



Learning Project 1 Identifying the Kinds of Questions on the GED Reading Test

The purpose of this Learning Project is for the learners to become familiar with the kinds of questions they will be presented with on the test.

Inquiry Activity 1-1: Understanding the GED Questions

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

Each of the kinds of questions asked on the GED Reading Practice Test PA is introduced in this Learning Project. In this Inquiry Activity, seven kinds of questions are introduced with their names and an example. The learner is asked to match the kind of question (asking for supporting detail, predicting, purpose of text or author, drawing conclusions, making inferences, or application of the material in the passage to another setting or situation) with the questions listed. In this Inquiry Activity only questions are provided, not a passage. The questions are taken from the Practice Test passages and will be seen again in later Learning Projects.

1. Identifying the Problem

- 1. Look over the list of question types.*
- 2. Look over the definitions of the question types.*
- 3. Look over the list of questions*
- 4. What do you think you are being asked to do?*

This IA has two steps, to name and define question types and then match actual questions to the definition.

The purpose here is for your learners to become aware of a connection between questions and answers. You can make this explicit as your learners proceed through the Learning Projects. In this IA, without the passage or the answer choices, it may become more apparent to learners that a careful analysis of question types will reveal what kinds of answers will be associated with which type of question. The important thing is to read the passage first and then reread for each of the questions.

Recognizing that necessity, learners can proceed to the passage to reread for the clues to the actual answers.

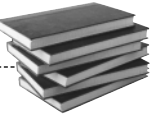
2. Becoming Familiar with the Problem

Below are two lists. List 1 names the kinds of questions found on the GED. List 2 defines these kinds of questions. Match the definition of the question kinds from List 2 with the correct name from List 1.

1. Kinds of questions found on the GED

- 1. Supporting detail (c)*
- 2. Purpose of the text (b)*
- 3. Author's purpose (f)*
- 4. Applying information from the text (d)*
- 5. Predicting (a)*
- 6. Inferring (g)*
- 7. Drawing conclusions (e)*

Answers are indicated in the Teacher's Edition.



2. Descriptions of Kinds of Questions

- a) This kind of question asks you to tell what might happen next to a character or in a situation. The answer choices will not be found exactly in the passage, but will relate to something that might come next. Questions like this test your ability to analyze a situation and use what you have read to make guesses about the future.
- b) This kind of question asks you to tell why the text was written, and how it might be used. People write for a reason. This kind of question tests your comprehension of what the text or passage is supposed to do. The exact answer choice words may not be found in the text.
- c) This kind of question asks you to take the information from the passage to support your correct answer. The words in the answer choices will be found in the passage. This kind of question tests your comprehension of the text, what is actually written in the passage.
- d) This kind of question asks you to use the information in the passage in another setting or situation. The answer choices will not be found in the passage, but will relate to how to use or apply information from the text. Questions like this test your ability to understand information and synthesize or apply it to something else.
- e) This kind of question asks you to look at many parts of the passage to come to a conclusion. To be successful in answering this kind of question, you must find the information from more than one place in the passage. The answer choices will not be found exactly in the text. Questions like this test your ability to evaluate what you have read.
- f) This kind of question asks you to think like the author of the passage. Questions like this ask you to tell what the author was thinking, why the author wrote the passage, and what the author's point of view might be. Questions like this test your ability to understand information and analyze what you have read.
- g) This kind of question asks you to determine what could be a possibility based on the information given in the passage. The exact answer choices will not be found in the text. You will need to gather information from the text and combine that with your own experience and prior knowledge. Questions like this test your ability to analyze and synthesize information.

Activate/Build from Prior Knowledge:

What do you already know about different kinds of questions?

Have you seen these definitions before? Where? When?

Build Interest:

Why should you be interested in the kinds of questions asked on the GED?

Which of the kinds of questions might be interesting to you?

Which questions are less interesting to you? Why?

3. Planning, Assigning, and Performing Tasks

Planning: Determine whether you want to work individually, with a partner, or in a small group.

This IA is best done in pairs or small groups

Assigning: Decide with your partner or in your group how you will carry out the task of matching the definition of the types of questions listed above with the name of the type of question.

Doing the Work:

Following are questions without the passages. Read the questions to determine what type of question it is, based on what it is asking for.



Questions from the GED Practice Test

1. Notice that most of the words of the first lines of each stanza are repeated at the end of the stanza. What effect does this repetition have on the speaker's message? (3)
2. Which among the following is the most likely occasion for someone to sing a song similar to the song of a bird? (6)
3. Maya Angelou, an African-American writer, titled her autobiography ***I Know Why the Caged Bird Sings***. What does her use of the line from the poem "Sympathy" in her title suggest about the message of her book? (4)
4. On the basis of Antonia's character as revealed in this excerpt, how would she most likely act toward Jim if he returned in the future? (5)
5. On the basis of Jim's character as revealed in this excerpt, what relationship is he likely to have with Antonia in the future? (6)
6. The boy and the girl who run along beside Jim as he leaves are which of the following? (1)
7. What is the main purpose of the College's just cause policy? (2)
8. Which of the following would be an example of the "willful falsification or alteration" of a College record? (4)
9. According to the passage, which of the following choices best describes the type of job Mr. Minchell would prefer? (6)
10. Which choice best explains the author's purpose for this passage? (3)
11. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique? (1)
12. What is the major purpose of the passage? (2)
13. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit? (1 or 6)
14. Which one of the following best describes the goal of artists who use this trompe l'oeil technique? (7)

Answers are indicated in the Teacher's Edition.

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.

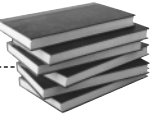
Whole Class: Compare your pair's or group's answers with others in the class. Think about each question you defined. What information in the question caused you to make that definition?

5. Reflecting, Extending, and Evaluating

Reflecting: Think about how well you understand 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.

What are some key words used in a question that give you a clue that you will be predicting? Determining purpose?



What are some key words in a question that give you a clue that you will be drawing conclusions? Applying information?

When you looked at just the questions without a passage to refer to, what did you have to focus on?

How are the question types the same? How are they different?

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

In extending, you are being asked to transfer the information presented in the Practice Test passage to other information or situations.

Where else have you heard the words: draw conclusions, apply information, predicting? What kinds of activities other than reading ask for these kinds of thinking?

As a family member, how do you use questions at home? Which kind of question do you think you ask the most? Why?

As a worker, what kinds of questions do you get asked the most? Why?

If you were in charge, what kind of questions would you ask most often? Why would you ask these 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 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?

How did reading this way make you feel?