



Learning Project 5 Reading Stories

Inquiry Activity 5-2: Questions

Each of the questions for this passage is presented below. The IA encourages the learner to determine what kind of question is being asked before trying to answer it. We strongly encourage learners to begin with LPs #1, 2, and 3. If this is the learners' first LP, please have them do LP #1 to learn about the kinds of questions asked on the GED Reading test.

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

1. Identifying the Problem (Supplemental Test Items #21-27)

Scan the passage and the test questions. (Don't read the passage to try to answer the questions yet; just scan to find out what the passage and the questions are about.)

Questions refer to the excerpt from a passage introduced in Inquiry Activity 5-1.

21. Which choice best explains what the author means by “vanished” in this passage?

- (1) Mr. Minchell discovered a drug to make himself invisible to others.
- (2) Mr. Minchell didn't know any other employees in his office.
- (3) Mr. Minchell had just moved to the city and had no friends.
- (4) Mr. Minchell led a life that lacked imagination and dreams.*
- (5) Mr. Minchell spent too much time away from his family.

22. According to the passage, which of the following choices best describes the type of job Mr. Minchell would prefer?

He would like to be

- (1) an accountant
- (2) a computer technician
- (3) a clothing salesperson
- (4) a restaurant manager
- (5) an educator*

23. Why does the author describe Mr. Minchell's dreams as “stagnant” in paragraph 13?

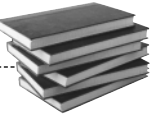
To reveal that Mr. Minchell

- (1) allowed bad habits to distract him*
- (2) was happier with his home and family
- (3) found his job a more satisfying goal
- (4) realized that his dreams were foolish
- (5) spent too much time daydreaming

24. Based on the information in the last paragraph, how did Mr. Minchell vanish?

By

- (1) paying too much attention to his son
- (2) ignoring his boss's directions
- (3) letting his life be ruled by routine*
- (4) spending too much time reading
- (5) avoiding his fellow employees at work



25. Whose job would be similar to Mr. Minchell's job?

- (1) a personal trainer
- (2) a television news reporter
- (3) a case worker who helps people
- (4) a camp counselor
- (5) an income tax auditor*

26. Which choice best explains the author's purpose for this passage?

The author tries

- (1) to criticize people who attempt to achieve their dreams
- (2) to discuss the relationships between parents and children
- (3) to recognize Mr. Minchell's success at his job
- (4) to analyze relationships between employers and employees
- (5) to explain how people lose self-respect and recognition*

27. At the end of the story, Mr. Minchell jumps on the back of a huge stone lion that stood on the steps of the library. As he imagines riding the lion through the jungle, people on the sidewalk begin laughing or making encouraging statements to Minchell.

On the basis of this information, how did Mr. Minchell respond to the people's reaction?

He felt

- (1) angry that people were laughing at him
- (2) relieved that people finally noticed him*
- (3) disappointed that he was no longer invisible
- (4) excited that he could actually ride the lion
- (5) concerned that his boss would see him

The correct answers are marked with an asterisk on the teacher version.

2. Becoming Familiar with the Problem

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

Preview the Questions: Examine the questions and the answer choices. Is there anything in the questions you don't understand?

Activate/Build from Prior Knowledge: From reading the questions and answers, what do you already know about the question used as the passage title?

Consider/Build Interest: Are you interested in the answers to the questions? Which question interests you the most? The least? When you see questions like these, how do you react?

Set a Purpose: For each question, determine if you are being asked to **infer**, **look for supporting detail**, **predict**, **determine the author's purpose**, or **apply information**.



3. Planning, Assigning, and Performing Tasks

Planning: Determine if you want to work individually, with a partner, or in a small group. As you continue to work on Language Arts, Reading Learning Projects, answering the questions on your own and then sharing with the group is a good way to prepare for the test.

Doing the Work: As you read the questions and reread the passage, do the following:

Clarify:

Are there any places in the passage where you did not understand what was going on? **Clarify** your understanding before answering the questions by talking with a partner or your instructor.

Analyze:

Read each question and the answer choices. Based on what the question is asking you to do: **infer, find supporting detail, predict, determine the author's purpose, or apply information**, find the words in the passage that lead to the answer. Continue doing this with each question until you have completed reading the passage.

Read the answer choices to each question and decide if the information in the answer is:

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

If you prefer, use the graphic organizer presented in IA 2-2.

In question 21, the author's purpose is to show that by not following his dreams, Mr. Minchell has literally become invisible. In question 26, the concept of vanishing as a result of not being true to one's self shows how people lose their self-respect and dignity, choice (5).

The answer for question 22, (5) an educator, is directly stated in the passage.

In question 23, four of the answer choices are contradicted by the passage. By not being acted on, Mr. Minchell's dreams have in fact become stagnant. Answer (1) is the only answer choice supported by the passage.

Question 24 builds upon the information in question 23, by continuing to explore his passive lack of imagination and focus.

For question 25, Mr. Minchell's job is not directly stated in the passage. The only choice available that uses a calculator or an adding machine is (5) an income tax auditor.

The final question (#27) refers to an incident that happens at the end of the story and is not included in the excerpt. Mr. Minchell, by using his imagination, is becoming visible again. He will clearly be relieved to be noticed by passers by, choice (2).

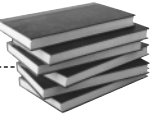
4. Sharing with Others

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

Agree on the correct answers and a strategy you would use for answering questions that ask you to recognize **supporting detail**.

Whole Class: Report to the class the group's answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group's strategy for answering questions that ask you to recognize **supporting detail**.



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.

*Look back at IA 5-1 where you read the passage to **determine important from unimportant detail**. Which questions did that reading strategy help you answer?*

*How important is it to know the difference between **important and unimportant detail** when answering test questions? Explain.*

*How well did you do on the **application** questions (#21 and #25) compared to the **making inferences** and **supporting details** questions? How is answering these different kinds of questions similar or different?*

What were your reasons for not choosing each of the answers you thought were wrong?

Details and even word choice show the author's purpose.

The author's purpose can be seen not only from the scenes and occurrences, but also the words used and the emotions shown. In fiction, the author creates everything for his or her purpose, something that many learners have not considered.

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.

How could you use the reading strategies discussed here to help you read that material more effectively?

*Either your instructor will supply the class, or you can bring in, material to be used by the class for developing multiple-choice questions that ask for **supporting detail**. Make up two multiple-choice test questions that ask for **supporting detail**.*

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

*Describe an **inference** made by someone in your family or on the job. Was the **inference** correct? If not, what could the person have done to make it correct?*

*In your opinion, when is **inference** useful? When is it harmful?*

Has this slowing down of the question answering process helped you in any way in reading at home or on the job?

How did the pre-reading approaches in the activity (purpose, preview, prior knowledge, interest) work for you?

How do understanding test questions and answer choices help you take tests?

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 methods presented in this IA.

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?