



## Learning Project **6** Reading Reviews

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### Inquiry Activity 6-2: 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 #s 28-33)

*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 6-1.*

28. On the basis of the passage, what type of surface did artists use to paint pictures using the trompe l'oeil technique?

- (1) canvases
- (2) floors
- (3) furniture
- (4) walls and ceilings\*
- (5) doors

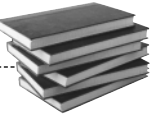
29. On the basis of the excerpt, knowledge about which one of the following would help an artist to use this technique effectively?

- (1) biology
- (2) geometry\*
- (3) magic
- (4) carpentry
- (5) history

30. What is the major purpose of the passage?

To explain how this technique

- (1) is easy to create
- (2) has little artistic merit
- (3) can deceive the viewer\*
- (4) led to changes in buildings
- (5) resulted in photography



31. What is the main purpose of paragraph four?
- (1) to illustrate one way that the technique was used\*
  - (2) to explain the value of the technique to painting
  - (3) to list the artists who use this technique
  - (4) to criticize the exhibits selected for the collection
  - (5) to provide details about the artist's life
32. Why does the reviewer of this passage include the information about placing a "real wooden step" in the exhibit?
- To show that
- (1) Peale imitated Italian country scenes
  - (2) designers tried to recreate the original piece of art\*
  - (3) viewers could actually step through the door
  - (4) Independence Hall was in the artist's hometown
  - (5) the exhibition could provide an element of humor
33. Which one of the following best describes the goal of artists who use this trompe l'oeil technique?
- (1) to trace the history of art
  - (2) to teach architecture
  - (3) to portray scenes of nature
  - (4) to make artwork realistic\*
  - (5) to promote a profitable technique

Correct answers are marked with an asterisk in 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.

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

*Clarify:*

Read the passage, find and mark any words you might 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 that you did not understand what was going on?*

**Analyze:**

*Read the questions and the answer choices. Based on what the questions are asking you to do, find the words in the passage that provide the answer. Continue doing this until you have completed reading the passage.*

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

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

Going through this process allows the test-taker to find answers that are directly stated in the passage.

*What section or parts of the passage support your answers?*

Several direct mentions of painting on walls and ceilings in paragraphs 2 and 3 support the answer (4) walls and ceilings for question 28. Question 33 is also answer choice (4) to make artwork realistic. Again, paragraph 2 mentions “real space,” “actual window,” and taking “the painted for the real.”

*Determine which answer choices answer the questions and explain why.*

Question 29 requires the learner to recognize uses of geometry in establishing perspectives and angles. This knowledge on the part of the painter would be necessary to accomplish the illusion the painting creates.

For question 30, the correct answer is (3) to explain how the technique can deceive the viewer. The answer is in fact bolstered by question 31, about the purpose of paragraph 4, to which the answer is (1) to illustrate one way the technique is used. The example of Peale’s trompe l’oeil in Independence Hall, with the actual step for people to mount to go into the picture can be imagined by the reader.

The correct answer to question 32 is (2) the designers tried to re-create the original.

#### **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 your answers 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 select a reading strategy you would use for answering questions that ask you to **recognize supporting detail**.*

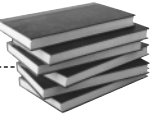
**Whole Class:** *Report to the class the group’s answers to the questions, the methods used to find the answers, the support for the answers chosen, and your group’s strategy for answering questions that ask you to **recognize supporting detail**.*

#### **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.*

*How did the **imaging** activity you did when you read the passage (6-1) help you to answer the questions?*



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

Often, test-takers who are not clear about the correct answer will use the process of elimination. This is a good technique to strengthen.

***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.***

*The passage uses some French expressions. Where are some other places you might see French expressions?*

*If you were the artist, what would you say to this reviewer?*

*Are these the questions you would have asked about the passage? If not, write your own multiple-choice question and ask a classmate to answer it.*

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

***In this last step, you get a chance to review the content of what you learned and 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 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?*