



## Learning Project 4 Reading Business Documents

### Inquiry Activity 4-4: Applying the Material

GED test questions are written to elicit different kinds of responses. This question asks the reader to apply what is written in the passage to a situation that may or may not be spoken of directly in the passage.

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

#### 1. Identifying the Problem (Item # 15 PA)

*Scan the test question to find out what you are being asked to do.*

*Question refers to the excerpt from the business document introduced in Inquiry Activity 3-1.*

15. Which of the following would be an example of “willful falsification or alteration of a College record” (line 16)?

- (1) copying a page out of the College catalog
- (2) correcting an error in a student’s record
- (3) forgetting to change your address on your record after you have moved
- (4) giving an incorrect date of graduation in your employment history
- (5) leaving the file room door unlocked overnight

#### 2. Becoming Familiar with the Problem

Four pre-reading strategies are introduced and used consistently to help learners develop the pre-reading skills for use with any reading they might do. These pre-reading strategies are:

- Preview the Passage
- Activate/Build from Prior Knowledge
- Consider/Build Interest
- Set a Purpose

*Remember, in this step, we are focusing on becoming familiar with the question through pre-reading strategies, not answering it from the passage.*

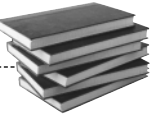
*Preview the Question:* What do you see? Is there anything in the question you do not understand?

*Activate/Build from Prior Knowledge:* Do you know anyone who works with papers and documents? Are there things that can and cannot be done with these documents? Think about your prior knowledge as you answer the question about the passage.

*Consider/Build Interest:* Why would you be interested in taking the information from this passage and using it for another purpose?

*Set a Purpose:* What does the question ask you to do?

In this question, learners are asked to apply the information given in the text to determine a definition for the term “willful falsification or alteration.”



### 3. Planning, Assigning, and Performing Tasks

*Doing the Work:* As you read the question and reread the passage, here are some strategies to consider:

**Clarify:**

Read the passage. Find and mark any words you do not know. See if the passage gives you enough information to **clarify** the meaning of those words. If not, find the meaning by asking somebody or looking it up.

Were there any places in the passage where you did not understand what was going on?

**Analyze:**

Look back at the passage to line 16. Read all the words and the examples given and think what someone would do make college records false. Reread the answer choices and decide which is an example of falsifying a record. Continue doing this until you have completed reading the passage.

Read each answer choice and decide if the information in the answer is:

- not in the passage,
- the opposite of the information in the passage, or
- not accurate.

You may use the graphic organizer if you prefer.

Some of the answer choices in this example could, without very careful reading, be selected as the proper answer. Copying a page, choice (1) is not falsification or alteration. It is duplication of what is there. Correcting an error (2), by use of the word correct, is not falsification. Forgetting to make a change (3) is a mistake but is not willful, merely careless. Leaving the file room door unlocked (5) is careless and could be deemed “failure to perform one’s duties satisfactorily,” but it does not, of itself, falsify records (although someone else may take the opportunity). That leaves (4) giving incorrect information on an application form as the correct choice. Employment applications are legal documents and writing incorrect or false information is actionable by most places of employment.

### 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:** Compare the answer you found with the others in the group. Discuss the methods you used to find the answer, the support for your answer in the passage, and the reasons why each learner thinks his/her answer and the support are correct.

Agree on the correct answer and describe what you would do to **apply** the words or concepts from the passage.

**Whole Class:** Report to the class the group’s answer to the question, the methods used to find the answer, the reasons for not choosing some of the answer choices, and your group’s strategy for answering questions that ask you to **apply** words or concepts from the passage.

Take notes on any different approaches to answering **application** questions.

### 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.

Indicate how you went about finding the answer for this test question.



Tell how you used what you already know to help you answer this question. Now tell how you used the multiple-choice answers to determine which was correct.

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

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

Your facilitator will supply another business document. Become familiar and then do the work to develop a multiple-choice test question that asks you to **apply** a point within the document to a situation.

Then write a multiple-choice question that asks the test taker to **apply** a detail or point within the document to a concrete situation. Concentrate on making the wrong situation choices close to, but not exactly, the best answer. (In other words, don't make the wrong answers so absurd that only one answer stands out.)

Pass your question to other group members or the whole class and, using the strategies discussed in class to read the passage and the question and answer choices, answer the question.

**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 presented in this IA.**

*What did you learn from this activity?*

*How did the approaches in the activity work for you?*

*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?*

