

Post-Test #1 –GC Text Structure + KEY

Questions from *Classroom Science Gets a Makeover*

C (1.3.4) 1. Read the sentence below from the passage.

The lesson is not on nutrition, but plate tectonics, and the students are...well...eating it up.

The sentence contains an example of which type of figurative language?

- A. simile
- B. analogy
- C. idiom
- D. hyperbole

A (1.4.7) 2. The inquiry-based approach to teaching science is **different** from the textbook approach because the inquiry-based approach

- A. involves doing experiments.
- B. requires learning facts and figures.
- C. works best for older students.
- D. can be used to teach plate tectonics.

D (1.3.1) 3. Read the sentence below from the passage.

For the past seven years, she and her colleague Elizabeth Parry have teamed engineering graduate students with Wake County teachers to make science more palatable to kids, hoping to persuade some to choose careers in science and engineering.

In the sentence, the word palatable probably means

- A. ignorant.
- B. historical.
- C. reckless.
- D. attractive.

D (1.3.1) 4. Read the sentence below from the passage.

The Graduate Teaching Fellows program has twin goals: to offer graduate students teaching and outreach experiences, and to enhance science instruction in participating schools.

In the sentence, the word enhance probably means

- A. cease.
- B. forecast.
- C. mock.
- D. improve.

D (1.4.8) 5. How did Bottomley's Graduate Teaching Fellows program affect the elementary school students she taught?

- A. They won many local school science fairs.
- B. They invented new words for scientific concepts.
- C. They decided to go on to become science professors themselves.
- D. They showed more interest in school and talked about science and math.

A (1.4.6) 6. The author uses problem and solution as the structure of the passage **mainly** to

- A. show how imaginative teaching methods can get more kids interested in science.
- B. compare traditional textbook methods of science teaching to the inquiry-based approach.
- C. explain how using new methods to teach science will cause more kids to become astronauts.
- D. describe the history of science education from textbook methods to hands-on methods.

C (1.4.8) 7. Bottomley decided to work with elementary school students rather than older students because

- A. older students are not comfortable learning technical subjects.
- B. elementary school students have strong opinions about science.
- C. older students have already decided whether they like science.
- D. elementary school students have many different learning styles.

Questions from *Reduce, Reuse, and Recycle*

D (1.4.8) 8. The **main** reason to reuse items is most likely to

- A. have some fun.
- B. dress up your house.
- C. save money for stores.
- D. decrease trash in landfills.

A (1.4.6) 9. The author uses problem and solution as the text structure of the passage in order to

- A. explain how to reduce waste.
- B. show why reducing waste is important.
- C. tell in what order you should start reducing waste.
- D. describe what will happen if people do not reduce waste.

D (1.4.8) 10. What would **probably** happen if everyone followed the author's advice?

- A. the number of landfills would increase
- B. stores would begin to make more money
- C. nuts and coffee would become more popular
- D. the amount of trash in landfills would decrease

- C (1.4.8) 11.** According to the passage, flashy and fun packaging can result in
- A. dressing up your living space.
 - B. helping to protect the environment.
 - C. making more waste and disposal problems.
 - D. redistributing items to people who need them.

- B (1.4.7) 12.** The difference between "durable" items and "disposable" items is most likely that "durable" items
- A. are divided up into several containers.
 - B. do not get thrown away after a few uses.
 - C. are not as healthy for the environment.
 - D. come with smaller and less flashy packaging.

Question #	1	2	3	4	5	6	7	8	9	10	11	12
1.4.6 <i>Text Structure</i>						X			X			
1.4.7 <i>Compare-Contrast</i>		X										X
1.4.8 <i>Cause-Effect</i>					X		X	X		X	X	
1.3.1 <i>Context Clues</i>			X	X								
1.3.4 <i>Figurative Language</i>	X											