**CASAS Study Packet 187R Level D**

*Introduction*

*The Comprehensive Adult Student Assessment Systems (CASAS) tests students’ progress on applied reading skills. It is approved by the US Department of Education and the U.S. Department of Labor.*

The materials included in this packet are for the tutor and student to do together. The vocabulary sheet and sample questions address the specific test your student will take. The other worksheets are similar questions your student may see on the test. The entire packet gives your students a chance to prepare for their upcoming test. This packet, however, does not take the place of your regular curriculum whether it is Wilson, Voyager or another program.

Your student may already be proficient in some areas, so before using this guide: **Review the student’s CASAS Performance Summary to see which skills need improvement.**

To use the packet effectively you should:

- **Teach and/or review the skills your student needs until the student has mastered them.**

- **When you are notified of the student’s next test date, review these skills.**

Don’t try to teach everything at once. A basic guideline for using the components of the packet is to break it down into small segments. Don’t spend more than 15 minutes at one time on the packet. Spread it out into manageable steps. Teach vocabulary in a variety of ways, and in **context** so that your student can transfer what he/she has learned to the real world.

Techniques are suggested on the sheet. Other methods are available, if these do not work. Feel free to use your own materials you think would help your student.

We support **learner-centered instruction**, so adapt your materials and instruction to meet the individual needs of your student.

If you need additional materials or help with specific issues, call me.

Thank you.

Kathy Kyle
Dear Tutor:

Please find below the vocabulary study list for your student’s upcoming CASAS test. Please begin to prepare him for that test in the next few weeks by providing games and activities that use these words. Determine which words your student already knows and then practice the remainder. Here are some suggestions for activities:

- Flashcards
- Sort by category/subject
- Alphabetize
- Sort by part of speech
- Use in a sentence
- Break into syllables
- Match word to definition
- Cloze sentences (sentences with blanks for the words to be filled in)
- Have your student create a test for **YOU** to take using these words

**Good Luck!**

<table>
<thead>
<tr>
<th>187R Level D</th>
<th>fatigue</th>
<th>respiratory</th>
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<tr>
<td>solicit</td>
<td>vend</td>
<td>prohibit</td>
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<tr>
<td>engage</td>
<td>fetal alcohol syndrome</td>
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<td>double jeopardy</td>
<td>characteristic</td>
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<td>occupancy</td>
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<td>imply</td>
<td>defect</td>
<td>violate</td>
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<td>disregard</td>
<td>sanitary</td>
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<td>vacant</td>
<td>premises</td>
<td>transfer (a call)</td>
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<td>(phone) extension</td>
<td>courteous</td>
<td>depress (v.)</td>
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<tr>
<td>entry-level</td>
<td>offset</td>
<td>inflation</td>
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<tr>
<td>project (v.)</td>
<td>annual</td>
<td>disability claim</td>
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<tr>
<td>insurance benefits/claim</td>
<td>controversy</td>
<td>run-of-the-mill</td>
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<tr>
<td>distinguished</td>
<td>dust bowl</td>
<td>criteria</td>
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<tr>
<td>nominate</td>
<td>persistent</td>
<td>solvent</td>
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</table>
CHECKPOINT 6-1

Your goal: Get 4 or more answers correct.

Review the memo. Answer the following questions about the memo in the spaces provided.

Memo

To: All Employees
From: Arnold Stein, Manager Facilities Department
Date: March 3, 19-
Subject: Parking Lot C Resurfacing

Parking Lot C will be resurfaced on Friday, March 8. Please use Parking Lots A or B. Street parking is also available.

We regret this inconvenience and appreciate your cooperation during the resurfacing.

1. Who is the memo from?
2. What is the subject of the memo?
3. What date is Parking Lot C being resurfaced?
4. Where should employees park?
5. What are the reference initials?

CHECKPOINT 6-2

Your goal: Get 4 or more answers correct.

Write a memo to your supervisor requesting two weeks' vacation. The two weeks are June 12–26. Your supervisor's name is Ms. Lilly Dong. Use the current date. If possible, key your memo. Use the memo stationery provided. Answer the following questions about your memo in the space provided.
ACTIVITY 6-1  YOUR GOAL: Get 4 or more answers correct.

Review the memo. Answer the following questions about the memo by writing Yes or No in the space provided. The first one is completed as an example.

TO: All Employees
FROM: Janet Russo, General Manager
SUBJECT: HOLIDAY PARTY

Plans for our annual Holiday Party are underway. This year’s Holiday Party will be on December 16. It will be at the beautiful Palm Hotel.

Albert Montoya, Salesman in the Appliance Department, is organizing the event. Please call him if you can serve on one of the committees. We need six people to work with him. We want your ideas to make this event a big success and an enjoyable evening.

Please call Albert today!

Yes  ●  Is the memo from Janet Russo, General Manager?

1. Does the heading include the date?

2. Should Sales Representative be used instead of Salesman?

3. Is a telephone number included for people to call?

4. Are reference initials included?

5. Are correct punctuation and capitalization used?

ACTIVITY 6-2  YOUR GOAL: Get 4 or more answers correct.

You are currently driving to work. There are several people from your company who live near you. You would like to start a car pool. You want to meet with anyone who is interested. Write a memo to your co-workers about your idea. Set a date, place, and time to meet. Use the memo stationery provided. Answer the questions about your memo that follow in the space provided.
Think About It: Apply Information

In order for information in reading material to be useful, readers must be able to apply the information to their own lives.

Tip

To apply information, be sure to consider all the relevant facts. Then evaluate your situation by applying each factor to your situation.

In the early 1900s, states began to pass workers’ compensation laws. Workers’ compensation usually pays for medical expenses due to an injury on the job and living expenses if the employee is unable to work for a time. Following is an excerpt from a handbook that explains the workers’ compensation law in the state of Illinois.

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Handbook on Workers’ Compensation and Occupational Diseases

The Industrial Commission of Illinois

General Information

1. What is workers’ compensation?

Workers’ compensation is a system of benefits provided by law to most workers who have job-related injuries or diseases. These benefits are paid regardless of fault. The amount of the benefits is limited by law.

2. Who is covered?

Almost every employee who is hired, injured, or whose employment is localized in the state of Illinois is covered by workers’ compensation. These employees are covered from the moment they begin their jobs.

3. Who provides the benefits?

The employer is responsible for providing benefits. The employer pays the benefits either directly or through a service or insurance company that administers the program for the employer. No part of the workers’ compensation insurance premium or benefits can be charged to the employee.

The employer must post a notice in the workplace indicating the name, business address and business telephone number of the person, service company or insurance company (including the insurance policy number) to contact for questions relating to workers’ compensation.

4. For what injuries and diseases are benefits paid?

In most instances, workers’ compensation benefits are paid for accidental injuries that are caused, in whole or in part, by the employee’s work. Workers may also be compensated for aggravation\(^1\) of a pre-existing condition.

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1. aggravation: making worse
Injuries are accidental if they happen unexpectedly, without plan or design. This includes injuries brought on by the repetitive use of a part of the body, as well as strokes, heart attacks or any other physical problem caused by work.

Injuries suffered in employer-sponsored recreational programs (e.g., athletic events, parties, picnics) are not covered unless the employees is ordered by the employer to participate. Accidental injuries incurred while participating as a patient in a drug or alcohol rehabilitation program are not covered.

Read the case that follows. Then answer the questions.

Suppose you live in Hammond, Indiana, but work as a secretary in Chicago, Illinois. For the past few months, you’ve experienced pain and numbness in your hands. You went to a doctor, and after an examination, your doctor told you that you are suffering from carpal tunnel syndrome. She believes this ailment was caused by the repetitive movement of your fingers across the computer keyboard when you type at work each day. The doctor has recommended that you not type for one week and that you obtain a wrist pad to help ease the tension on your wrists when you start using the keyboard again.

1. Check each statement that would help you decide if you are eligible for benefits can be workers’ compensation.
   a. No part of the workers’ compensation insurance premium or benefits can be charged to the employee.
   b. Almost every employee who is hired, injured or whose employment is localized in the state of Illinois is covered by workers’ compensation.
   c. In most instances, workers’ compensation benefits are paid for accidental injuries that are caused, in whole or in part, by the employee’s work.
   d. This includes injuries brought on by the repetitive use of a part of the body, as well as strokes, heart attacks or any other physical problem caused by work.


3. Which of the following might be eligible for workers’ compensation benefits in Illinois?
   (1) a man who breaks an ankle when he slips on ice on his way to the company holiday party
   (2) a woman who suffers a neck injury while touring the factory during a job interview
   (3) a man who experiences a loss in hearing after years of working in a noisy environment
   (4) an Illinois woman who injures her back while working at a store in Iowa

4. According to the excerpt from the handbook, who must provide the workers’ compensation benefits?
   (1) the employee
   (2) the employer
   (3) the state of Illinois
   (4) any employee who injures another employee
Jobs Where They Count Most

President Carter, beginning to flesh out the jobs portion of his economic package, has sent Congress an employment program aimed at young people. He couldn’t have picked a better target.

The economic recovery from the worst recession in 40 years has meant very little to teenagers and young adults. As Carter noted, half of the almost eight million Americans still looking for jobs are in the under-25 age bracket, and unemployment among young members of minority groups exceeds 40 per cent in many urban areas.

The Carter program would create a new version of the depression’s Civilian Conservation Corps offering jobs in “the open spaces of our country” and a counterpart “Youth Community Conservation Corps” to train urban youths. It would provide a million permanent jobs and another million summer jobs at a cost of about $1.5 billion.

The Carter youth corps is the strongest signal yet that the administration intends to change the emphasis from the traditional broad-based public works programs of the type the Senate passed Thursday to jobs for specific groups whose members—for reasons of age, sex, health or lack of education—are left outside the economic mainstream even in good times. That’s a wise use of available federal funds. The main responsibility for creating jobs still rests with the private sector, as it should. But government can and should alleviate chronic unemployment among those who have no other hope of sharing in, or contributing to, the nation’s bounty.
6. Editorial

1. In the first three paragraphs, what group of persons is the writer concerned about?

2. What is the jobless rate among young members of minority groups in many cities?

3. What evidence does the writer use to support his statement that Carter is interested in finding jobs for specific groups of persons?

4. Write the words that mean to ease longtime joblessness.

5. Whose responsibility is it to provide jobs, according to the editorial?

6. Underline the words that tell who the editorial writer is concerned about in the last paragraph. Has the main point of concern changed from the beginning?

7. Circle the main point of the editorial—the sentence that sums up what the editorial is trying to show.

8. Tell, in one sentence, what the cartoon is saying.

9. Why is this cartoon used with this editorial?

10. Is the editorial supporting or criticizing Carter's jobs plans?
Reporting a Workplace Injury or Exposure

1. Who should the injured worker notify?
   The employee must inform the employer promptly. Any delay in the notice to the employer can delay the payment of benefits; a delay of more than 45 days may result in the loss of all benefits. Notice to a fellow worker who is not a part of management is not considered notice to the employer.

Choose the best answer to each question.

7. Which of the following has the best chance of avoiding delays in payment of benefits?
   (1) a man who tells his supervisor about his back strain four days after it happened at work
   (2) a woman who tells the man working next to her how she broke her toe when a crate fell on it
   (3) a man who tells his boss that he smashed his finger on a machine two weeks ago and it still hasn’t healed
   (4) a woman who tells her boss about her breathing difficulty immediately after being exposed to chemical fumes in the factory

2. What should the notice include?
   The law requires the employee to notify the employer of the date and place of the accident, if known.

   To avoid possible delays, it is recommended that the notice to the employer also include the employee’s name, address, telephone number and Social Security number, and a brief description of the injury, accident or disease.

8. Which of the following details is not recommended to be included in an employee’s notice to the employer?
   (1) Social Security number
   (2) date of birth
   (3) description of the accident
   (4) employee’s name
3 Learn about traffic accidents

A Look at the pie chart. Complete the sentences.

1. ___ % of car accidents happen because drivers drink _________.
2. ___ % of car accidents happen because drivers aren’t paying _________.
3. ___ % of car accidents happen because of _________ weather.
4. ___ % of car accidents happen because of car _______.

Why Do Traffic Accidents Happen?

- not paying attention: 50%
- bad weather: 32%
- car problems: 11%
- alcohol: 3%
- other: 4%

B Think about the question. Talk about the answer with your class.

What other things can cause accidents?

BRING IT TO LIFE

Watch the traffic in your neighborhood. Are the drivers paying attention? Tell your classmates about the drivers in your neighborhood.
Say It With a Graph

Suppose you had to write a paper for social studies. Your subject is women with jobs. You look in book after book. You want to know how many women have held jobs over the years. Finally you find the facts.

But how do you present these facts in a paper?
The worst way, probably, would be this:

Many more women now hold jobs than used to. In the last hundred years, the percentage of women with jobs has more than tripled. Back in 1880, only 14.7% of women held jobs outside the home. In 1890, it had risen to 17.4%. By 1900, the figure was 18.8%. In 1910, it was 21.5%. Then it leveled off for a few years, with 21.4% in 1920 and 22.0% in 1930. But by 1940, 25.4% of women had jobs. The figures continued to rise: 33.9% in 1950, 37.8% in 1960, 43.4% in 1970, and perhaps 49.4% in 1980.

A paragraph like this takes a lot of time to read. The mixture of words and numbers is confusing. Ask yourself this question: When did the the percentage of working women rise most sharply? Do you know? Probably not. How could you present a better, clearer picture? By using a picture—or a graph:
Directions: Look at the graph and answer the questions below.

1. The graph on the opposite page covers a period of
   (A) 90 years
   (B) 100 years
   (C) 110 years

2. In the year 1940, what percentage of women were in the labor force?
   (A) about 22%
   (B) about 25%
   (C) about 37%

3. In what decade (ten year period) did the percentage of working women fail to increase?
   (A) 1870–1880
   (B) 1900–1910
   (C) 1910–1920

4. The percentage rose most rapidly in
   (A) the early part of the period shown
   (B) the middle part of the period shown
   (C) the latter part of the period shown

5. At the beginning of the period
   (A) no women were working
   (B) nearly 15% of women worked
   (C) only poor women had to work

6. Percentage figures are shown
   (A) at the bottom of the graph
   (B) in the scale at the left
   (C) on the top of the graph

7. This graph was made in late 1977. The “est.” next to 1980 probably stands for
   (A) Eastern Time
   (B) estate
   (C) estimate

SKILL BUILDER 13

Directions: Below are a list of figures and a graph that has not been finished. Your job is to draw the graph. Put dots at the right places, and then connect them with a line.

Note: You may want to “round off” the figures on the table. That is, think of the first number, 8.7, as 9. Think of the last, 5.3, as 5.

UNEMPLOYMENT IN THE U.S.,
1930–1950

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>8.7</td>
</tr>
<tr>
<td>1932</td>
<td>23.6</td>
</tr>
<tr>
<td>1934</td>
<td>21.7</td>
</tr>
<tr>
<td>1936</td>
<td>16.9</td>
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<td>1938</td>
<td>19.0</td>
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<tr>
<td>1940</td>
<td>14.6</td>
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<td>1942</td>
<td>4.7</td>
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<td>1944</td>
<td>1.2</td>
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<tr>
<td>1946</td>
<td>3.9</td>
</tr>
<tr>
<td>1948</td>
<td>3.8</td>
</tr>
<tr>
<td>1950</td>
<td>5.3</td>
</tr>
</tbody>
</table>
Bar Graphs Are Easy

The graphs in the last lesson were line graphs. Did you do Skill Builder 13? If so, you made a line graph yourself. First you put points where they should be on the graph. Then you connected these points with a line. That line showed the ups and downs of unemployment. The graph ran from 1930 to 1950.

Another kind of graph is the bar graph. Look at the graph below. Notice that no line connects the numbers for the different months. Instead the number for each month is shown by the top of a bar. That bar runs from the number down to the bottom of the graph.

The only numbers on this graph are in units of 5 (5–10–15–20–25). But by looking carefully, you can find the exact number for each month. Does the bar for January mean 2 or 3? Since it goes more than half way from 0 to 5, it must mean 3.
Directions: Look at the bar graph and answer the following questions.

1. The month with the fewest number of tornadoes is
   (A) February
   (B) October
   (C) December

2. Tornadoes are most likely to occur in the
   (A) spring
   (B) summer
   (C) fall

3. Going from July to August, the number of tornadoes
   (A) stays the same
   (B) doubles
   (C) is cut in half

4. Going from August to September, the number of tornadoes
   (A) stays the same
   (B) doubles
   (C) is cut in half

5. Tornadoes are most likely to occur in
   (A) June
   (B) March
   (C) May

6. Tornadoes are most likely to occur
   (A) in New England
   (B) in the Middle West
   (C) (not given)

7. From December through May, the possibility of danger from tornadoes
   (A) jumps up and down
   (B) increases
   (C) (not given)

**SKILL BUILDER 15**

**Directions:** Both line and bar graphs can be “turned around.” That is, the numbers or words on the left can be put on the bottom. The numbers or words on the bottom can be put on the left.

Here, the graph on page 22 has been “turned around.” But the bars have been left out. Your job is to put the bars where they should be. Work as neatly as you can.
Pie Graphs for Percentages

The students in one class kept records of where their money went. The records were kept for one month. Each student wrote down how he or she spent every cent. Money spent by parents for the students' needs was not counted.

The results are shown below. The graph is a pie graph (or circle graph). The "pie" stands for the whole—100%. The lines and numbers indicate percentages. They show how the money was spent.

```
"Junk" Food 29%

Good Food 17%

Entertainment Except Movies 7%

*Personal Grooming Items 9%

Movies 18%

Transportation 8%

**Misc. 4%

Clothing 10%
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*personal grooming items—eye shadow, hair tonic, etc.

**misc.—miscellaneous, meaning whatever does not fit under the other headings. Money given to a church, for instance, would be "misc."
SKILL BUILDER 16

Directions: Look at the pie graph and answer the following questions.

1. The largest amount of money was spent for
   (A) movies
   (B) personal grooming items
   (C) "junk" food

2. Of all money spent, food items accounted for
   (A) more than half
   (B) exactly half
   (C) less than half

3. Entertainment of all kinds accounted for
   (A) one-third of the total
   (B) one-quarter of the total
   (C) one-fifth of the total

4. For movies, the class spent
   (A) $18.00
   (B) 18%
   (C) (not given)

5. The graph does not tell us if anyone in the class
   (A) smoked cigarettes
   (B) went to the movies
   (C) cared for his/her appearance

6. Money spent for radio batteries might be included under
   (A) personal grooming
   (B) entertainment
   (C) transportation

7. Suppose the whole class had spent $200. The total for clothing would be
   (A) $5
   (B) $10
   (C) $20

SKILL BUILDER 17

Directions: Keep a daily record of how you spend your time for a week. At least once a day, write down the hours and minutes given to the following: sleeping, school, reading or homework, sports or playing, talking with friends, eating, traveling or walking, and miscellaneous items.

You may have to guess at some of the times involved. But be as accurate as you can. At the end of the week, do the necessary arithmetic. Then put your results on the graph below. Each of the small lines stands for 5%.
Graphing Class 9-8

SKILL BUILDER 18

Directions: The three graphs below tell you a lot about a certain class (class 9-8). Use them to answer the questions on page 27.
TIME SPENT BY CLASS 9-8—WEEK OF MAY 23

1. The graph on the top is called a ____________________________

2. The graph on the lower left is called a ____________________________

3. The graph on the lower right is called a ____________________________

4. Class 9-8's worst subject seems to be ____________________________

5. Class 9-8's best subject seems to be ____________________________

6. Class members spend 35% of their time ____________________________

7. What do class members spend more time at, working or eating? __________

8. In what month was attendance the best? ____________________________

9. Does any graph tell how many pupils are in the class? ____________________________

10. For two weeks the school was hit with a flu epidemic. Many students were out sick. These were probably the weeks of ____________________________

11. At home, do class members spend more time with books or with TV? __________

12. In terms of marks, would you call Class 9-8 very good, very bad, or about average? ____________________________

13. How was attendance the week following spring vacation? ____________________________

14. What two items account for about half the class's time? ____________________________

15. What two items account for the least amount of the class's time? ____________________________

16. In what month was attendance the worst? ____________________________

17. What is the class better in, hygiene or English? ____________________________

18. Does the graph show that no students got over 90 in math? ____________________________

19. Suppose the passing mark is 65. Is it likely that at least one student failed English? ____________________________

20. Suppose there are 30 students in the class. Suppose also the week of March 14 was a regular five-day week. How many individual class days did absent students miss? __________
Lesson 3

Think About It: Compare and Contrast

The graph below contains bars that represent numbers. This graph allows you to compare and contrast data about unemployment rates in 1996 and 1997. You compare the numbers to see how they are similar. You contrast the numbers to notice how they are different.

Tip: To compare data in graphs, look for ways the numbers are similar. For example, look for bars that are nearly the same length or lines that move in the same way. To contrast data, look for differences such as bars of different lengths or lines at different heights.

Read the graph below. Then answer the questions that follow.

U.S. Unemployment Rates
by Census Regions

1. The highest unemployment rate shown on the graph was in
   (1) the Midwest in 1996
   (2) the South in 1996
   (3) the Northeast in 1996
   (4) the West in 1996

2. The second lowest unemployment rate shown on the graph was in
   (1) the Midwest in 1997
   (2) the West in 1997
   (3) the South in 1996
   (4) the Midwest in 1996

3. The biggest drops in the unemployment rate took place in
   (1) the South and the West
   (2) the South and the Northeast
   (3) the Midwest and the West
   (4) the Northeast and the West

4. The two regions with the highest unemployment rates in both years were
   (1) the Midwest and the West
   (2) the Northeast and the West
   (3) the Northeast and the Midwest
   (4) the West and the South

5. Compare and contrast information from the graph by completing the chart below.

<table>
<thead>
<tr>
<th>What is shown on the graph?</th>
<th>Compare: Look for similarities</th>
<th>Contrast: Look for differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unemployment rate in April 1996 and April 1997</td>
<td>The unemployment rate was between 4% and 7% in both 1996 and 1997.</td>
<td>The unemployment rate was higher in 1996.</td>
</tr>
<tr>
<td>The unemployment rate between 1996 and 1997 in different U.S. regions</td>
<td>The unemployment rate in the South and the Midwest was around 4% to 5%. The unemployment rate in the Northeast and the West was around 5% to 6%.</td>
<td></td>
</tr>
<tr>
<td>Changes in the unemployment rate between April 1996 and April 1997</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Write a statement that summarizes the main comparisons or contrasts in the data between April 1996 and April 1997.

_______________________________________________________________________________________________

187R Level D
Think About It: Draw Conclusions

When you **draw a conclusion**, you figure out something you have not been told directly. You can often draw conclusions from a graph. Graphs present data in an organized way. We draw conclusions from the data. For example, the graph on page 25 tells us hundreds of thousands of people got jobs using each method. You can conclude that if you are looking for a job, using several methods will increase your chances.

A. Look at Drawing Conclusions

The graph below is a circle graph. A circle graph (also called a pie chart) represents all of something—one whole. The percentages of all the sections in any circle graph will add up to 100 percent.

This circle graph, which shows data from the *Occupational Outlook Quarterly*, predicts that 2.5 million sales jobs would be created between 1994 and 2005. Each section shows the percentage of those new jobs projected for each type of sales worker. For example, the circle graph predicts that 22 percent of the new jobs will be for cashiers. That’s close to one-fourth of all the jobs. You could restate that data this way: “Nearly one-fourth of all the new sales jobs will be for cashiers.”

To get all you can out of the graph, however, you don’t want to just restate data. You also want to draw conclusions from it.

[2.5 Million Projected New Sales Jobs 1994–2005]

As you study the circle graph, think of what you know about sales jobs. Then think about the data the graph presents and what you can conclude from it. Which statement below is an accurate conclusion that you can draw from the data?

_____ 1. Stores will be the most important source of new sales jobs.
_____ 2. One supervisor is needed for about every 6 sales workers.

You should have picked statement 1. Stores account for 43 percent of the projected new jobs—the Retail Salespersons and Cashiers categories. No data on the graph shows the relationship between supervisors and sales workers.
When you read a graph, read all the labels carefully to be sure you understand what the graph is showing. If you don’t, you may not understand the information correctly, and you may draw wrong conclusions.

B. Practice

The circle graphs below show the distribution of the U.S. labor force by age. Each section of each graph represents the percentage of the labor force that is in a certain age range.

1. Study the first circle graph. Think of what you know about the labor force. Think of what you can conclude from the data. Check each conclusion you can draw.
   ___ a. About 12 percent of people working in 1994 will have retired by 2005.
   ___ c. Nearly one third of U.S. workers were at least 45 years old in 1994.

2. Study the second graph. Compare it with the first graph. Check each conclusion you can draw from the predicted changes in the labor force.
   ___ a. The average age of workers in this country is projected to increase.
   ___ b. There will be as many 16-24-year-olds in 2005 as in 1994.
   ___ c. The percentage of workers aged 25-34 will decrease by the year 2005.
   ___ d. In 2005 the labor force will be the same size as in 1994.

Talk About It

Take a survey. Ask people what methods they used to get their jobs. List the methods and tally how many people used each one. Then make a single bar graph to show the data. Compare graphs with your classmates.