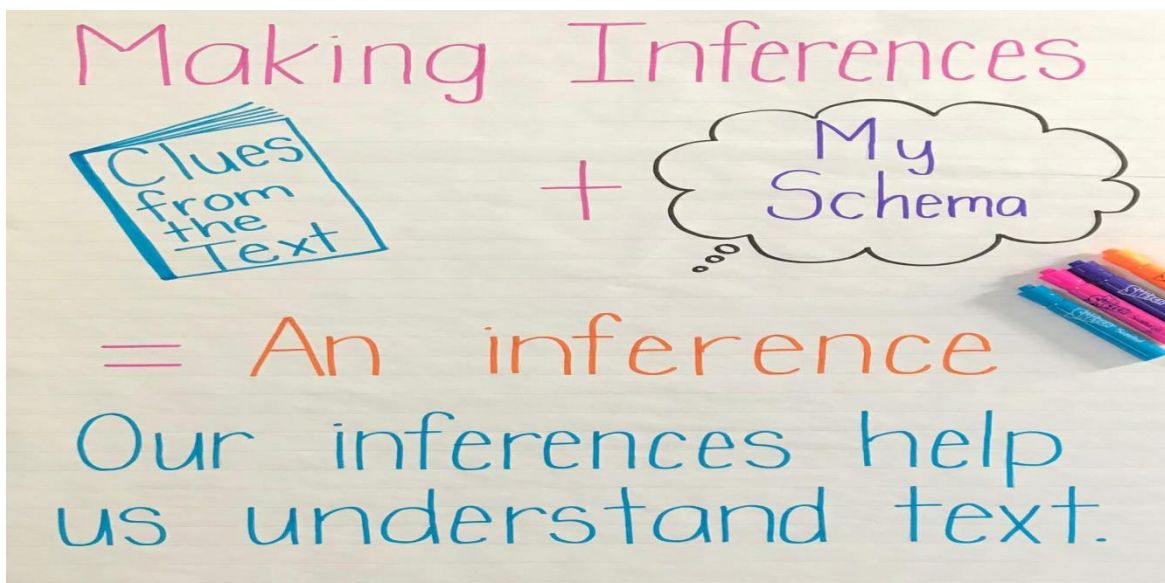
After studying this material, students are able to:

1. imply answers as they are not directly stated in the passage

B. MATERIAL DESCRIPTION

Activity 1. Participating in Classroom Discussion

1. Have you ever concluded something your relatives or friends never explicitly say to you?
2. Why did you draw conclusion?
3. How did you draw conclusion?
4. What if you did not draw conclusion to it?



Activity 2. Learning about Inferences

Just as a scientist can make conclusion from research, a careful reader can draw inferences from reading. An inference is a logical conclusion you can make by using information given to you. In reading, a text may not state a conclusion directly, but it provides

information that the reader can use to make a plausible, or likely, conclusion. Read the following example:

“The number of obese youths grows 10 percent every year,” says Aimin hospital director Shi Lidong. “It’s partly because they are spoiled by doting parents and grandparents.”

Here are plausible Inferences:

1. Some Chinese parents and grandparents use food to spoil their children.
2. Therefore, in some Chinese families, food must be a positive thing, a treat, or a reward to children.
3. Also, the standard of living in China is probably high enough for families to provide children with excess food.

MAKING INFERENCES 20



A. Are they jumping off a mountain or out of a plane?
B. Does their backpack have a parachute or school supplies?
C. Are they more likely to be tourists or in the military?

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Inference questions ask about the meaning of a line, paragraph, or even an entire passage. The ideas being asked about are not directly stated in the text, which mean that inference questions often include the phrases “could be interpreted to mean” or “suggests that.” However, the answers to these questions cannot be subjective or ambiguous. There are three main kinds of inference questions: **deduction, speculation, and examination.**

1: Deduction

Inference questions that fall into this subcategory ask you to fill in missing information. The gist of most of the questions is "If something is said in the passage, what is the logical

extension?" Deduction questions are very close to detail questions, except that you must make a logical deduction, rather than relying only on information in the passage.

2. Speculation

These inference questions ask you to speculate about the meaning (or "suggested" meaning) of a statement, description, or something else in the passage. In some ways, these are similar to function questions, but the answers the SAT is looking for are very different.

3: Examination

Inference questions which fall into the examination subcategory question you about the internal life (thoughts, feelings, motivations) of the narrator, author, or someone mentioned in the passage. They can mostly be summed up as asking "What would [this person] think about [that thing]?" Examination questions are the most complicated type of inference questions, because they ask you to get into the head of the author/narrator/character/other person mentioned in the text. You will often see these sorts of questions on paired passages. Here are some tips to answer such typical questions:

1. Inference questions ask you to deduce, speculate, and examine based on evidence directly stated in the text.
2. In order to successfully answer inference questions, you must make sure you understand the question
3. Look for context to help if the lines/words mentioned in the question aren't enough
4. Answer the question in your own words before looking at the SAT' s answer choices
5. Answer questions in an order that makes sense and is not confusing/disorienting
6. Eliminate three wrong answers

Make an inference - What is it?



Clue:
This helped
people talk to
each other
when they
weren't in the
same room.

What do you infer it is? **14**

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Activity 3. Choosing correct plausible inferences

Read the two possible inferences you might draw from the information in the reading, and put a check mark next to the one you think is the most plausible.

1. Ten food groups were difficult for consumers to remember, so these groups were trimmed to four food groups by the U.S government by the late 1950s.
☐ The U.S. government thought people were having a hard time understanding so many food groups.
☐ There are really only four food groups.

2. In developed countries, food guides tend to promote a diet that prevents chronic disease. In developing countries, however, the goal of the food guide is to promote a diet that provides nutrients to safeguard against malnutrition.
- _____ People from developing countries don' t have chronic disease.
 - _____ People from developing countries worry about malnutrition.
3. Mexico' s chalice graphic illustrates the importance of water for overall health by placing “ water” at the top and largest section of the chalice. Mexico has one of few food guides that characterize water as a principal part of the diet.
- _____ Water is in short supply in Mexico.
 - _____ Mexico has a lot of water.
4. Budi is one of the many Indonesians and foreign patients who have checked into the Aimin Obesity Reduction Hospital to lose weight and gain self-esteem.
- _____ Obese people have problems with their self-image.
 - _____ In Indonesian society, obesity is viewed as a positive characteristic.
5. Forty to fifty years back, children used to engage in more of outdoor activities.
- _____ Today' s children have many more interesting indoor activities.
 - _____ Children today get a lot of physical exercise.

Activity 4. Learning about Inferences

you will sometimes be asked to answer a multiple choice question about a reading passage by drawing a conclusion from a specific detail or details in the passage. Questions of this type contain the words *implied*, *inferred*, *likely*, or *probably* to let you know that the answer to the question is not directly stated. In this type of question, it is important to understand that you do not have to "pull the answer out of thin air." Instead, some information will be given in the passage, and you will draw a conclusion from that information. Look at a multiple choice example of an implied detail question. The following chart outlines the key information that you should remember about implied detail questions:

IMPLIED DETAIL QUESTIONS

(Taken from Phillips, D. 1952)

HOW TO IDENTIFY THE QUESTION	<i>It is implied in the passage that....</i> <i>It can be inferred from the passage that....</i> <i>It is most likely that</i> <i>What probably happened... ?</i>
WHERE TO FIND THE ANSWER	The answers to these questions are generally found in order in the passage
HOW TO ANSWER THE QUESTION	1. Choose a key word in the question. 2. Scan the passage for the key word (or a related idea). 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true, according to that sentence

Activity 5. EXERCISE

Until 1996, the Sears Tower was the tallest building in the world, with more than a hundred stories. It is located in Chicago, whose nickname is the Windy City. The combination of a very tall building in a city with such weather conditions leads to a lot of swaying in the breeze.

On a windy day, the top of the building can move back and forth as much as three feet every few seconds. The inside doors at the top of the building open and close, and water in sinks sloshes back and forth.

1. The Sears Tower is probably
 - A. as tall as the Empire State Building
 - B. no longer the tallest building in the world
 - C. taller than any other building
 - D. still the highest building in the world

2. It can be inferred from the passage that Chicago
 - A. has moderate weather
 - B. is generally warm
 - C. has humid weather
 - D. usually has a lot of wind

3. It is implied in the passage that the upper-level doors in the Sears Tower open and close because

- A. the building was poorly constructed
- B. people go in and out so often
- C. the building moves in the wind
- D. there is water in the sinks

The most common last name in the English-speaking world is Smith, which was taken from the job of working with metals. A silversmith, for example, is someone who works with the metal silver. Historical records indicate that the use of this last name is at least 700 years old. Today, there are more than 3.3 million Smiths living in the United States and perhaps another million Smiths living in other English-speaking countries worldwide.

- 4. It can be inferred from the passage that family names
 - A. were always taken from the area where a family lived
 - B. were short names
 - C. had little or no meaning
 - D. could be taken from jobs
- 5. Which of the following is implied about the Smith family name?
 - A. It is definitely not more than 700 years old.
 - B. It existed 600 years ago.
 - C. It did not exist 500 years ago.
 - D. It definitely was not in use 1,000 years ago.
- 6. In England there are probably
 - A. more Smiths than there are in the United States
 - B. more than a million Smiths
 - C. fewer than a million Smiths
 - D. no families with the name of Smith

On the hardness scale, corundum immediately follows diamond, which is the hardest mineral in the world. Corundum is perhaps better known by the names of its gemstones, ruby and sapphire. Basically, gem corundum is divided into two groups: corundum that is red in color is called ruby, and corundum that is any other color is called sapphire.

Pure corundum is clear, but pure corundum is rarely found in nature. If small amounts of the chemical substance chromic oxide (Cr_2O_3) got into the crystal structure when it formed millions of years ago, then the corundum turned a deep, rich red and became ruby.

Red is not the only color that corundum can take on. Other chemical substances enter into the crystal structure of corundum, and it can take on a variety of other colors. Most people associate blue with sapphires, and certainly when corundum contains impurities that turn it blue, it is called sapphire. However, corundum can have a variety of other colors—e.g., green or purple and still be called sapphire.

7. It can be inferred from the passage that corundum is

- A. the hardest mineral in the world
- B. not as hard as sapphire
- C. the second hardest mineral
- D. a rather soft mineral

8. Chromic oxide is probably what color?

- A. Clear
- B. Blue
- C. Red
- D. Green

The number of rings in a tree can be used to determine how old a tree really is. Each year a tree produces a ring that is composed of one light-colored wide band and one dark-colored narrow band. The wider band is produced during the spring and early summer when tree stem cells grow rapidly and become larger. The narrower band is produced in fall and early winter when cell growth is much slower and cells do not get very large. No cells are produced during the harsh winter and summer months.

9. It is *implied* in the passage that if a tree has 100 wide bands and 100 narrow bands, then it is

- A. a century old
- B. two centuries old
- C. fifty years old
- D. two hundred years old

“ Madame,” said Akira, “ forgive my disruption, but I come with a matter of urgency.” His voice was soft, refined. He straightened and stole a deferential peek at her face. In the dim light his eyes shone with sincerity. Chie felt herself starting to like him. “ Come inside, get out of this nasty night. Surely your business can wait for a moment or two.” “ I don’ t want to trouble you. Normally I would approach you more properly but I’ ve received word of a position. I’ ve an opportunity to go to America, as dentist for Seattle’ s Japanese community.”

10. Which reaction does Akira most fear from Chie?

- A. She will consider his proposal inappropriate.
- B. She will mistake his earnestness for immaturity.
- C. She will consider his unscheduled visit an imposition.
- D. She will underestimate the sincerity of his emotions.

C. REFERENCES

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