

# living environment prentice hall brief review 2013 Textbook

## Living Environment Prentice Hall Brief Review 2013

The "Living Environment Prentice Hall Brief Review 2013" serves as a valuable resource for students and educators aiming to grasp the fundamental concepts of biology and environmental science. As a comprehensive review guide, it offers a condensed yet thorough overview of key topics, making it an essential tool for exam preparation, classroom instruction, and independent study. This article provides an in-depth analysis of the content, structure, and educational value of the 2013 edition, helping readers understand its relevance and effectiveness in the context of living environment education.

## Overview of Living Environment Prentice Hall Brief Review 2013

The 2013 edition of the Prentice Hall Brief Review is designed to distill complex biological concepts into clear, accessible language. It emphasizes core principles such as cell biology, genetics, evolution, ecology, and human biology, aligning closely with standard curricula used in secondary education. The guide employs a combination of summaries, diagrams, and practice questions to reinforce learning and facilitate retention.

### Key Features of the 2013 Edition

- **Concise Summaries:** Each chapter provides succinct overviews of essential topics, making it easier for students to review key points efficiently.
- **Illustrations and Diagrams:** Visual aids help clarify complex processes like cellular respiration, photosynthesis, and DNA replication.
- **Practice Questions:** End-of-section and end-of-chapter exercises reinforce understanding and prepare students for assessments.
- **Real-World Applications:** Examples connect biological concepts to everyday life, enhancing relevance and engagement.
- **Focus on Exam Preparation:** Content is tailored to align with standardized tests such as the NYS Living Environment Regents, making it a practical review tool.

## Structure and Content Breakdown

The 2013 Prentice Hall Brief Review is organized into thematic sections that mirror the progression

of a typical biology course. This logical structure facilitates systematic learning and review.

## **1. The Nature of Science and Scientific Method**

This section introduces fundamental scientific principles, emphasizing experimentation, hypothesis testing, and data analysis. It lays the groundwork for understanding biological research.

## **2. Cell Structure and Function**

Key topics include:

- Cell theory
- Types of cells (prokaryotic vs. eukaryotic)
- Organelles and their functions
- Cell membrane structure and transport mechanisms
- Cell division processes (mitosis and meiosis)

## **3. Genetics and Heredity**

Coverage includes:

- DNA structure and function
- Genes and chromosomes
- Mendelian genetics
- Punnett squares
- Genetic mutations and biotechnology

## **4. Evolution and Natural Selection**

This segment discusses:

- Principles of evolution
- Evidence supporting evolution
- Mechanisms of natural selection
- Speciation

## **5. Ecology and Environment**

Topics encompass:

- Ecosystem dynamics
- Food chains and webs
- Biogeochemical cycles
- Population growth
- Human impacts on the environment

## 6. Human Biology

This part highlights:

- Human body systems
- Homeostasis
- Nutrition and health
- Disease prevention

## Educational Value and Effectiveness

The 2013 Prentice Hall Brief Review is highly regarded for its clarity and focus. It serves as an excellent study aid due to several factors:

### Strengths

- **Concise Content:** The brief format allows for quick review without sacrificing essential information.
- **Visual Learning Support:** Diagrams and illustrations cater to visual learners and aid comprehension.
- **Aligned with Standards:** Content matches the requirements of standardized tests, particularly in New York State.
- **Practice Materials:** Practice questions simulate exam conditions, boosting confidence and preparedness.

### Limitations

- **Lack of Depth:** As a brief review, it may not cover topics in exhaustive detail, necessitating supplementary resources for advanced understanding.

- **Limited Interactivity:** Being print-based, it lacks digital features such as interactive quizzes or multimedia content.

## How to Use the 2013 Brief Review Effectively

To maximize the benefits of this review guide, consider the following strategies:

- **Pre-Exam Review:** Use it as a quick refresher shortly before exams to reinforce memory.
- **Complementary Study Tool:** Pair it with classroom notes, textbooks, and online resources for comprehensive learning.
- **Practice Questions:** Regularly complete the practice problems to identify weak areas.
- **Visual Aids:** Study diagrams carefully to understand processes that are difficult to conceptualize.
- **Group Study:** Share insights with peers and discuss challenging topics for better understanding.

## Comparison with Other Review Resources

While the 2013 Prentice Hall Brief Review offers a solid foundation, students often compare it with other resources:

- **Textbooks:** More detailed but less concise?useful for in-depth study.
- **Online Tutorials:** Interactive and multimedia-rich, suitable for visual and auditory learners.
- **Practice Tests:** Provide simulated exam experience but may lack explanatory feedback.

The brief review stands out for its brevity and targeted content, making it an ideal companion for quick revisions and last-minute preparations.

## Conclusion: Is the 2013 Edition Still Relevant?

Although published in 2013, the "Living Environment Prentice Hall Brief Review" maintains its relevance due to the timeless nature of biological principles. However, students should be aware of updates in curricula or scientific discoveries that may have emerged since then. For the most current information, supplementing this guide with recent resources or online updates is advisable.

In summary, the 2013 Prentice Hall Brief Review is a practical, well-organized, and effective tool for mastering living environment concepts. Its concise summaries, visual aids, and practice questions make it particularly suitable for high school students preparing for standardized assessments. When used appropriately alongside other resources, it can significantly enhance understanding and exam

performance.

Keywords for SEO Optimization:

Living Environment Prentice Hall Brief Review 2013, biology review guide, high school biology, living environment exam prep, Prentice Hall biology review, biology study tips, environmental science review, standardized test preparation, biology practice questions

Living Environment Prentice Hall Brief Review 2013: An In-Depth Analysis for Educators and Students

## Introduction

Living Environment Prentice Hall Brief Review 2013 offers a comprehensive snapshot of a pivotal educational resource designed to enhance biology instruction for high school students. As one of the prominent curricula in the United States, particularly in New York State, the Prentice Hall Living Environment series has long been recognized for its structured approach, engaging content, and alignment with state standards. The 2013 edition, in particular, represents a significant iteration that aimed to refine the teaching and learning experience amidst evolving educational demands. This review delves into the core features, strengths, limitations, and the overall impact of the 2013 Prentice Hall Living Environment textbook, providing educators, students, and curriculum planners with a detailed understanding of its role in biology education.

## Background and Context of the 2013 Edition

To appreciate the significance of the 2013 Prentice Hall Living Environment, it is essential to understand its historical context. The series has undergone multiple revisions to stay aligned with changing science standards, technological advancements, and pedagogical best practices. By 2013, the curriculum had established itself as a staple in many high schools, especially in New York State where the Regents exam in Living Environment is a critical graduation requirement.

The 2013 edition followed a strategic review process that aimed to address previous critiques and incorporate new scientific discoveries and pedagogical insights. The result was a resource that sought to balance rigor with accessibility, ensuring that students could grasp complex biological concepts while developing critical thinking skills.

## Content Structure and Organization

### Clear and Logical Framework

One of the hallmarks of the Prentice Hall Living Environment series is its well-organized content

structure. The 2013 edition is divided into thematic units that mirror the typical progression of a high school biology course:

- Introduction to Science and the Living Environment
- Cell Structure and Function
- Genetics and Evolution
- Human Body Systems
- Ecology and Environment
- Biotechnology and Scientific Inquiry

Each unit is further broken down into chapters that focus on specific topics, with sub-sections that delve into key concepts, processes, and applications.

### Incorporation of Learning Objectives

At the beginning of each chapter, clear learning objectives are outlined, providing students with a roadmap of what they should understand after completing the section. This feature promotes goal-oriented learning and helps educators assess student progress effectively.

### Integration of Visuals and Diagrams

The 2013 edition emphasizes visual learning through detailed diagrams, charts, and photographs. These visuals serve multiple purposes:

- Clarify complex biological structures and processes
- Reinforce textual information
- Stimulate visual memory retention

For example, the diagrams illustrating cell division, DNA replication, and the immune response are particularly well-crafted, aiding comprehension of intricate processes.

### Pedagogical Features and Resources

#### Engaging Content and Real-World Applications

To keep students engaged, the textbook weaves real-world examples and applications throughout its narrative. For instance, discussions on genetic engineering include current topics such as CRISPR technology and its ethical considerations, making biology relevant and timely.

## Critical Thinking and Inquiry-Based Learning

The 2013 edition promotes active learning through:

- Review questions at the end of each section to reinforce understanding
- Chapter assessments designed to test knowledge and critical thinking
- Inquiry exercises encouraging students to design experiments or analyze data

## Technology Integration and Support Materials

Recognizing the importance of digital literacy, the series includes supplementary online resources:

- Interactive quizzes
- Animations illustrating biological processes
- Virtual labs and simulations

These resources are integrated into the Prentice Hall platform, providing a blended learning approach that caters to diverse learning styles.

## Teacher Resources

Teachers benefit from an array of support materials, including:

- Lesson plans aligned with the textbook content
- Test banks and answer keys
- Suggested activities and labs
- Differentiated instruction strategies

This comprehensive support system ensures that educators can tailor their teaching effectively and confidently.

## Strengths of the 2013 Edition

- **Alignment with Standards:** The textbook aligns closely with the New York State Regents Learning Standards, ensuring relevance for local curricula and assessments.
- **Clarity and Accessibility:** The language is precise yet accessible, making complex concepts understandable for high school students.

- Visual Emphasis: High-quality visuals enhance comprehension and engagement.
- Support for Diverse Learners: The inclusion of varied pedagogical tools caters to different learning preferences.
- Integration of Scientific Advances: Coverage of contemporary topics like biotechnology keeps the content current and engaging.

### Limitations and Criticisms

Despite its strengths, the 2013 edition is not without criticisms:

- Depth of Content: Some educators felt that certain topics, especially in genetics and biochemistry, lacked sufficient depth for advanced students.
- Pace and Density: The amount of material covered can be dense, potentially overwhelming students without supplemental scaffolding.
- Limited Focus on Inquiry Skills: While inquiry exercises are included, critics argue they could be more integrated into the core content rather than supplementary.
- Digital Resource Limitations: The online platform, though useful, was sometimes criticized for technical issues and limited interactivity compared to newer digital tools emerging after 2013.

### Impact on Education and Learning Outcomes

The 2013 Prentice Hall Living Environment has had a notable impact on biology education by providing a structured, standards-aligned resource that facilitates effective teaching and learning. Its emphasis on visual learning, real-world applications, and inquiry-based activities supports diverse student populations and promotes scientific literacy.

Many educators reported that the textbook helped students prepare effectively for the Regents exam, often citing improved test scores and better conceptual understanding. Simultaneously, the resource encouraged educators to incorporate supplementary activities, fostering a more dynamic classroom environment.

Over time, the 2013 edition has served as a benchmark for subsequent revisions, influencing how biology curricula are developed and delivered across various schools.

### Evolving Beyond 2013: The Legacy and Future Directions

While the 2013 edition was a significant step forward at its time, the rapid advancement of scientific knowledge and educational technology necessitates continual updates. Subsequent editions have aimed to incorporate emerging topics such as genomics, climate change, and digital literacy.

Nevertheless, the 2013 Prentice Hall Living Environment remains a valuable reference point for understanding the evolution of biology education materials. Its comprehensive approach underscores the importance of clarity, relevance, and engagement in teaching complex scientific concepts.

## Conclusion

Living Environment Prentice Hall Brief Review 2013 reflects a concerted effort to provide a balanced, engaging, and standards-aligned resource for high school biology education. Its strengths lie in its structured content, visual support, and integration of real-world applications, making it a reliable tool for both teachers and students. While it faced some limitations in depth and digital interactivity, its impact on fostering scientific literacy and preparing students for standardized assessments is undeniable.

As educational landscapes continue to evolve, resources like the 2013 Prentice Hall Living Environment serve as foundational stepping stones, informing future curriculum development and pedagogical strategies. For educators seeking a solid, well-organized biology textbook rooted in the standards of its time, this edition remains a noteworthy and influential resource.

**QuestionAnswer** What are the main topics covered in the 'Living Environment Prentice Hall Brief Review 2013'? The review covers essential topics such as ecology, genetics, evolution, cell biology, human body systems, and environmental science to help students prepare for exams. How does the 2013 edition of the Prentice Hall Brief Review differ from earlier versions? The 2013 edition includes updated content reflecting recent scientific discoveries, revised diagrams, and practice questions aligned with current curriculum standards. Is the 'Living Environment Prentice Hall Brief Review 2013' suitable for exam preparation? Yes, it is designed as a concise review tool that summarizes key concepts, making it useful for exam revision and reinforcing understanding. Does this review include practice questions and quizzes? Yes, it features practice questions and quizzes at the end of chapters to test comprehension and improve exam readiness. Can this review be used as a primary textbook for living environment courses? No, it is intended as a supplementary review resource rather than a primary textbook, providing concise summaries and practice material. Are there online resources or additional materials available for the 2013 edition? Yes, students can access online resources such as practice tests, flashcards, and interactive activities that complement the review book. How comprehensive is the 'Living Environment Prentice Hall Brief Review 2013' for high school students? It offers a comprehensive overview of key concepts suitable for high school students preparing for Regents exams or class assessments. Is the language used in the 2013 edition accessible for all learners? Yes, the review uses clear, straightforward language to make complex biological concepts accessible to a broad range of students.

**Related keywords:** living environment, Prentice Hall, review, 2013, biology textbook, student guide, educational resource, science curriculum, exam preparation, classroom material

## LIVING AND NON LIVING THINGS MULTIPLE CHOICE

**living and non living things multiple choice** questions are a common way to assess understanding of the fundamental differences between what constitutes living organisms and inanimate objects. These questions are widely used in school examinations, quizzes, and educational activities to help students grasp essential biological concepts and develop observational skills. Recognizing the characteristics that distinguish living from non-living things is crucial for students studying biology, environmental science, and general science education. In this article, we will explore the differences between living and non-living things through multiple-choice questions, their importance in education, and tips on how to approach such questions effectively.

### Understanding Living and Non-Living Things

Before diving into multiple-choice questions, it's essential to understand the basic definitions and characteristics that differentiate living and non-living things.

#### What Are Living Things?

Living things, also known as organisms, are entities that exhibit certain biological processes. They are capable of growth, reproduction, response to stimuli, metabolism, and adaptation over time. Examples include humans, animals, plants, fungi, and microorganisms.

Characteristics of living things:

- **Growth and Development:** Living things grow in size and develop features over time.
- **Reproduction:** They produce new individuals of the same species.
- **Response to Stimuli:** They react to environmental changes, such as light, sound, or touch.
- **Metabolism:** They carry out chemical reactions to produce energy.
- **Homeostasis:** They maintain a stable internal environment.
- **Adaptation:** They evolve over generations to better survive in their environment.

#### What Are Non-Living Things?

Non-living things are objects or substances that do not possess the biological processes characteristic of living organisms. They do not grow, reproduce, respond to stimuli, or undergo metabolism.

Examples include:

- Rocks
- Water
- Air
- Furniture
- Buildings
- Plastic objects

Characteristics of non-living things:

- Do not grow or develop
- Do not reproduce
- Do not respond actively to stimuli
- Are not capable of metabolism
- Maintain a fixed composition

## Common Multiple Choice Questions on Living and Non-Living Things

Multiple choice questions (MCQs) are an effective way to test knowledge in a quick and efficient manner. Here are some typical MCQs that can help reinforce understanding.

### Sample Questions and Answers

**- Which of the following is a non-living thing?**

- a) Tree
- b) Dog
- c) Rock
- d) Fish

**Answer:** c) Rock

**- Which characteristic is common to all living things?**

- a) Responding to stimuli
- b) Having a backbone
- c) Being made of plastic
- d) Being found in water

**Answer:** a) Responding to stimuli

- **Which of these is NOT a characteristic of living organisms?**

- a) Growth
- b) Reproduction
- c) Movement
- d) Inability to respond to environment

**Answer:** d) Inability to respond to environment

- **Which of the following is an example of a living thing?**

- a) Air
- b) Mushroom
- c) Water
- d) Plastic bag

**Answer:** b) Mushroom

- **Which statement best describes non-living things?**

- a) They can reproduce
- b) They grow and develop
- c) They do not respond to stimuli
- d) They carry out life processes

**Answer:** c) They do not respond to stimuli

## How to Approach Multiple Choice Questions on Living and Non-Living Things

Approaching MCQs effectively requires understanding the concepts and applying logical reasoning. Here are some tips:

### 1. Read the Question Carefully

Pay close attention to what the question asks. Look for keywords such as "which," "all," "except," or "most."

### 2. Recall Key Characteristics

Think about the defining features of living and non-living things. Remember that characteristics like growth, reproduction, response, and metabolism are exclusive to living things.

### 3. Eliminate Incorrect Options

Narrow down choices by ruling out options that do not fit the criteria. For example, if an option clearly lacks the ability to reproduce or respond, it's likely non-living.

### 4. Be Wary of Tricky Questions

Some questions may contain options that seem similar. Carefully analyze each choice, and consider real-world examples to guide your answer.

### 5. Use Examples to Clarify

Relate options to familiar objects or organisms. For instance, if an option is "a plant," remember that plants are living organisms.

## Importance of Differentiating Living and Non-Living Things in Education

Understanding the difference between living and non-living things is fundamental in science education for several reasons:

- **Foundation of Biological Science:** It helps students comprehend basic biological concepts and the classification of organisms.
- **Environmental Awareness:** Recognizing living and non-living components of ecosystems fosters environmental consciousness.
- **Scientific Observation:** It enhances skills in observation and critical thinking.
- **Preparation for Advanced Topics:** Concepts learned here form the basis for studying ecology, physiology, and evolution.

Incorporating multiple-choice questions into lessons encourages active participation, reinforces learning, and helps teachers assess students' understanding effectively.

## Conclusion

Living and non-living things multiple choice questions serve as an essential tool in education to reinforce understanding of fundamental biological concepts. By recognizing the key differences—such as growth, reproduction, response to stimuli, and metabolism—students can better

classify objects and organisms they encounter daily. Preparing for such questions involves understanding characteristics, practicing sample questions, and applying logical reasoning. Whether in classroom quizzes, competitive exams, or self-assessment, mastering these concepts ensures a solid foundation in science education and fosters curiosity about the natural world.

Remember: Always analyze each option carefully, recall the main features of living and non-living things, and relate questions to real-world examples for best results.

### Living and Non-Living Things Multiple Choice: An In-Depth Exploration

Understanding the differences between living and non-living things is fundamental in the study of biology and environmental sciences. This knowledge helps us classify the myriad objects and organisms we encounter daily, fostering a deeper appreciation of the natural world. Multiple-choice questions (MCQs) are a common assessment tool used to evaluate comprehension of these concepts. In this article, we delve into the core characteristics that distinguish living from non-living things, explore typical MCQ formats, and provide insights on how to approach such questions effectively.

### The Significance of Differentiating Living and Non-Living Things

Before exploring the mechanics of multiple-choice questions, it's essential to grasp why distinguishing between living and non-living entities matters. This understanding forms the foundation for various scientific disciplines, including biology, ecology, medicine, and environmental science.

- **Biological Classification:** Organisms are categorized based on their characteristics, aiding in scientific naming and study.
- **Environmental Impact:** Recognizing which objects or substances are living or non-living influences conservation efforts and ecological management.
- **Daily Life Applications:** From understanding household objects to recognizing natural phenomena, this knowledge informs everyday decisions.

### Fundamental Characteristics of Living Things

Living things, also known as organisms, exhibit specific features that set them apart from non-living objects. Recognizing these features is crucial for answering MCQs accurately.

- **Growth and Development**

Living organisms grow and develop over time, increasing in size and undergoing various structural changes. For example, a seed germinating into a plant exemplifies growth and development.

- Reproduction

Living things have the ability to reproduce, creating new individuals of the same species. This can occur sexually (involving two parents) or asexually (single parent).

- Response to Stimuli

Organisms respond to environmental stimuli such as light, temperature, or touch. For instance, plants bend towards sunlight, and animals react to danger.

- Metabolism

Living entities carry out metabolic processes, involving chemical reactions that sustain life, such as respiration and digestion.

- Homeostasis

Maintaining a stable internal environment, or homeostasis, is characteristic of living organisms. Humans regulate body temperature, for example.

- Cellular Structure

All living things are made up of one or more cells, which are the basic units of life.

- Adaptation to Environment

Over generations, living organisms adapt to their surroundings through evolutionary changes.

### Characteristics of Non-Living Things

Non-living objects do not possess the features listed above. They do not grow, reproduce, respond to stimuli in the biological sense, or undergo metabolic processes.

## Key Features of Non-Living Things:

- Lack of Cellular Structure: They are not made up of cells.
- No Growth or Development: They do not grow or change over time unless physically altered.
- No Reproduction or Metabolism: They do not reproduce or carry out metabolic reactions.
- Inability to Respond to Stimuli: They do not respond to environmental changes biologically.
- Inanimate Nature: Examples include rocks, water, air, and man-made objects like chairs and buildings.

## Common Multiple Choice Question Formats on Living and Non-Living Things

MCQs are designed to test knowledge, understanding, and application of concepts related to living and non-living things. Here are typical formats and how to approach them.

### - Identification Questions

These ask students to identify whether an object or organism is living or non-living.

Example:

Which of the following is a living thing?

- a) Rock
- b) Tree
- c) Water
- d) Air

Correct Answer: b) Tree

Tip: Focus on the features like growth, reproduction, and cellular structure to distinguish living from non-living options.

### - Statement-Based Questions

These present statements about characteristics, requiring the test-taker to judge their truthfulness.

Example:

Which of the following statements is true?

- a) A car can grow and reproduce.
- b) A fish responds to touch and can reproduce.
- c) A book responds to stimuli.
- d) A mountain can carry out respiration.

Correct Answer: b) A fish responds to touch and can reproduce.

Tip: Remember, only living things can perform biological functions like response and reproduction.

#### - Application and Scenario Questions

These involve applying knowledge to real-life situations or hypothetical scenarios.

Example:

An organism is observed to respond to light, grow over time, and reproduce. Which category does it belong to?

- a) Non-living object
- b) Living organism
- c) Man-made object
- d) Non-living natural object

Correct Answer: b) Living organism

Tip: Use the key characteristics to analyze the scenario rather than relying solely on appearance.

#### - True or False Questions

Quick assessments of understanding.

Example:

All non-living things are made up of cells. (True/False)

Answer: False

### Strategies for Answering Multiple Choice Questions Effectively

To excel in MCQs on living and non-living things, consider the following strategies:

- Read Each Question Carefully: Pay attention to keywords like "always," "never," or "reproduce."
- Eliminate Clearly Wrong Options: Narrow down choices to improve chances of selecting the correct answer.
- Recall Key Characteristics: Use your knowledge of the features that define living and non-living entities.
- Look for Clues in the Wording: Sometimes the phrasing hints at the correct answer.
- Practice Regularly: Familiarity with common question types boosts confidence and accuracy.

### Sample Multiple Choice Questions with Explanations

Here are some sample MCQs to test your understanding:

- Which of the following is NOT a characteristic of living things?

- a) Growth
- b) Response to stimuli
- c) Inability to move
- d) Reproduction

Answer: c) Inability to move

Explanation: While many living things can move, some, like plants, do not move freely. However, the key point is that movement is a common characteristic, and inability to move in itself is not a hallmark of non-living things.

- A rock is an example of a:

- a) Living thing
- b) Non-living thing
- c) Dead organism
- d) Reproducing organism

Answer: b) Non-living thing

Explanation: Rocks do not grow, reproduce, respond biologically, or metabolize.

- Which feature is shared by both living and non-living things?

- a) Respond to stimuli
- b) Made up of cells
- c) Can reproduce
- d) Can grow

Answer: a) Respond to stimuli

Explanation: Non-living things can respond to stimuli in a physical or chemical way (e.g., a mirror reflecting light). However, biological response is characteristic of living things.

### The Educational Importance of Understanding Living and Non-Living Things

Mastering the distinctions through MCQs and related exercises enhances scientific literacy. It allows students and enthusiasts to:

- Better understand ecosystems and biodiversity.
- Recognize natural phenomena versus man-made objects.
- Develop critical thinking skills by analyzing characteristics rather than superficial appearances.
- Prepare effectively for exams and assessments.

## Conclusion

Distinguishing between living and non-living things is more than an academic exercise; it is a window into understanding the natural world. Multiple-choice questions serve as an accessible means to test and reinforce this knowledge, emphasizing key characteristics such as growth, reproduction, response to stimuli, and cellular structure. By familiarizing oneself with these features and practicing various question formats, learners can confidently navigate the concepts that underpin biology and environmental science.

Remember, the core difference lies in the presence of life processes. Living things grow, reproduce, respond, and adapt; non-living things do not. Recognizing these fundamental traits is essential, whether you're answering quiz questions or simply marveling at the complexity of nature around you.

QuestionAnswer Which of the following is a living thing? A plant Which characteristic is NOT typical of living things? They do not grow Which of these is an example of a non-living thing? A rock What do living things need to survive? Food, water, and air Which of the following is NOT a living thing? A chair Which characteristic helps distinguish living things from non-living things? Living things can grow and reproduce Which of the following is a non-living thing? A bicycle Which of these is a non-living object? A computer Living things can do which of the following? Carry out life processes like growth and movement Which of the following is a non-living thing that can be found in nature? A mountain

**Related keywords:** living things, non-living things, characteristics, plants, animals, objects, biotic factors, abiotic factors, classification, examples

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