



Learning Project 6 Answering the Multiple-Choice Questions

(Note: *Italicized portions should be directed to the students.*)

Inquiry Activity 6-2: Multiple-Choice Questions – Set 2

1. Identifying the Problem

The Writing Learning Projects have 13 of the 25 multiple-choice questions embedded within the writing activities. The questions focused on in these two activities are those not already covered. These two activities can be used to develop test-taking strategies. Because the multiple-choice portion of the writing test can be confusing, with possible answers covering a wide range of issues, from spelling to punctuation to rewriting, you may find that some of your students will profit by devoting some time in developing strategies for approaching the test. The correct answers are starred in the teacher version.

In each of the Inquiry Activities in this Learning Project, you will explore one of the passages in the multiple-choice section of the GED practice test to develop test taking skills for this section of the Writing Test.

1. *In this Inquiry Activity we are going to concentrate on the thinking it takes to answer the multiple-choice questions on the GED Writing Test. You will use all of the rules for clear expression and mechanics that you have explored in all the Learning Projects up to this one.*
2. *You will also be asked to develop test-taking strategies that use the knowledge you have gained about effective sentence revision and mechanics in a multiple-choice situation.*

Trotter Institute of Electronics “Training for the Future”

Mr. Carlos Montanez
286 Greencrest Street
Houston, TX 77001

Dear Mr. Montanez:

(A)

(1) What does it take to get a good job? (2) You probably have read newspaper articles about how job opportunities are declining today. (3) At the same time, however there are occupations in which opportunities are expanding. (4) The U.S. Bureau of Labor Statistics gave the following report. (5) The report states that in the next 10 years the demand for electronics technicians will increase by 21 percent. (6) As an electronics technician, you can expect to have your choice of many high-paying jobs with excellent working conditions. (7) That means that for every 10 electronics technicians now working, two more will be needed.

(B)

(8) One of the best aspects of an electronics education was that you don't ever have to leave home to get one. (9) The Trotter Institute of Electronics, offers a one-year correspondence course that leads straight to a Certificate of Electronics. (10) You could soon be on your way to a career in electronics. (11) A career filled with excitement and promise.

(C)

(12) You probably think that any course offered by the Trotter Institute would be expensive. (13) Because you get textbooks, assignments, and consultation for only \$450.00, and this includes employment counseling after you graduate, this will surprise you. (14) You can see now that getting a better job is easier than you thought.

(D)

(15) To prepare for a better job with a great future, complete the enclosed registration form. (16) Within 10 days, you'll move toward an interesting and rewarding new career. (17) As mentioned above in the next 10 years the demand for electronics technicians will increase by dramatic proportions. (18) Don't wait to take advantage of this exciting career opportunity.

Yours truly,

Michael T. Langford

Michael T. Langford
Admissions Counselor



3. **Scan** the whole passage to get an indication of what the passage is about. Do not read word for word, or try to find errors, or try to correct anything. Just scan the passage.

4. **Scan** the multiple-choice questions only. Don't read the answer choices at this time.

Questions 11 through 18 refer to the following recruitment letter. Questions missing have been covered in other Learning Projects.

14. Sentence 8: **One of the best aspects of an electronics education was that you don't ever have to leave home to get one.**

Which correction should be made to sentence 8?

- (1) replace was with should be
- (2) change was to is *
- (3) replace was with being
- (4) replace ever with never
- (5) change to leave to to have left

18. Sentence 17: **As mentioned above in the next 10 years the demand for electronics technicians will increase by dramatic proportions.**

Which correction should be made to sentence 17?

- (1) replace As mentioned with By mentioning
- (2) insert a comma after above *
- (3) change will increase to increasing
- (4) insert a comma after increase
- (5) no correction is necessary

Here are problem-clarification questions or directions you may want to consider when "Identifying the Problem" in the Language Arts, Writing Test.

Scan the passage:

What type of written communication is the passage?

Why do you think this passage was written?

How is the passage organized?

Why are the paragraphs lettered and the sentences numbered?

Read the sentence the question focuses on:

For each question, read the whole sentence or sentences and not just the underlined part, if any.

Find the paragraph in the passage in which the each sentence appears and scan that paragraph.

Note what may stand out in each sentence in the way that it is written.

2. Becoming Familiar with the Problem

Ask yourself questions like these about the problem, taking note of the ones that were especially helpful so that you can remember to use them when you take the writing test.

Read the question:



What information in the sentence itself might be relevant to answering the question?

Scan the answer choices:

1. How would you describe these answer choices to someone else by just looking at them?
2. Read the answer choices to each question. What do you see in the answer choices?
 - How are the answer choices different from each other?
 - How are they the same?
3. What do the answer choices tell you about the question that was asked? About the sentence or sentences focused on?
4. What do you know about the areas of grammar or style that the answer choices in each problem represent?
5. What do you know about taking a multiple-choice writing test?
6. How do you plan to take this portion of the test?

3. Planning, Assigning, and Performing Tasks

Try to answer the multiple-choice questions any way you can, even if you have to guess, but try to be aware of the reasoning and thinking steps that you are using. The following questions and strategies can be helpful.

Planning: Use your experience with similar sentences to make sense of this one.

Doing the Work: Answer the following questions or do the following activities:

- Read the first question carefully and try to correct the sentence without referring to the answer choices.
- Read the answer choices for the first question, choose one of the answer choices, and record the steps you used to choose the answer.
- Follow the same procedure for each of the remaining questions.
- Compare the multiple-choice answer you chose as correct with the answer you selected without looking at the answer choices. How similar are the two answers?

4. Sharing with Others

Telling other people what you know helps you to understand the material better. So take this opportunity not only to share the knowledge, but also to learn it more completely.

Small Groups: In your small group, compare your answers to each question to others in the group and explain why you chose each answer and how you found it. Compare the process each group member used to analyze the test question before studying the answer choices carefully. Agree on a process you might use during the writing portion of the test. Agree on the correct answer.

For each question, discuss why each of the other answer choices are incorrect, and discuss what each group member learned about answering multiple-choice questions in the writing test.

Whole Class: Report to the class the different ways the group members found the correct answer for each question. Discuss the reasons why the other answer choices are incorrect for each question, and describe the process your group decided could be used to determine an answer before reading the answer choices.



5. Reflecting, Extending, and Evaluating

Reflecting: *Think about how well you understood what you have done.*

Here are some questions to start you thinking about the experience you just had. Thinking about what you have experienced is part of the learning process. When the focus is only on the answer, you don't get much time to think about what you learned.

How did you use the answer choices that were provided to solve each question?

How would you have answered these questions if no answer choices were given?

Did you have to read the entire passage to answer these multiple-choice questions? Explain.

What does this mean for you as a test taker?

Extending: *Extend what you learned to new situations.*

In extending, you are being asked to transfer the information learned in this Inquiry Activity to other information or situations.

Which of the previous Inquiry Activities that you had completed helped you with answering these multiple-choice questions?

How can the multiple-choice questions help you with the revision of the essay you will write for the GED?

Using one of your own essays as a passage, make some errors in the essay and write some multiple-choice questions, with answers.

Exchange essays and multiple-choice questions with a partner and answer each other's multiple-choice questions.

Evaluating: *Assess what you learned and how you learned it.*

In this last step, you get a chance to review the methods used to learn. There are no right or wrong answers to these questions; it is your chance to look more closely at your learning style and the opportunity to state how you benefited or didn't benefit from the content and/or the methods to help you pass the GED test.

What kind of test-taking strategies did you learn from this Inquiry Activity?

What parts of the activity worked best for you? Explain.

What parts did not work well for you? Explain.

What parts of this Inquiry Activity will you use when taking the GED test? Why?

If you need more help with any writing issue that was tested in these multiple-choice questions, ask your instructor for more help.