Linear Equations (D)

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $\frac{9}{2}$ y-intercept: 7

2. Slope: $-\frac{3}{4}$ y-intercept: -2

3. Slope: $\frac{2}{5}$ y-intercept: -11

4. Slope: -9   y-intercept: 12

5. Slope: 1   y-intercept: -10

6. Slope: -8   y-intercept: 6

7. Slope: $\frac{3}{5}$ y-intercept: 1

8. Slope: $-\frac{2}{3}$ y-intercept: 2

9. Slope: 7   y-intercept: -7

10. Slope: $-\frac{9}{7}$ y-intercept: 0

Linear Equations (D) Answers

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $\frac{9}{2}$ y-intercept: 7

   $y = \frac{9}{2}x + 7$

2. Slope: $-\frac{3}{4}$ y-intercept: -2

   $y = -\frac{3}{4}x - 2$

3. Slope: $\frac{2}{5}$ y-intercept: -11

   $y = \frac{2}{5}x - 11$

4. Slope: -9   y-intercept: 12

   $y = -9x + 12$

5. Slope: 1   y-intercept: -10

   $y = x - 10$

6. Slope: -8   y-intercept: 6

   $y = -8x + 6$

7. Slope: $\frac{3}{5}$ y-intercept: 1

   $y = \frac{3}{5}x + 1$

8. Slope: $-\frac{2}{3}$ y-intercept: 2

   $y = -\frac{2}{3}x + 2$

9. Slope: 7   y-intercept: -7

   $y = 7x - 7$

10. Slope: $-\frac{9}{7}$ y-intercept: 0

   $y = -\frac{9}{7}x$

Linear Equations (E)

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $-\frac{4}{3}$ y-intercept: -7

2. Slope: $-\frac{1}{7}$ y-intercept: 9

3. Slope: 3   y-intercept: 8

4. Slope: -1   y-intercept: -6

5. Slope: $\frac{2}{3}$ y-intercept: -2

6. Slope: 2   y-intercept: 9

7. Slope: $\frac{7}{6}$ y-intercept: 10

8. Slope: $-\frac{2}{3}$ y-intercept: 9

9. Slope: $\frac{5}{3}$ y-intercept: 5

10. Slope: $-\frac{4}{7}$ y-intercept: -8

Linear Equations (E) Answers

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $-\frac{4}{3}$ y-intercept: -7

   $y = -\frac{4}{3}x - 7$

2. Slope: $-\frac{1}{7}$ y-intercept: 9

   $y = -\frac{1}{7}x + 9$

3. Slope: 3   y-intercept: 8

   $y = 3x + 8$

4. Slope: -1   y-intercept: -6

   $y = -x - 6$

5. Slope: $\frac{2}{3}$ y-intercept: -2

   $y = \frac{2}{3}x - 2$

6. Slope: 2   y-intercept: 9

   $y = 2x + 9$

7. Slope: $\frac{7}{6}$ y-intercept: 10

   $y = \frac{7}{6}x + 10$

8. Slope: $-\frac{2}{3}$ y-intercept: 9

   $y = -\frac{2}{3}x + 9$

9. Slope: $\frac{5}{3}$ y-intercept: 5

   $y = \frac{5}{3}x + 5$

10. Slope: $-\frac{4}{7}$ y-intercept: -8

    $y = -\frac{4}{7}x - 8$

Linear Equations (F)

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $\frac{1}{2}$ y-intercept: -4

2. Slope: -$\frac{1}{3}$ y-intercept: -10

3. Slope: $\frac{6}{5}$ y-intercept: 2

4. Slope: $\frac{1}{2}$ y-intercept: 2

5. Slope: -$\frac{7}{2}$ y-intercept: -6

6. Slope: -$\frac{5}{7}$ y-intercept: -5

7. Slope: $\frac{7}{2}$ y-intercept: -7

8. Slope: 7   y-intercept: 1

9. Slope: -9   y-intercept: -9

10. Slope: -$\frac{9}{8}$ y-intercept: -3

Linear Equations (F) Answers

Slope-Intercept Form $(y = mx + b)$

Write the equation of each line in slope-intercept form.

1. Slope: $\frac{1}{2}$ y-intercept: -4

   $y = \frac{1}{2}x - 4$

2. Slope: $-\frac{1}{3}$ y-intercept: -10

   $y = -\frac{1}{3}x - 10$

3. Slope: $\frac{6}{5}$ y-intercept: 2

   $y = \frac{6}{5}x + 2$

4. Slope: $\frac{1}{2}$ y-intercept: 2

   $y = \frac{1}{2}x + 2$

5. Slope: $-\frac{7}{2}$ y-intercept: -6

   $y = -\frac{7}{2}x - 6$

6. Slope: $-\frac{5}{7}$ y-intercept: -5

   $y = -\frac{5}{7}x - 5$

7. Slope: $\frac{7}{2}$ y-intercept: -7

   $y = \frac{7}{2}x - 7$

8. Slope: 7   y-intercept: 1

   $y = 7x + 1$

9. Slope: -9   y-intercept: -9

   $y = -9x - 9$

10. Slope: $-\frac{9}{8}$ y-intercept: -3

    $y = -\frac{9}{8}x - 3$

Linear Equations (G)

Slope-Intercept Form ($y = mx + b$)
Write the equation of each line in slope-intercept form.

1. Slope: $-\frac{8}{3}$ y-intercept: -2

2. Slope: $\frac{7}{6}$ y-intercept: -10

3. Slope: 1   y-intercept: 11

4. Slope: $-\frac{2}{3}$ y-intercept: -3

5. Slope: $\frac{7}{5}$ y-intercept: 12

6. Slope: $-\frac{1}{2}$ y-intercept: -2

7. Slope: $\frac{6}{5}$ y-intercept: -9

8. Slope: $-\frac{8}{7}$ y-intercept: 12

9. Slope: $\frac{1}{2}$ y-intercept: -4

10. Slope: $-\frac{1}{5}$ y-intercept: -7

Linear Equations (G) Answers

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: $-\frac{8}{3}$ y-intercept: -2

   $y = -\frac{8}{3}x - 2$

2. Slope: $\frac{7}{6}$ y-intercept: -10

   $y = \frac{7}{6}x - 10$

3. Slope: 1   y-intercept: 11

   $y = x + 11$

4. Slope: $-\frac{2}{3}$ y-intercept: -3

   $y = -\frac{2}{3}x - 3$

5. Slope: $\frac{7}{5}$ y-intercept: 12

   $y = \frac{7}{5}x + 12$

6. Slope: $-\frac{1}{2}$ y-intercept: -2

   $y = -\frac{1}{2}x - 2$

7. Slope: $\frac{6}{5}$ y-intercept: -9

   $y = \frac{6}{5}x - 9$

8. Slope: $-\frac{8}{7}$ y-intercept: 12

   $y = -\frac{8}{7}x + 12$

9. Slope: $\frac{1}{2}$ y-intercept: -4

   $y = \frac{1}{2}x - 4$

10. Slope: $-\frac{1}{5}$ y-intercept: -7

    $y = -\frac{1}{5}x - 7$

Linear Equations (H)

Slope-Intercept Form $(y = mx + b)$
Write the equation of each line in slope-intercept form.

1. Slope: 5   y-intercept: -1

2. Slope: -1   y-intercept: 1

3. Slope: 4   y-intercept: 0

4. Slope: $\frac{3}{4}$ y-intercept: -2

5. Slope: $-\frac{3}{2}$ y-intercept: 1

6. Slope: $\frac{6}{5}$ y-intercept: 1

7. Slope: -5   y-intercept: -11

8. Slope: $-\frac{9}{2}$ y-intercept: 7

9. Slope: 9   y-intercept: -10

10. Slope: $-\frac{4}{3}$ y-intercept: 11

Linear Equations (H) Answers

Slope-Intercept Form $(y = mx + b)$

Write the equation of each line in slope-intercept form.

1. Slope: 5   y-intercept: -1

   $y = 5x - 1$

2. Slope: -1   y-intercept: 1

   $y = -x + 1$

3. Slope: 4   y-intercept: 0

   $y = 4x$

4. Slope: $\frac{3}{4}$ y-intercept: -2

   $y = \frac{3}{4}x - 2$

5. Slope: $-\frac{3}{2}$ y-intercept: 1

   $y = -\frac{3}{2}x + 1$

6. Slope: $\frac{6}{5}$ y-intercept: 1

   $y = \frac{6}{5}x + 1$

7. Slope: -5   y-intercept: -11

   $y = -5x - 11$

8. Slope: $-\frac{9}{2}$ y-intercept: 7

   $y = -\frac{9}{2}x + 7$

9. Slope: 9   y-intercept: -10

   $y = 9x - 10$

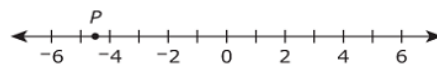10. Slope: $-\frac{4}{3}$ y-intercept: 11

    $y = -\frac{4}{3}x + 11$

Multiply.

$$\begin{array}{r} 0.311 \\ \times\ 4.2 \\ \hline \end{array}$$

○ A. 0.1866

○ B. 1.3062

○ C. 13.062

○ D. 186.6

A number line is shown.

What is the distance, in units, from 0 to point P on the number line?

○ A. $-5\frac{1}{2}$

○ B. $-4\frac{1}{2}$

○ C. $4\frac{1}{2}$
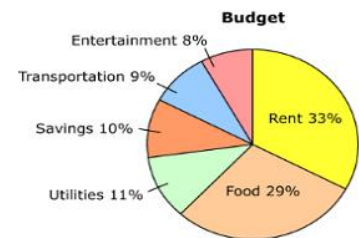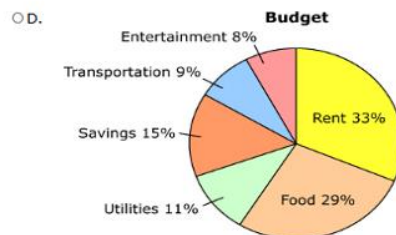
○ D. $5\frac{1}{2}$
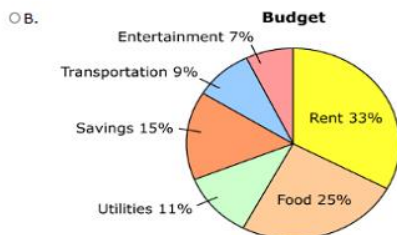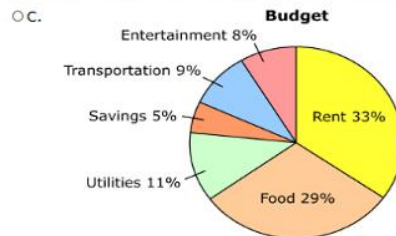
Simplify.

$$5^2 - 2^2$$
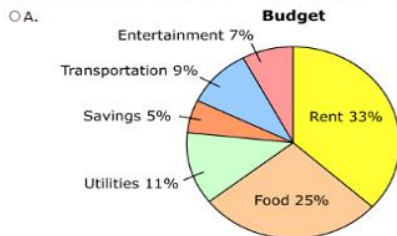
- A. 3
- B. 6
- C. 9
- D. 21

The circle graph shows the Steckels' household budget as percents of the family's monthly income.

Budget

Entertainment 8%
Transportation 9%
Savings 10%
Utilities 11%
Rent 33%
Food 29%

The Steckels decide to spend less on food and on entertainment in order to put more money into savings. Which graph could represent the Steckels' new budget?

A.
Budget
Entertainment 7%
Transportation 9%
Savings 5%
Utilities 11%
Rent 33%
Food 25%

C.
Budget
Entertainment 8%
Transportation 9%
Savings 5%
Utilities 11%
Rent 33%
Food 29%

B.
Budget
Entertainment 7%
Transportation 9%
Savings 15%
Utilities 11%
Rent 33%
Food 25%

D.
Budget
Entertainment 8%
Transportation 9%
Savings 15%
Utilities 11%
Rent 33%
Food 29%

Solve the inequality for b.

$$10 \leq -\frac{2}{3}(9 + 12b)$$

○ A. $b \leq -2$

○ B. $b \geq -2$

○ C. $b \leq \frac{4}{3}$

○ D. $b \geq \frac{4}{3}$

A phrase is shown.

> seven times the sum of a number, n, and four

Which expression represents the phrase?

○ A. $4(n + 7)$

○ B. $7(n + 4)$

○ C. $7n + 4$

○ D. $n(4 + 7)$

A cereal company is designing containers for a new type of cereal. Each container will be shaped like either a rectangular prism or a cylinder and needs to have a volume of $258\frac{3}{4}$ cubic inches.

In one design being considered for the containers shaped like a rectangular prism, each container will have a height of $11\frac{1}{2}$ inches and length of $7\frac{1}{2}$ inches. What will be the width, in inches, of the container?

- A. 3
- B. 4
- C. 14
- D. 15

A cereal company is designing containers for a new type of cereal. Each container will be shaped like either a rectangular prism or a cylinder and needs to have a volume of $258\frac{3}{4}$ cubic inches.

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

In one design being considered for the container shaped like a cylinder, the container will have a height of 12 inches. What will be the radius of the container, to the nearest tenth of an inch?

Multiply.

$$(2x + 4)(x - 4)$$

- A. $2x^2$

- B. $2x^2 - 16$

- C. $2x^2 + 12x - 16$

- D. $2x^2 - 4x - 16$

Which table of values represents a function?

A.

x	y
-4	7
-3	5
1	7
4	-1

C.

x	y
1	-2
2	-3
2	1
3	4

B.

x	y
-2	-5
-2	-3
-1	0
0	1

D.

x	y
3	-2
3	0
3	2
3	5

A house has a large window made of 15 equal-sized pieces of glass, each the same size and shape. There are 3 pieces of glass that are cracked. If a rock thrown by a lawn mower hits the window, what is the probability that the rock hits a piece of glass that is cracked?

A. $\dfrac{1}{12}$

B. $\dfrac{1}{5}$

C. $\dfrac{1}{4}$

D. $\dfrac{1}{3}$

Factor completely.

$$3x^2 + 7x - 6$$

○ A. $(x - 6)(3x + 1)$

○ B. $(x - 3)(3x + 2)$

○ C. $(x + 3)(3x - 2)$

○ D. $(x + 6)(3x - 1)$

The following graph shows the location of a bookstore in a city.
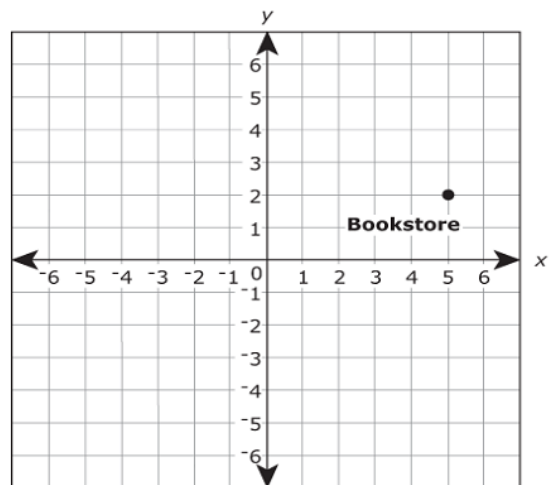
Which ordered pair represents the location of the bookstore?

○ A. $(-5, 2)$

○ B. $(-2, 5)$

○ C. $(2, 5)$

○ D. $(5, 2)$

The equation $y = 45x$ represents the number of miles, y, Mr. Miller's car can travel using x gallons of gas. Which data display represents a car that gets more miles per gallon than Mr. Miller's car

○ A. **Gas Mileage**

Number of Gallons	Number of Miles
2	96
4	192
6	288

○ B. **Gas Mileage**

Number of Gallons	Number of Miles
5	195
10	390
15	585

○ C. **Gas Mileage**
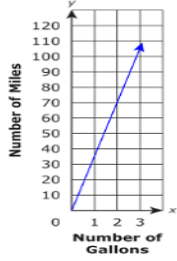
○ D. **Gas Mileage**
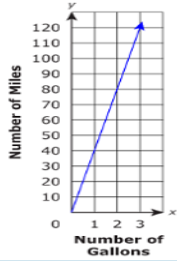
Jeremy has a weekend job as a soccer referee. One weekend, he earns $140 by working 4 games. Another weekend, he earns $210 by working 6 games. If Jeremy graphed an equation that would represent his total earnings based on the number of games worked, what would be the slope of the graph?

○ A. 7

○ B. 10

○ C. 35

○ D. 70

A pharmacist is filling small empty bottles with cough syrup from a larger bottle. He can solve the inequality $1{,}000 - 25x \geq 250$ to find the number of small bottles, x, that can be filled from the larger bottle and still have 250 milliliters left in the larger bottle. Which statement describes the number of small bottles the pharmacist can fill?

○ A. The pharmacist can fill 30 bottles or fewer.

○ B. The pharmacist can fill 30 bottles or more.

○ C. The pharmacist can fill 50 bottles or fewer.

○ D. The pharmacist can fill 50 bottles or more.

Anne owns an art supply store. Anne is analyzing the store's expenses and income because she wants to increase the store's profits. The expenses include renting 1,250 square feet of space for $13,750 per month. The store has only one employee, who is paid $8.00 per hour plus 8% commission. Much of the store's income comes from the sales of blank painting canvases and frames. The table shows the prices of the canvases and frames sold at the store.

Art Store Prices

Dimensions (inches)	Canvas Price	Frame Price
8 by 10	$6.43	$25.48
16 by 20	$11.65	$49.48
18 by 24	$18.47	$61.98
24 by 36	$22.80	$89.98

The store employee works 35 hours per week. Which inequality can be used to find the dollar value, x, of weekly sales that the employee must make to earn more than $400 per week?

○ A. $35(8) + 0.08x < 400$

○ B. $35(8) + 0.08x > 400$

○ C. $35(0.08) + 8x < 400$

○ D. $35(0.08) + 8x > 400$

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

Richard goes to the electronics store. He buys 2 memory cards that cost $8.99 each and 3 packages of batteries that are on sale for $7.47 each. He also buys a case for his cell phone for $2.99 and a wireless headset for $29.99. What is the total cost of Richard's items, before sales tax?

$ [   ]

What is the greatest common factor that could be used to reduce $\frac{36}{90}$?

○ A.   2

○ B.   6

○ C.   9

○ D.   18

Which number, when placed in the box, will make the equation true?

$$\square^2 = \sqrt{64}$$

★A. $\sqrt{8}$

○B. $\sqrt{32}$

○C. 16

○D. 32

A number line is shown.
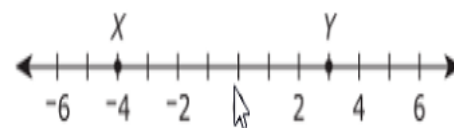
Which expression represents the distance between the two points, X and Y, on the number line?

○A. -4 - 3

○B. -4 + 3

○C. $|-4 - 3|$

○D. $|-4 + 3|$

The data represents the number of cars that the sales staff at Templeton Motors sold this week.

4, 7, 6, 8, 3, 5, 4, 3, 4, 5, 2, 3

Which line plot correctly displays the data?
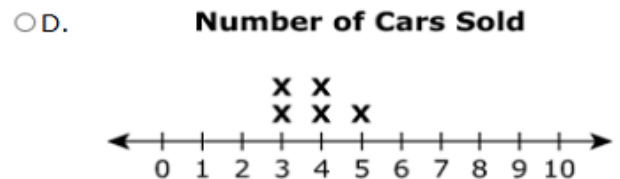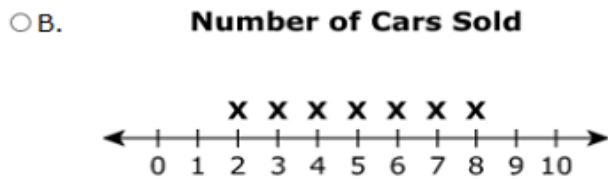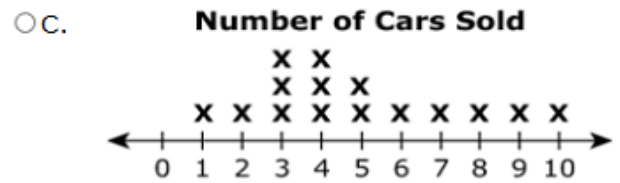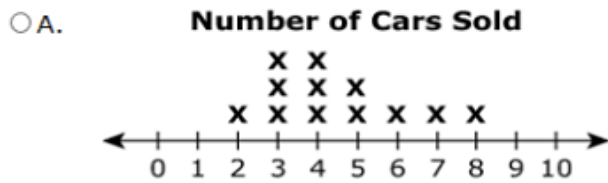
A.

Number of Cars Sold

```
        X X
        X X X
    X X X X X X X
  ←─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─→
    0 1 2 3 4 5 6 7 8 9 10
```

C.

Number of Cars Sold

```
            X X
            X X X
    X X X X X X X X X X X
  ←─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─→
    0 1 2 3 4 5 6 7 8 9 10
```

B.

Number of Cars Sold

```
        X X X X X X X
  ←─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─→
    0 1 2 3 4 5 6 7 8 9 10
```

D.

Number of Cars Sold

```
            X X
            X X X
  ←─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─┼─→
    0 1 2 3 4 5 6 7 8 9 10
```

A disco ball is shaped like a sphere with a diameter of 16 inches. To the nearest square inch, what is the surface area of the disco ball?

A. 201

B. 402

C. 804

D. 3,215

Laura is the fund-raising manager for a local charity. She is ordering caps for an upcoming charity walk. The company that makes the caps charges $6 per cap plus a $25 shipping fee. Laura has a budget of $1,000. What is the *greatest* number of caps she can buy?

○ A.   162

○ B.   163

○ C.   166

○ D.   167

Susan and Jim each own a lawn-care business. The amount Susan charges for lawn care by the hour is shown in the table. The amount Jim charges for lawn care by the hour is shown in the graph.

Susan's Lawn Care

Number of Hours Worked	Amount Charged (dollars)
2	48
3	72
7	168
11	264
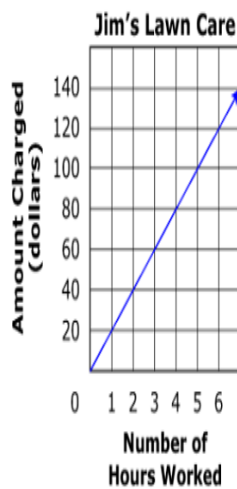
Jim's Lawn Care

What is the difference between Susan's and Jim's lawn-care businesses in the amounts they charge for 10 hours of work?

○ A. $16

○ B. $20

○ C. $28

○ D. $40

A transit company operates commuter trains to help people get to the city each day. Each train travels on a straight route to and from the farthest station, stopping at other stations along the route.

The graph shows the distance y miles the train is from the station after x minutes.

Commuter Train Distance

What is the farthest distance, in miles, that the train is located from the station at any time?

○ A. 100

○ B. 80

○ C. 40

○ D. 20

A transit company operates commuter trains to help people get to the city each day. Each train travels on a straight route to and from the farthest station, stopping at other stations along the route.

The graph shows the distance y miles the train is from the station after x minutes.

Commuter Train Distance

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

Based on the graph, what was the average speed, in miles per minute, of the train during the interval of 30 to 40 minutes?

A cone has a diameter of 3 inches. The cone holds 12 cubic inches of water. To the nearest inch, what is the height of the cone?

○A.   1

○B.   4

○C.   5

○D.   8

What is the solution set of the equation $x^2 + 3x - 4 = 6$?

○A. $\{-5, 2\}$

○B. $\{-2, -1\}$

○C. $\{2, 7\}$

○D. $\{5, 10\}$

Plot the point that is at (−5, 1) on the grid.

Click on the grid to plot the point.

Anne owns an art supply store. Anne is analyzing the store's expenses and income because she wants to increase the store's profits. The expenses include renting 1,250 square feet of space for $13,750 per month. The store has only one employee, who is paid $8.00 per hour plus 8% commission. Much of the store's income comes from the sales of blank painting canvases and frames. The table shows the prices of the canvases and frames sold at the store.

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8 by 10	$6.43	$25.48
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Formula Sheet

Calculator Reference

The store employee works 35 hours per week. Which inequality can be used to find the dollar value, x, of weekly sales that the employee must make to earn more than $400 per week?

○ A. $35(8) + 0.08x < 400$

○ B. $35(8) + 0.08x > 400$

○ C. $35(0.08) + 8x < 400$

○ D. $35(0.08) + 8x > 400$

Anne owns an art supply store. Anne is analyzing the store's expenses and income because she wants to increase the store's profits. The expenses include renting 1,250 square feet of space for $13,750 per month. The store has only one employee, who is paid $8.00 per hour plus 8% commission. Much of the store's income comes from the sales of blank painting canvases and frames. The table shows the prices of the canvases and frames sold at the store.

Art Store Prices

Dimensions (inches)	Canvas Price	Frame Price
8 by 10	$6.43	$25.48
16 by 20	$11.65	$49.48
18 by 24	$18.47	$61.98
24 by 36	$22.80	$89.98

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

What is the rental cost, in dollars per square foot, that Anne pays for the art store's space?

[   ]

Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

Richard goes to the electronics store. He buys 2 memory cards that cost $8.99 each and 3 packages of batteries that are on sale for $7.47 each. He also buys a case for his cell phone for $2.99 and a wireless headset for $29.99. What is the total cost of Richard's items, before sales tax?

$ [   ]

Which graph represents the equation $y = \frac{1}{3}x + 2$?

○ A.
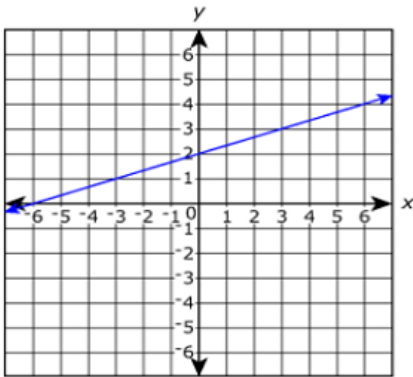
○ C.
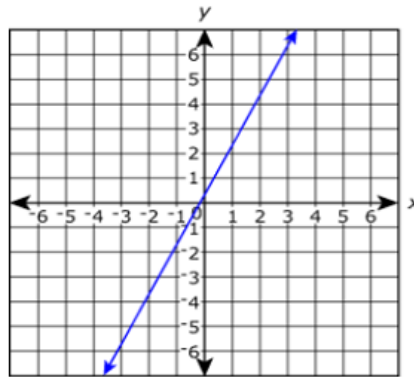
○ B.
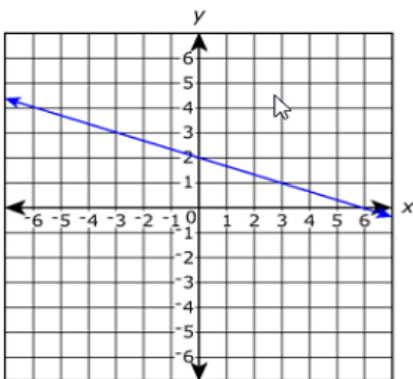
○ D.
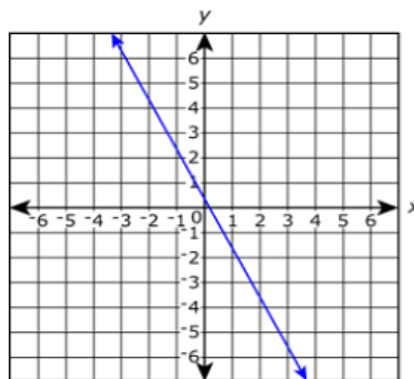
The diagram shows a polygon composed of rectangles.

5 ft

15 ft

22 ft

14 ft

5 ft

10 ft

5 ft

16 ft

18 ft
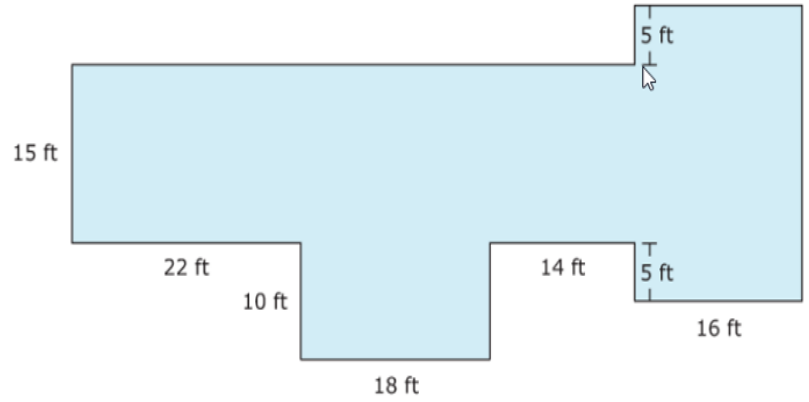
What is the perimeter, in feet, of the polygon?

A.   105

B.   185

C.   192

D.   210

Solve the equation for x.

$$5x^2 - 4x = 6$$

A. $x = \dfrac{-2 \pm \sqrt{26}}{5}$

B. $x = \dfrac{-2 \pm \sqrt{34}}{5}$

C. $x = \dfrac{2 \pm \sqrt{26}}{5}$

D. $x = \dfrac{2 \pm \sqrt{34}}{5}$

Which number, when placed in the box, will make the equation true?

$$\square^2 = \sqrt{64}$$

A. $\sqrt{8}$

B. $\sqrt{32}$

C. 16

D. 32

A disco ball is shaped like a sphere with a diameter of 16 inches. To the nearest square inch, what is the surface area of the disco ball?

A. 201

B. 402

C. 804

D. 3,215

Laura is the fund-raising manager for a local charity. She is ordering caps for an upcoming charity walk. The company that makes the caps charges $6 per cap plus a $25 shipping fee. Laura has a budget of $1,000. What is the *greatest* number of caps she can buy?

○ A. 162

○ B. 163

○ C. 166

○ D. 167

A mountaineer climbed 1,000 feet at a rate of x feet per hour. He climbed an additional 5,000 feet at a different rate. This rate was 10 feet per hour less than twice the first rate. Which expression represents the number of hours the mountaineer climbed?

○ A. $\dfrac{6,000}{3x - 10}$

○ B. $6,000(3x - 10)$

○ C. $\dfrac{1,000}{x} + \dfrac{5,000}{2x - 10}$

◉ D. $\dfrac{1,000}{x} + \dfrac{5,000}{2x} - 10$

Mr. Jovanovski is having wood flooring put in his rectangular living room. The area of the room is 234 square feet. The length of the room is 18 feet. What is the width, in feet, of the room?

○ A. 13

○ B. 16

○ C. 99

○ D. 198
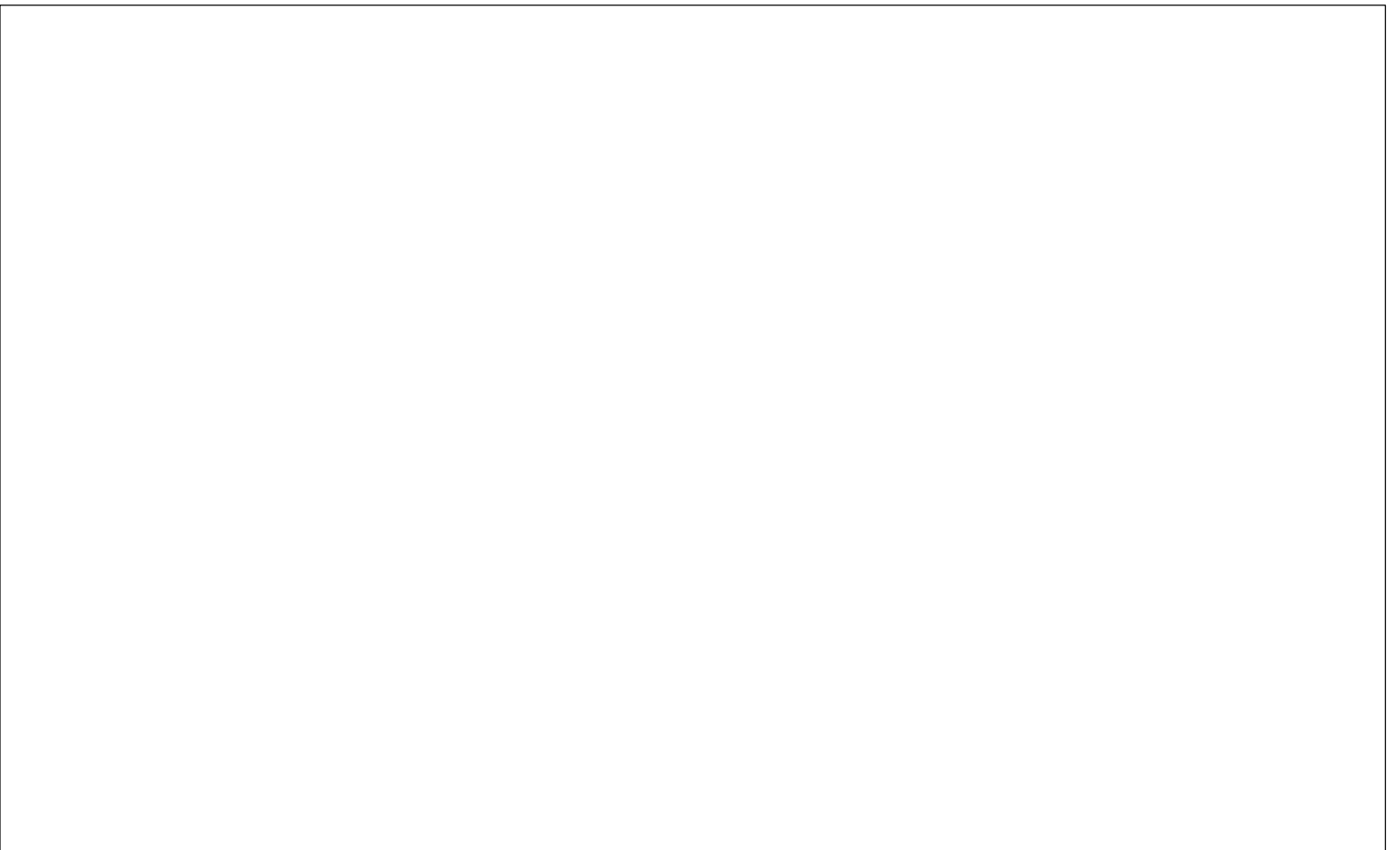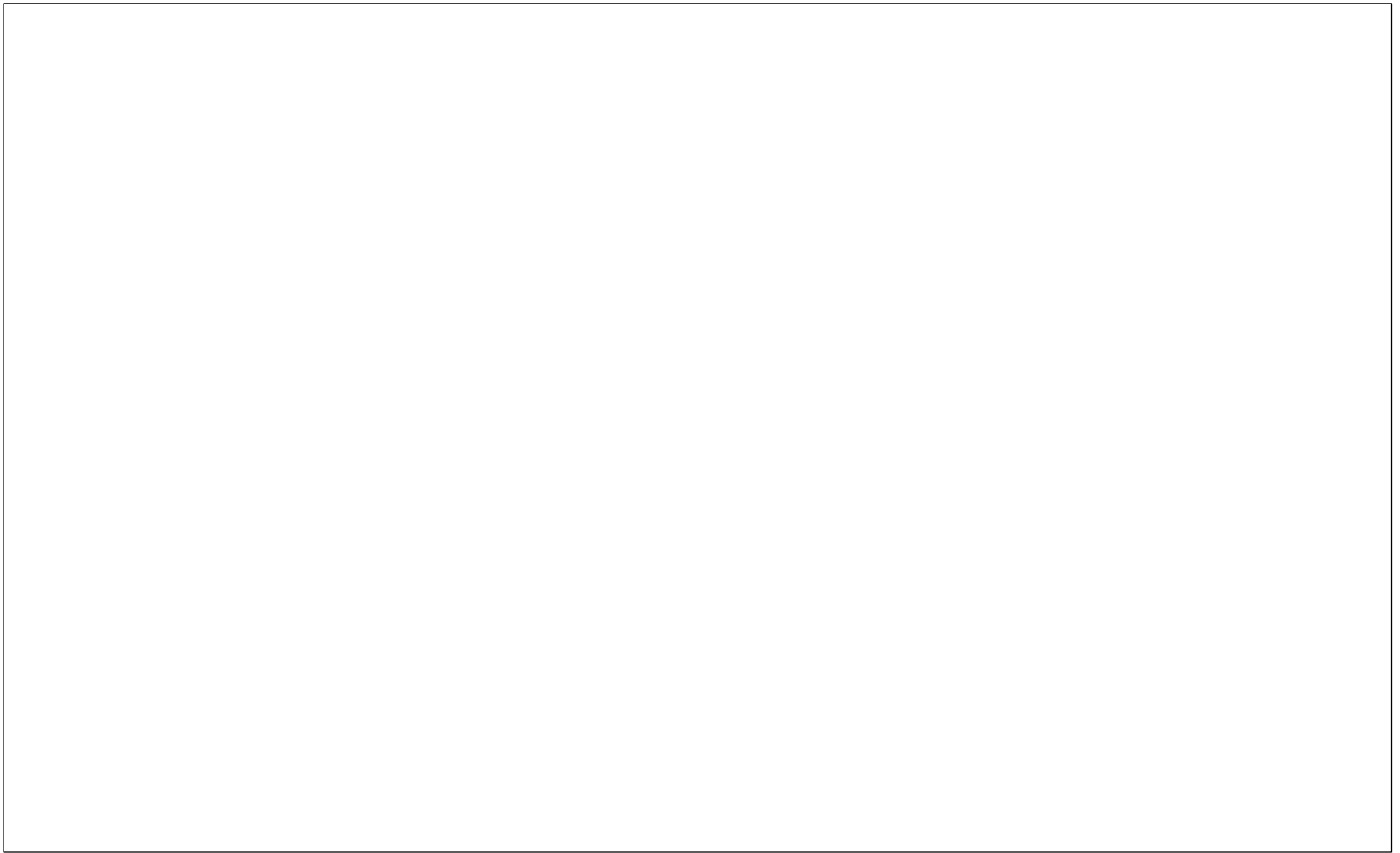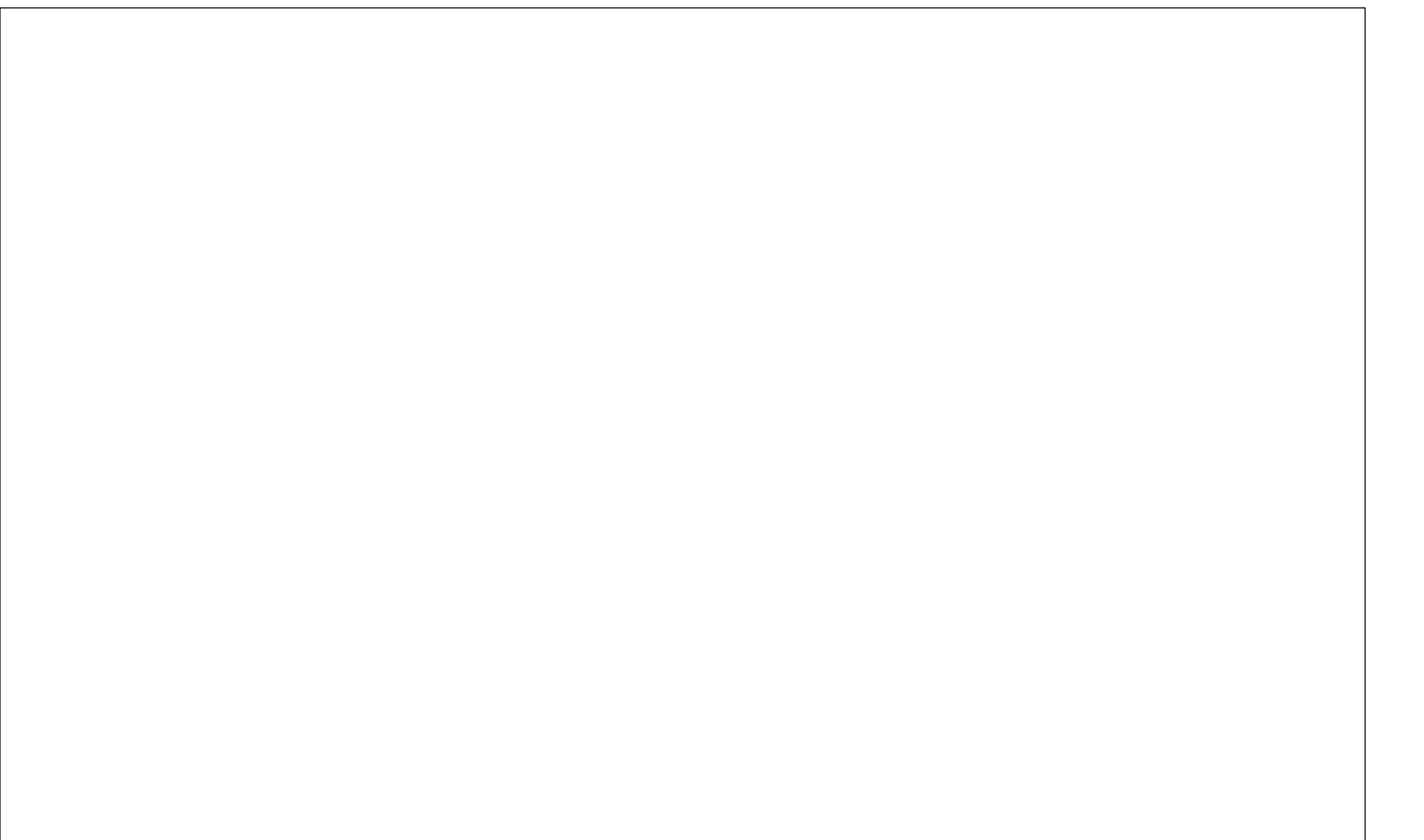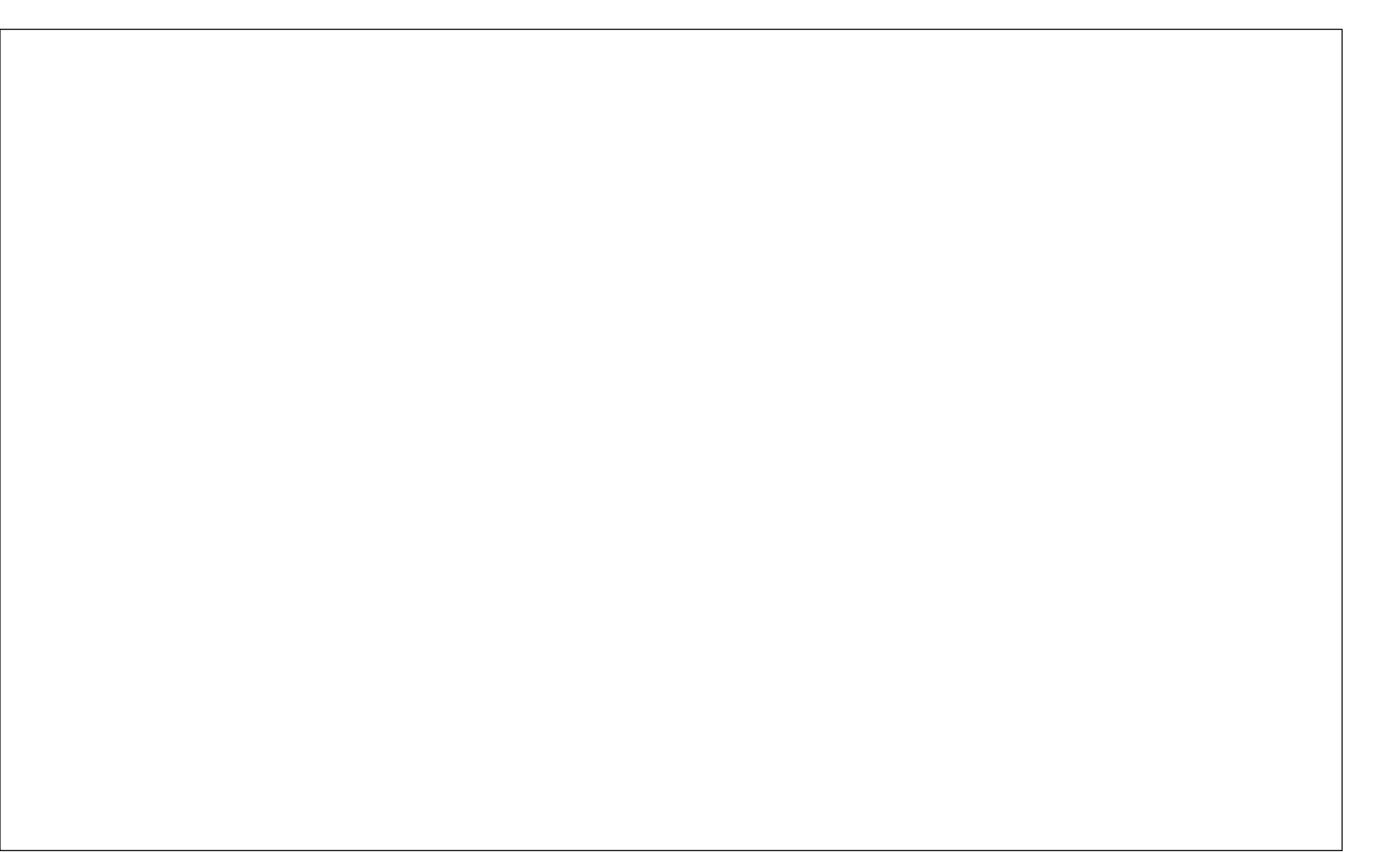
Calculator   — ☐ ✕

≡ Standard ⊡   ↺

2 × 18 =

Interpret the Constitution

1 Learn the Skill

The **Constitution of the United States** includes a Preamble and seven Articles along with 27 amendments that have been added since the Constitution was first written. The Constitution describes the basic structure of the federal government and the principles under which it operates. Because the Constitution describes these principles in a general manner, it becomes important to **interpret the Constitution** in order to understand how its principles apply to the everyday workings of our national government.

As with other areas of the GED® test, questions about interpreting the Constitution will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of interpreting the Constitution, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Read the excerpt and strategies below. Then answer the question that follows.

The following excerpt is from the Preamble to the United States Constitution. A *preamble* is an introduction to a longer piece of writing.

Because the original Articles of the U.S. Constitution were written in the late 1700s, the language includes words that may seem confusing or unfamiliar.

a The initial words of the Preamble identify the perspective from which the Constitution is written. With this phrase, the authors of the Constitution indicate that they have written this document on behalf of all of the people in the United States.

a We the people of the United States, in order to form a more perfect union, **b** establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

b These phrases represent examples of the general principles discussed in the U.S. Constitution.

TEST-TAKING TIPS

When interpreting information from the Constitution, look for familiar words and phrases that can provide clues to the meanings of any unfamiliar concepts.

1. Which of the following best describes the meaning of the phrase "insure domestic tranquility"?

   A. establish a fair court system
   B. protect the rights of all people
   C. maintain peace within the nation
   D. help all citizens achieve success

UNIT 1

1 Review the Skill

As you learned in Lesson 1, some main ideas and details may be implied, or not directly stated. When an author does not directly state ideas, you must **make inferences** to figure out what important information the author wants to communicate. Combined with your prior knowledge, an author's suggestions, clues, facts, language, and tone can help you make inferences.

2 Refine the Skill

By refining the skill of making inferences, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

a You can infer the meaning of *traditional media* from the various examples mentioned, including television, magazines, and newspapers.

b Notice the author's ironic tone. It gives you clues about the author's point of view on new media and will help you infer his meaning.

MEDIA IN THE AGE OF THE INTERNET

The Net's influence doesn't end at the edges of a computer screen. ... As people's minds become attuned to the crazy quilt of Internet media, traditional media have to adapt to the audience's new expectations. Television programs add text crawls and pop-up ads, and magazines and newspapers shorten their articles, introduce capsule summaries, and crowd their pages with easy-to-browse info-snippets. When ... *The New York Times* decided to devote the second and third pages of every edition to article abstracts, its design director, Tom Bodkin, explained that the "shortcuts" would give harried readers a quick "taste" of the day's news, sparing them the "less efficient" method of actually turning the pages and reading the articles. Old media have little choice but to play by the new-media rules.

From *The Atlantic*'s article IS GOOGLE MAKING US STUPID? by Nicholas Carr, © 2008

TEST-TAKING TIPS

You may be asked to make inferences about people, ideas, situations, actions, or meanings of words. Remember that information directly stated in the passage is not an inference.

1. Which is the **best** inference about the meaning of **info-snippet**?

   A. It appears at the bottom of a television screen.
   B. It makes news more entertaining to read.
   C. It is a short advertisement for a product or service.
   D. It is a brief piece of informational news.

2. Which is the **most** accurate inference to make from the statement "Old media have little choice but to play by the new-media rules"?

   A. Older readers and viewers always will prefer old media.
   B. By ignoring new rules, old media will lose viewers and readers.
   C. New rules give old media new choices in presenting information.
   D. Young readers and viewers always will prefer new media.

⭐ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: The passage below is incomplete. Use information from the excerpt to complete the passage. For each drop-down item, choose the option that correctly completes the sentence.

From Article I of the U.S. Constitution:

Section 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that house in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that house shall agree to pass the bill, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two thirds of that house, it shall become a law.

2. Section 7 of Article I of the Constitution
   of the United States explains how both houses
   of [2. Drop-down 1] can
   [2. Drop-down 2] . This section states
   that certain types of proposed laws may originate
   only from the House of Representatives. For
   example, the Senate could not propose a law that
   [2. Drop-down 3] . Section 7 also explains
   how Congress can override the President's veto through
   [2. Drop-down 4] .

Drop-Down Answer Options

2.1 A. Congress
    B. the House of Representatives
    C. the Senate
    D. the President

2.2 A. raise revenue
    B. veto bills
    C. pass bills
    D. add amendments

2.3 A. changes the nation's health care system
    B. establishes new federal education standards
    C. provides financial aid to college students
    D. institutes a tax on gasoline

2.4 A. approval by two-thirds of both houses
    B. unanimous approval by the originating house
    C. approval by two-thirds of the originating house
    D. approval by the Speaker of the House and the Vice President

UNIT 3

DIRECTIONS: Study the excerpt, read the question, then choose the **best** answer.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

3. Which of the following offers the best interpretation of Amendment IX?

A. The Constitution lists all of the rights granted to citizens.
B. The United States government has inherent powers that are not described in the Constitution.
C. Each state has the authority to delegate rights to its citizens.
D. The fact that the Constitution describes certain rights does not mean that citizens do not have additional rights.

Make Inferences

UNIT 1

1 Review the Skill

As you learned in Lesson 1, some main ideas and details may be implied, or not directly stated. When an author does not directly state ideas, you must **make inferences** to figure out what important information the author wants to communicate. Combined with your prior knowledge, an author's suggestions, clues, facts, language, and tone can help you make inferences.

2 Refine the Skill

By refining the skill of making inferences, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

a You can infer the meaning of *traditional media* from the various examples mentioned, including television, magazines, and newspapers.

b Notice the author's ironic tone. It gives you clues about the author's point of view on new media and will help you infer his meaning.

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TEST-TAKING TIPS

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   C. New rules give old media new choices in presenting information.
   D. Young readers and viewers always will prefer new media.

Summarize

1 Learn the Skill

To **summarize** means to restate briefly in your own words the main points of a passage or a visual element. When reading about historical events, you will often be presented with a great deal of detailed information. By summarizing, you can determine which details are important and which are unimportant for understanding events and their relationships to one another.

As with other areas of the GED® test, questions about summarizing will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of summarizing, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Read the passage and strategies below. Then answer the question that follows.

a Look for the main points in a passage and think of ways to restate them in your own words.

b When summarizing, leave out details that lack significance or importance. Instead, concentrate on details that are important for understanding the main point of a passage.

UNIT 3

The *Magna Carta* is a political document written in 1215, in which the relationship between the English king and his feudal lords is clarified. The document was written almost 1,000 years ago, but it is still important today. The *Magna Carta* is the foundation of many important rights held by the people of Great Britain and the United States. **b** The English feudal lords had several grievances against their king concerning the way justice was administered and the abuse of his power over them. Facing a revolt by the lords, the king agreed to limits on his power. For example, the king agreed that:

"No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled ... except by the lawful judgement of his equals or by the law of the land. To no one will we ... deny or delay right or justice."

Within this section of *Magna Carta*, scholars see the roots of the right to trial by jury and a statement on individual freedom and rights. It also contains the idea—unusual for its time—that even a ruler is subject to the law. The *Magna Carta* was an early step towards establishing a parliamentary democracy. Parliamentary democracy is a system of government in which the power to make and carry out laws was held by parliament and not the king. This paved the way for the later development of our American constitutional democracy.

USING LOGIC

Use logic to classify information as a main idea or as a detail. Think about whether each piece of information is the dominant theme of the passage or a specific fact that supports a larger point.

1. Which of the following statements provides the **best** summary of the passage above?

   A. With the *Magna Carta*, a group of feudal lords forced a tyrannical king to meet their demands.
   B. The *Magna Carta* was an important step in developing the concept of individual rights.
   C. The *Magna Carta* ensured the rights of kings over their feudal subjects.
   D. The *Magna Carta* was the first constitution to guarantee representative government.

Make Inferences

UNIT 1

1 Review the Skill

As you learned in Lesson 1, some main ideas and details may be implied, or not directly stated. When an author does not directly state ideas, you must **make inferences** to figure out what important information the author wants to communicate. Combined with your prior knowledge, an author's suggestions, clues, facts, language, and tone can help you make inferences.

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   D. Young readers and viewers always will prefer new media.

★ Spotlighted Item: **EXTENDED RESPONSE**

DIRECTIONS: Read the information and the question, then write your answer on the lines below. Please refer to Unit 3 and Unit 4 in the Reasoning Through Language Arts student book and workbook for detailed information about reading, writing, and editing Extended Response answers.

In the summer of 1787, delegates from 12 states met in Philadelphia to try to correct problems with the Articles of Confederation, making them more workable for the new nation. The delegates decided that the Articles were too weak and imperfect to be fixed, so they created a new plan, one with a much stronger federal government. That September, the new Constitution they had written was submitted to each of the states for ratification. Only 9 of the 13 states had to ratify the new Constitution for it to go into effect.

Many people opposed the Constitution, however, citing the fact that it did not protect individual rights against a now more powerful federal government. A few states, such as Delaware, New Jersey, and Pennsylvania, ratified the Constitution within a few months. However, several states refused to ratify the document without protections for individual rights. Several other states did approve but with the understanding that a Bill of Rights would be added. The Constitution went into effect when New Hampshire became the ninth state to ratify it on June 21, 1788. Even so, several large states were still holdouts, including Virginia, New York, and North Carolina. They eventually approved the Constitution but with very close votes. The last holdout, Rhode Island, did not ratify the Constitution until May 1790, after all other states had done so.

2. Write a summary of the information presented in the passage above. In your response, analyze the arguments states had for supporting or opposing the ratification of the new Constitution. Incorporate relevant and specific evidence from the passage, as well as your own knowledge of the circumstances surrounding the ratification of the new Constitution, to support your analysis. This task may require 25 minutes to complete. You may use another sheet of paper to complete your answer.

_____

_____

_____

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_____

_____

_____

_____

_____

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THOUGHTS ABOUT MUSKETAQUID LAND

1   When I walk in the fields of Concord and meditate on the destiny of this prosperous slip of the Saxon family—the unexhausted energies of this new country—I forget that this which is now Concord was once Musketaquid and that the American race has had its destiny also. Everywhere in the fields—in the corn and grain land—the earth is strewn with the relics of a race which has vanished as completely as if trodden in with the earth.

2   I find it good to remember the eternity behind me as well as the eternity before. Where ever I go I tread in the tracks of the Indian—I pick up the bolt which has but just dropped at my feet. And if I consider destiny I am on his trail. I scatter his hearth stones with my feet, and pick out of the embers of his fire the simple but enduring implements of the wigwam and the chase—In planting my corn in the same furrow which yielded its increase to support so long—I displace some memorial of him. ...

3   Nature has her russet [reddish-brown] hues as well as green—Indeed our eye splits on every object, and we can as well take one path as the other—If I consider its history it is old—if its destiny it is new—I may see a part of an object or the whole—I will not be imposed on and think nature is old, because the season is advanced. I will study the botany of the mosses and fungi on the decayed—and remember that decayed wood is not old, but has just begun to be what it is. I need not think of the pine almond or the acorn and sapling when I meet the fallen pine or oak—more than of the generations of pines and oaks which have fed the young tree."

From JOURNALS by Henry David Thoreau, © 1842

3. On the basis of the information in paragraph 1, of whom is Thoreau speaking when he refers to "relics of a race which has vanished"?

    A. his deceased family members
    B. settlers who worked the land before him
    C. neighbors who moved far away from his cabin
    D. Native Americans who first lived on the land

4. What does the author imply when he writes "In planting my corn in the same furrow which yielded its increase to support so long—I displace some memorial of him" (paragraph 2)?

    A. He has planted corn in the same place as his ancestors.
    B. As he plants his own corn, he is taking away traces of Native Americans.
    C. He is acknowledging that others have planted in this spot before him.
    D. He is claiming the land as his own through his planting ritual.

5. What is the **most** logical inference to make about the meaning of the statement "decayed wood is not old" (paragraph 3)?

    A. There are much older forms of wood than decayed wood.
    B. Decay is a natural process in the cycle of life.
    C. Decayed wood is the start of a new cycle of life.
    D. Decayed wood is young compared with mosses and fungi.

6. By focusing on the life cycle of plants, the author implies that

    A. this cycle was important to his ancestors.
    B. he has learned much by studying plant life.
    C. the life cycle of plants is similar to that of humans.
    D. the life cycle of plants explains the presence of relics.

SS CONTENT TOPICS: I.CG.b.7, I.CG.c.1, I.USH.c.4
SS PRACTICES: SSP.1.a, SSP.1.b, SSP.2.a, SSP.2.b, SSP.3.d

1 Learn the Skill

When you **compare** two or more items, you consider the similarities between them. The study of history, geography, civics, government, and other social studies subjects often requires you to compare details about people, places, and events.

To **contrast** means to focus on the differences between items. By focusing on the ways in which things are alike and how they are different, you gain a deeper understanding of the material you read.

As with other areas of the GED® test, questions about comparing and contrasting will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of comparing and contrasting, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Read the passage and strategies below. Then answer the question that follows.

a You may find information to compare and contrast in both text and visuals, such as tables, charts, and graphs. You may assume that most parallel items, such as two belief systems, described in a text or visual can be compared and contrasted.

a As the Civil War came to a close, President Abraham Lincoln began to consider how the United States should be rebuilt. His plan for reconstructing the South called for generous terms that would allow the nation to heal with as little animosity as possible between the North and the South. **b** On the other hand, the Radical Republicans in Congress strongly opposed this plan. They believed that the Confederacy should receive harsh penalties for the difficulties of the Civil War.

b Words and phrases such as *similarly, likewise, on the other hand,* and *however* often signal that an author is comparing or contrasting information.

CONTENT PRACTICES

Practicing compare and contrast will prepare you to describe people, places, and events and the connections among them, a key element of the GED® Social Studies Test.

1. When comparing or contrasting the plans of President Lincoln and the Radical Republicans, which of the following statements is accurate?

   A. They both aimed to rebuild the nation as quickly as possible.
   B. Both plans imposed similarly harsh penalties on the Confederacy.
   C. They featured different objectives for how to move forward after the Civil War.
   D. The two plans delegated much of the responsibility for Reconstruction to state governments.

UNIT 3

DIRECTIONS: Read the passage, read each question, and choose the **best** answser.

THE AUTHOR'S QUEST

1   Sometimes, without warning, the future knocks on our door with a precious and painful vision of what might be. One hundred and nineteen years ago, a wealthy inventor read his own obituary, mistakenly published years before his death. Wrongly believing the inventor had just died, a newspaper printed a harsh judgment of his life's work, unfairly labeling him "The Merchant of Death" because of his invention—dynamite. Shaken by this condemnation, the inventor made a fateful choice to serve the cause of peace. Seven years later, Alfred Nobel created this prize and the others that bear his name.

2   Seven years ago tomorrow, I read my own political obituary in a judgment that seemed to me harsh and mistaken—if not premature. But that unwelcome verdict also brought a precious, if painful, gift: an opportunity to search for fresh new ways to serve my purpose. Unexpectedly, that quest has brought me here. Even though I fear my words cannot match this moment, I pray what I am feeling in my heart will be communicated clearly enough that those who hear me will say, "We must act. ..."

3   We, the human species, are confronting a planetary emergency—a threat to the survival of our civilization that is gathering ominous and destructive potential even as we gather here. But there is hopeful news as well: we have the ability to solve this crisis and avoid the worst—though not all—of its consequences, if we act boldly, decisively, and quickly. ...

4   So today, we dumped another 70 million tons of global-warming pollution into the thin shell of atmosphere surrounding our planet, as if it were an open sewer. And tomorrow, we will dump a slightly larger amount, with the cumulative concentrations now trapping more and more heat from the sun.

5   As a result, the earth has a fever. And the fever is rising. The experts have told us it is not a passing affliction that will heal by itself. We asked for a second opinion. And a third. And a fourth. And the consistent conclusion, restated with increasing distress, is that something basic is wrong. We are what is wrong, and we must make it right.

From NOBEL PEACE PRIZE LECTURE by Al Gore, © 2007

7.   From the information in paragraph 1, which is the **most** logical inference to make about the prize bearing Alfred Nobel's name? The prize was created

 A. as a memorial to his accomplishments as an inventor.
 B. after Nobel's death by people who admired his achievements.
 C. to continue his legacy and encourage others to pursue peace.
 D. to serve the cause of peace after the invention of a destructive weapon.

8.   To what event is the speaker **most** likely referring at the beginning of paragraph 2?

 A. an event that occurred when he became Vice-President in 1992
 B. his loss in the 2000 presidential election
 C. the death of a friend who was involved in politics
 D. a reporter having written mistakenly of Gore's death

9.   What does the author imply when he says, "we ... are confronting a planetary emergency" (paragraph 3)?

 A. All of Earth's citizens are already facing an environmental problem.
 B. The human species is not concerned about a planetary emergency.
 C. The human species is facing a global political problem.
 D. The human species is removed from any planetary emergencies.

10.   Which statement **best** explains the meaning of the last sentence in paragraph 5?

 A. Many people are sick from the effects of global warming and must cure themselves.
 B. Humans have caused global warming and now must fix the damage it has caused.
 C. People who have have done wrong things should be punished for them.
 D. Seeking second opinions about health problems is not always helpful.

DIRECTIONS: Study the information, read the questions, then choose the **best** answer.

Few times in the history of the United States were more tumultuous than the dozen years following the Civil War, the period known as Reconstruction. The reasons for this are obvious, in retrospect. Some people wanted the South to pay for its actions; they had a punitive attitude. Others, however, wanted a gentler healing hand to reunite the country. The new President, Andrew Johnson, exemplified this latter group. President Johnson supported the views of the recently assassinated Abraham Lincoln.

A group of politicians, called the Radical Republicans, wanted to give full rights to recently freed enslaved people (Freedmen), whereas much of the South remained committed to preserving its social and economic way of life. The Radical Republicans disapproved of President Johnson's lenient approach. Eventually, they impeached him. Their actions fell just one Senatorial vote short of having President Johnson removed from office.

The war devastated the South, with cities such as Atlanta, Georgia, and Columbia, South Carolina, burned to the ground. A significant percentage of Southern men had been killed or wounded in the war, straining the South's ability to rebuild itself. It would take years to restore the cities and repair the damage to industry and the economy, and these desperate needs created opportunities for extraordinary profits and exploitation of those weakened by the war. Northerners moving to the South to take advantage of those opportunities were known as carpetbaggers, owing to the type of luggage they carried. Protections against such exploitation were not nearly so numerous or effective as they are today.

A serious economic depression in the United States in 1873 significantly hampered the **resolve** of the more economically powerful North to provide Reconstruction assistance to the South. The former Northern general Ulysses S. Grant was President at this time. He withdrew the troops protecting the South from various abuses, leaving Southerners to fend for themselves. This situation led to the rise of powerful Southern political and economic interests, including radical groups such as the Ku Klux Klan. The South became a racially divided society, which continued until the Civil Rights Movement of the 1960s.

Reconstruction was a critical time for the United States. The decisions made and actions taken at the time have had lasting effects. As a result, this postwar period presents ample opportunities for comparing and contrasting.

2. Whose interests appear to be the most aligned?

   A. Radical Republicans and Freedmen
   B. Andrew Johnson and the Radical Republicans
   C. Freedmen and the carpetbaggers
   D. President Grant and Freedmen

3. Whose interests appear to differ most?

   A. Carpetbaggers and Freedmen
   B. Radical Republicans and President Johnson
   C. Northerners, in general, and President Grant
   D. President Johnson and President Lincoln

4. Which of the following can be substituted for *resolve* in order to provide the most accurate interpretation of the text?

   A. attempt
   B. solution
   C. determination
   D. hesitation

DIRECTIONS: Study the information, read the question, then choose the **best** answer.

In June 1863, Confederate General Robert E. Lee led his troops into Pennsylvania, with the aim of capturing the railroad hub at Harrisburg. While marching through Pennsylvania, Lee forbade his troops from looting farms or destroying homes. Instead, his troops paid for the food they took with useless Confederate money. In May 1864, Union General William T. Sherman began his march through Georgia. Sherman encouraged his men to take food and livestock from the farms they passed.

5. In which of the following ways were the actions of both generals similar?

   A. Both required troops to take loyalty oaths.
   B. Both ordered troops to take over railroad lines.
   C. Both had troops collect supplies from local people.
   D. Both assigned troops to build roads.

UNIT 3

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

A WRITER'S VIEW

1   Our tragedy today is a general and universal physical fear so long sustained by now that we can even bear it. There are no longer problems of the spirit. There is only the question: When will I be blown up? Because of this, the young man or woman writing today has forgotten the problems of the human heart in conflict with itself which alone can make good writing because only that is worth writing about, worth the agony and the sweat.

2   He must learn them again. He must teach himself that the basest of all things is to be afraid; and, teaching himself that, forget it forever, leaving no room in his workshop for anything but the old verities and truths of the heart, the old universal truths lacking which any story is ephemeral [short-lived] and doomed—love and honor and pity and pride and compassion and sacrifice. Until he does so, he labors under a curse. He writes not of love but of lust, of defeats in which nobody loses anything of value, of victories without hope and, worst of all, without pity or compassion. His griefs grieve on no universal bones, leaving no scars. He writes not of the heart but of the glands.

3   Until he relearns these things, he will write as though he stood among and watched the end of man. I decline to accept the end of man. It is easy enough to say that man is immortal simply because he will endure: that when the last ding-dong of doom has clanged and faded from the last worthless rock hanging tideless in the last red and dying evening, that even then there will still be one more sound: that of his puny inexhaustible voice, still talking. I refuse to accept this. I believe that man will not merely endure: he will prevail. He is immortal, not because he alone among creatures has an inexhaustible voice, but because he has a soul, a spirit capable of compassion and sacrifice and endurance.

4   The poet's, the writer's, duty is to write about these things. It is his privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past. The poet's voice need not merely be the record of man; it can be one of the props, the pillars to help him endure and prevail.

From SPEECH ACCEPTING THE NOBEL PRIZE IN LITERATURE by William Faulkner, © 1950

11. On the basis of the information in the passage, the author thinks that young writers of his time are missing

    A. fearlessness.
    B. endurance.
    C. devastation.
    D. victories.

12. In paragraph 1, the author says that young writers have "forgotten the problems of the human heart in conflict with itself which alone can make good writing." Which is the **best** inference to make about this statement?

    A. Young writers are more concerned with publishing than with writing.
    B. Good writing usually contains tragic elements.
    C. Readers are no longer interested in love stories.
    D. Writers are not focusing on human emotions.

13. In paragraph 2, Faulkner implies that young writers are creating works that are

    A. violent.
    B. passionate.
    C. superficial.
    D. difficult.

14. In paragraph 3, what does the author imply about humanity?

    A. The human spirit gives us the ability to transcend.
    B. Every human surely will die.
    C. New writers will perish just as a human perishes.
    D. Humans have no spirits or souls.

15. In paragraph 4, what is the **most** logical inference to make about how Faulkner views poets and writers? He sees them as

    A. messengers of human emotions.
    B. essential to the structure of society.
    C. providers of important information.
    D. intelligent and respected entertainers.

1 Learn the Skill

Charts, graphs, and flowcharts are ways to present information visually. Like tables, charts and graphs can present a great deal of numerical information in a relatively small amount of space. In social studies, authors often use these elements to show information that would be too lengthy to describe in a narrative passage. A flowchart is a graphic that describes a sequence. It communicates the steps of a process quickly by using concise explanatory text.

As with other areas of the GED® test, questions about charts, graphs, and flowcharts will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of interpreting charts, graphs, and flowcharts, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Study the information below. Then answer the question that follows.

UNIT 3

a The title of a graph tells what information that graph contains. This graph shows changes in the number of manufacturing establishments in Illinois between 1880 and 1900.

b Each graph features two axes. On this line graph, labels show that the y-axis indicates the number of manufacturing establishments, while the x-axis shows the year for which the data was recorded.

y-axis

x-axis

a
MANUFACTURING GROWTH IN ILLINOIS, 1880–1900

Manufacturing establishments (thousands) / Year
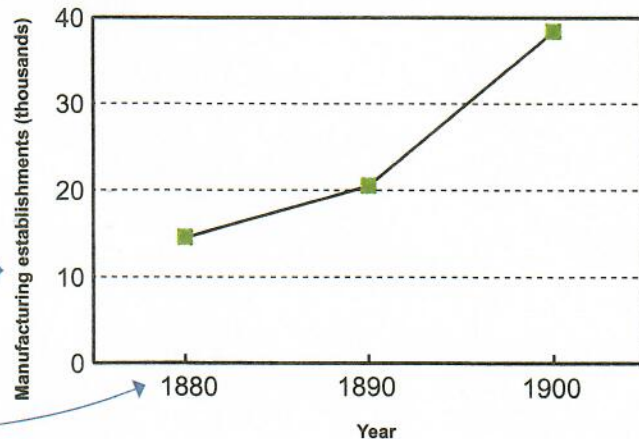
USING LOGIC

To interpret a graph, find how both axes relate to one another at certain points. To find the number of manufacturing establishments in 1890, scan up from 1890 on the x-axis and find the number on the y-axis.

1. During the 1890s, what happened to the number of manufacturing establishments in Illinois?

A. They increased slightly.
B. They decreased slightly.
C. They remained nearly the same.
D. They increased dramatically.

Draw Conclusions

1 Review the Skill

When you **draw conclusions**, you make judgments based on information provided in the text or from inferences. Remember that an inference is an educated guess based on facts or evidence and on your own prior knowledge. Identify the important details of a passage, and then use those details to make inferences and draw conclusions. You may find that different facts support different conclusions but that these conclusions can lead you to a larger conclusion about the whole text.

2 Refine the Skill

By refining the skill of drawing conclusions, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

a From the information about gas prices in these sentences, you can conclude that gas in Venezuela is cheaper than gas in the United States.

b This sentence shows a cause and an effect. You can draw a conclusion about gas taxes from this cause-and-effect relationship.

SOME COUNTRIES PAY MORE FOR GAS

Gasoline in the United States is cheap. Not as cheap as American drivers would like, of course. And not as cheap as it is in Venezuela and other major oil-producing countries, where it is heavily subsidized. Compared to prices in most other industrialized nations, however, the American national average of $4 a gallon is a bargain.

The chief reason for the disparity with the high-priced nations is taxation. Take away the taxes, and the remaining gas price is similar from place to place.

From *The New York Times*'s article SAVORING BARGAINS AT THE AMERICAN PUMP by Bill Marsh, © 2008

USING LOGIC

To draw conclusions, you must make assumptions, or educated guesses. If a topic or an author's purpose is unclear, read the text carefully, and make logical assumptions based on what you read and on prior knowledge.

---

1. The **most** logical conclusion to draw about gas taxes in Venezuela is that they

   A. are national, not state, taxes.
   B. are lower than they are in the United States.
   C. pay for the same services as in the United States.
   D. do not affect gas prices because of subsidies.

2. Which is the **most** logical conclusion to draw from this passage?

   A. Gasoline in the United States averages about $4 a gallon.
   B. The United States has the world's highest prices for gasoline.
   C. Gasoline in the United States is as cheap as it is in countries in which it is highly subsidized.
   D. The United States pays higher prices for gasoline than some countries but pays less per gallon than others.

DIRECTIONS: Study the flowchart, read the questions, then choose the **best** answers.

EVENTS LEADING TO THE PENDLETON CIVIL SERVICE REFORM ACT

Charles Guiteau writes to President James A. Garfield, asking for a high-level job in his new administration.

↓

President Garfield does not respond, angering Mr. Guiteau.

↓

Mr. Guiteau shoots President Garfield, partly as the result of the snub.

↓

When President Garfield dies, Chester A. Arthur becomes President.

↓

President Garfield's assassination helps focus attention on the need to reform the process by which people obtain federal jobs.

↓

Congress passes the Pendleton Civil Service Reform Act, which creates the Civil Service Commission.

↓

Many federal jobs become obtainable only by merit, rather than through political connections.

2. Based on the information presented in the flowchart, which of the following events directly resulted in the presidency of Chester A. Arthur?

   A. the passage of the Pendleton Civil Service Reform Act
   B. the election of Chester A. Arthur
   C. the assassination of President James Garfield
   D. the application of Charles Guiteau for a government job

3. How did President Garfield's death affect civil service reform?

   A. Congress passed a law that replaced many patronage jobs with jobs obtained through merit.
   B. Jobs could no longer be obtained through the Civil Service Commission.
   C. The Pendleton Civil Service Reform Act was rejected by a very narrow margin.
   D. All federal jobs were obtained only through political connections from that point forward.

4. Which of the following gives the best reason for displaying the information here on a flowchart rather than on a graph?

   A. Text cannot be used with graphs.
   B. The x-axis and y-axis on a flowchart are difficult to display.
   C. There is too much information to fit on a graph.
   D. Graphs usually display numbers, while flowcharts usually display text.

UNIT 3

DIRECTIONS: Study the flowchart, read the questions, then choose the **best** answers.

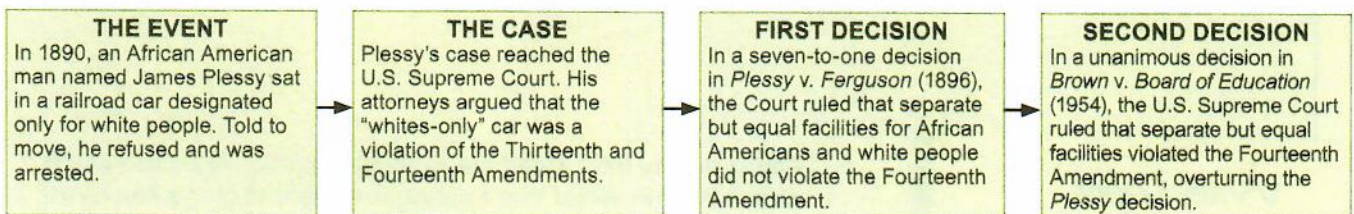| THE EVENT	THE CASE	FIRST DECISION	SECOND DECISION
In 1890, an African American man named James Plessy sat in a railroad car designated only for white people. Told to move, he refused and was arrested.	Plessy's case reached the U.S. Supreme Court. His attorneys argued that the "whites-only" car was a violation of the Thirteenth and Fourteenth Amendments.	In a seven-to-one decision in *Plessy* v. *Ferguson* (1896), the Court ruled that separate but equal facilities for African Americans and white people did not violate the Fourteenth Amendment.	In a unanimous decision in *Brown* v. *Board of Education* (1954), the U.S. Supreme Court ruled that separate but equal facilities violated the Fourteenth Amendment, overturning the *Plessy* decision.

5. What led to the court case *Plessy* v. *Ferguson*?

   A. James Plessy sat in a railroad car reserved for white passengers.
   B. There were railroad cars for each ethnic group.
   C. There was a ruling in the case of *Brown* v. *Board of Education*.
   D. The U.S. Congress passed the Fourteenth Amendment to the U.S. Constitution.

6. Which two levels of government were in possible conflict in the *Plessy* decision?

   A. federal and state governments
   B. state and local governments
   C. county and state governments
   D. two parts of the federal government

Spotlighted Item: DRAG-AND-DROP

DIRECTIONS: Read the passage and the question. Then use the drag-and-drop option to complete the chart.

WORKING VIRTUALLY

1   Yes, working virtually has revolutionized the workplace, unshackling workers from nasty office vibes, bad feng shui, and the soul-crushing power of the cubicle. The butt-in-chair mandates of yore are ridiculous at a time when we collaborate across continents and carry around our office in our palms. … That's why companies like Best Buy, Microsoft, and IBM have long encouraged employees to work wherever and whenever they want. It's the future. And it's great. …

2   Though the vast majority of employees adore the nouveau flex, there are those who are simply not wired that way. They feel socially unemployed. One executive headhunter in New Jersey missed office life so much—and got so depressed from working in his ratty sweats with unbrushed teeth—that he started putting on a suit and tie every day before traipsing across his bedroom to his desk. "Some people don't work well alone," says IBM's director of global diversity, Ron Glover. "They need to be engaged with others and close together so they can be supported and developed and performance managed."…

3   A recent study by Rensselaer Polytechnic Management Professor Tim Golden found that the greater the prevalence of teleworkers in an office, the less others in the office are apt to be satisfied with their jobs. The non-teleworkers tend to find the workplace less enjoyable, have fewer and weaker emotional ties to co-workers, and generally feel less obligated to the organization, Golden found.

4   Such research is spurring managers to realize how vital it is to mitigate some of the adverse impacts of working remotely. According to Wright State University management professor Todd Dewett, there are four reasons remote work arrangements flop: choosing the wrong people, improper communication, setting weak or unclear goals, and unproductive home and work environments (think babies and dogs). That's

why Hewlett Packard now offers employees self-assessments they can take to see if they are cut out for the world of virtual work. Managers are also receiving coaching on how to deal with a largely invisible workforce.

From the businessweek.com article WORKING REMOTELY…OR REMOTELY WORKING? by Michelle Conlin, © 2008 accessed 2013

3.   Drag and drop the **best** conclusions for each category into the correct location in the chart.

Reasons to Encourage Telecommuting	Reasons to Restrict Telecommuting

People are likely to become depressed when working alone.	People have co-workers all around the world, so being required to go to an office does not make sense.
New technologies make telecommuting easier and more effective.	It is difficult to manage employees when they are not in the office.
Most people lack the self-discipline to work from home.	Employees who telecommute are less obligated to their companies.

Make Inferences

1 Learn the Skill

An **inference** is a logical guess based on facts or evidence. When you **make an inference**, you put two or more pieces of information together, along with your own knowledge, to determine a possible meaning. In this way, making an inference is similar to putting together the pieces of a puzzle.

Even before you have assembled the complete puzzle, you can begin to determine what it will look like. As you study historical information, making inferences will help you better understand the connections among people, places, and events that might not initially be obvious.

As with other areas of the GED® test, questions about making inferences will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of making inferences, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Study the information below. Then answer the question that follows.

a This sentence states President Wilson's intentions about U.S. involvement in World War I. This fact can be combined with another to make an inference.

After becoming President in 1913, Woodrow Wilson's first term was dominated by the outbreak of World War I in Europe. **a** Throughout his first term, President Wilson aimed to keep the United States neutral. Tensions grew when German submarines attacked American ships. Britain also interfered with American ships in an attempt to blockade Germany. Despite these incidents, President Wilson worked to keep the United States out of the war. **b** For his re-election campaign in 1916, President Wilson ran under the slogan, "He kept us out of war." President Wilson won the election and began his second term in 1917.

b This information can be combined with the other information to make a logical guess about the way the American public felt about the war.

USING LOGIC

When making an inference, be sure your logical guess is supported by available facts. Even though an inference is a guess, it should have a strong chance of turning out to be true.

1. What can you infer about the American public's feelings toward involvement in World War I during President Wilson's first term?

   A. Most Americans believed that the United States should support Britain's blockade.
   B. Many Americans supported President Wilson's policy of neutrality.
   C. Americans were angered by President Wilson's diplomatic approach to foreign policy.
   D. Most Americans hoped that the United States would avenge the loss of U.S. ships.

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

WOMEN IN MATH AND SCIENCE

1   Twenty years ago, when I attended Wellesley College, an all-women's college, coeducation fever was gripping America. Yale and Princeton had just "gone"; Dartmouth "went" next. My freshman year, we were polled on whether we thought Wellesley should join the stampede. What did I know? I said yes. But now I know I was wrong, and I'm glad my vote didn't change anything.

2   This year, 60 percent of the National Merit Scholarship finalists are boys, because boys outscored girls on the Preliminary Scholastic Assessment Test (P.S.A.T.), which determines eligibility for the scholarships. The test doesn't ask about sports; it does ask about math and science, though, and that's where the differences between boys and girls are most pronounced. The American Civil Liberties Union and the National Center for Fair and Open Testing filed a Federal civil rights suit in February charging that the test discriminates against women. The plaintiffs want more girls to get National Merit Scholarships. So do I. But I want to see girls earn them, in schools that give them a fair chance.

3   I didn't win a Merit Scholarship either, although if the Fair Test people had their way, I might have. My grades were near perfect. But I didn't take the tough math and science courses. I had different priorities. I started junior high as the only girl on the math team. By high school, I'd long since quit. Instead, I learned to twirl a baton, toss it in the air and catch it while doing a split in the mud or the ice. The problem wasn't the P.S.A.T., but me, and my school.

4   Things have changed since then, but not as much as one would hope. The American Association of University Women did a major study in 1992 about how schools shortchange girls and concluded that even though girls get better grades (except in math), they get less from school.

From FOR GIRLS' SCHOOLS AND WOMEN'S COLLEGES, SEPARATE IS BETTER by Susan Estrich, © 1994

4. From the information in paragraph 2, what is the best conclusion to draw about why boys do better on the P.S.A.T.'s than girls do?

    A. Boys excel at standardized tests.
    B. The tests are designed toward boys' interests.
    C. Boys excel over girls in school courses and thus test better.
    D. The test is based heavily on math.

5. Which statement **best** explains the author's conclusion about the National Merit Scholarship?

    A. The P.S.A.T discriminates against girls.
    B. National Merit Scholarships should be based on grades, not P.S.A.T. scores.
    C. Girls should have equal opportunities to do well on the P.S.A.T.
    D. Priorities have changed so that National Merit Scholarships are awarded more fairly.

6. According to the passage, what conclusion can you draw about why the author is glad her vote did not change the structure at Wellesley College?

    A. The author was young and thoughtless as a student.
    B. The author believes in coeducation.
    C. The author believes that women thrive better educationally in a single-sex setting.
    D. The author believes that students have too much decision-making power.

7. What is the **most** logical conclusion to draw about the author's overall point of view in this passage? The author believes that

    A. girls should get the same attention from their schools as boys do.
    B. boys get less attention in school than girls do.
    C. boys take standardized tests better because of special coaching in math.
    D. boys care less about testing and schooling than girls do.

DIRECTIONS: Study the information, read the questions, then choose the **best** answers.

Two courageous women became early leaders in the women's suffrage movement at a time when women's rights was a startling idea to many Americans. Elizabeth Cady Stanton (1815–1902) was already active in the antislavery movement when, in 1840, she was outraged by an antislavery convention's refusal to accept female delegates. As a result, she began campaigning for women's rights and was a key organizer of the first Seneca Falls Convention in 1848. After she met Susan B. Anthony (1820–1906), the two women formed the National Woman Suffrage Association and worked to gain the right to vote through amendments to state and national constitutions.

In her effort to challenge the lack of suffrage for women, Susan B. Anthony voted in the 1872 presidential election. She was arrested and put on trial. The judge ordered the jury to find her guilty and imposed a $100 fine. When she refused to pay, the judge did not sentence Ms. Anthony to prison, which effectively ended her chance of an appeal. A prison sentence would have allowed the suffrage movement to appeal the decision and take the question of women's voting rights to the U.S. Supreme Court.

By 1900, women could vote in only four states, but the campaign for a national constitutional amendment continued. When the Nineteenth Amendment was ratified in 1920, women throughout the United States finally gained the right to vote.

2. Which of the following inferences can you make about Elizabeth Cady Stanton?

   A. She opposed the antislavery movement.
   B. She made speeches on women's suffrage.
   C. She worked for prison reform.
   D. She had difficulty working with others.

3. What can you infer about women's suffrage in the United States before 1920?

   A. Women were prohibited from voting in any election throughout the United States.
   B. Only white women had the right to vote throughout the United States.
   C. Women in some states could vote for governor, but women in other states could not.
   D. Women who were part of the suffrage movement could vote because of their political activism.

DIRECTIONS: Study the table, read the questions, then choose the **best** anwers.

LEADERS OF THE WOMEN'S SUFFRAGE MOVEMENT

LEADER	ACCOMPLISHMENTS
Lucretia Mott (1793–1880)	She was active in both the antislavery and women's rights movements. With others, including Elizabeth Cady Stanton, Lucretia Mott organized the Seneca Falls Convention in 1848. In 1866, she became the first president of the American Equal Rights Association, which worked for equality for women and African Americans.
Elizabeth Cady Stanton (1815–1902)	A founder of the women's rights movement in the United States, she helped plan the first Seneca Falls Convention. With Matilda Joslyn Gage, Elizabeth Cady Stanton wrote the Declaration of Rights of the Women of the United States in 1876.
Lucy Stone (1818–1893)	An early activist in both the women's rights and antislavery movements, her speech at the National Woman's Rights Convention in Syracuse, New York, in 1852 influenced Susan B. Anthony. Later in her career, Lucy Stone worked with Frederick Douglass to support passage of the Fifteenth Amendment.
Susan B. Anthony (1820–1906)	She became part of the antislavery movement, and then was introduced to the women's rights movement by Elizabeth Cady Stanton. With Stanton, Susan B. Anthony formed the National Woman Suffrage Association in 1869.

4. What information can you infer from the table?

   A. Many leaders who fought for women's rights also supported rights for African Americans.
   B. Men and women did not work together to expand rights within the United States.
   C. Elizabeth Cady Stanton and Lucy Stone never actually met.
   D. All supporters of women's suffrage were in the North after the Civil War.

5. What inference can you make about the voting records of these women's suffrage leaders?

   A. All of the women were arrested for attempting to vote at some time in their lives.
   B. Although they could not vote nationally, all of the women could vote in their own states.
   C. The women only supported the right of white women to vote nationally.
   D. None of the women ever voted in a presidential election.

UNIT 3

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

THE SPEAKER'S SUCCESS

1   When I arose to speak, there was considerable cheering, especially from the coloured people. As I remember it now, the thing that was uppermost in my mind was the desire to say something that would cement the friendship of the races and bring about hearty cooperation between them. So far as my outward surroundings were concerned, the only thing that I recall distinctly now is that when I got up, I saw thousands of eyes looking intently into my face. ...

2   The first thing that I remember, after I had finished speaking, was that Governor Bullock rushed across the platform and took me by the hand, and that others did the same. I received so many and such hearty congratulations that I found it difficult to get out of the building. I did not appreciate to any degree, however, the impression which my address seemed to have made, until the next morning, when I went into the business part of the city. As soon as I was recognized, I was surprised to find myself pointed out and surrounded by a crowd of men who wished to shake hands with me. This was kept up on every street on to which I went, to an extent which embarrassed me so much that I went back to my boarding-place. The next morning I returned to Tuskegee. At the station in Atlanta, and at almost all of the stations at which the train stopped between the city and Tuskegee, I found a crowd of people anxious to shake hands with me. ...

3   I very soon began receiving all kinds of propositions from lecture bureaus, and editors of magazines and papers, to take the lecture platform, and to write articles.

From UP FROM SLAVERY by Booker T. Washington, © 1901

8. On the basis of the content in paragraph 1, what is the **best** conclusion to draw about the background for the author's desire to "cement the friendship of the races?

A. The author is happy that race relations seem to be improving.
B. The author is offended that the audience is segregated.
C. The author is unconcerned about race relations.
D. The author is satisfied that he was able to bring about cooperation between the races.

9. On the basis of the information in the passage, what is the **best** conclusion to draw about the author's character? The author is a person who is

A. forgetful.
B. pessimistic.
C. humble.
D. arrogant.

10. Which statement from the passage **best** supports the conclusion about the author's character?

A. "When I arose to speak, there was considerable cheering. ..."
B. "The first thing that I remember, after I had finished speaking, was that Governor Bullock rushed across the platform and took me by the hand, and that others did the same."
C. "I received so many and such hearty congratulations that I found it difficult to get out of the building."
D. "As soon as I was recognized, I was surprised to find myself pointed out and surrounded by a crowd of men who wished to shake hands with me."

11. Which is the **most** logical conclusion to draw about why the author received invitations from "lecture bureaus, and editors of magazines and papers"?

A. His speech was amusing.
B. His speech was successful.
C. His speech caused debate.
D. His speech created racial unrest.

Make Generalizations

UNIT 1

1 Review the Skill

A **generalization** is a broad statement that applies to principles, ideas, people, places, and events. Key words such as *all, everyone, few, none, some,* or *usually* can act as indicators when you look for or make your own generalizations. Generalizations may be valid or invalid. Valid generalizations are supported by sufficient and credible facts, but invalid ones are not. Stereotypes are often invalid, oversimplified generalizations.

2 Refine the Skill

By refining the skill of making generalizations, you will improve your study and test-taking abilities, especially as they apply to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

a The author makes a broad statement about people living at home with their parents. The key word **majority** indicates a generalization about this group of people.

b Generalizations may serve to support the author's point of view. The author claims that people can save a **substantial** amount of money by living back home.

RETURNING HOME CAN BE A SMART DECISION

There's a flip side to the debate about adult children returning home. Depending on the situation, moving back in with mom and dad can actually be the wisest choice a person can make. The majority of people living at home with their parents continue to work full-time or part-time jobs, allowing them to pool their resources with other family members. This increases the overall income of the household and helps reduce stress on any individual family member.

Living back home also enables [young people] to reduce their expenses and focus on saving money. Rather than struggling to make ends meet, they can put money aside in savings accounts or investments and begin growing a nest egg. Considering the high cost of living throughout the nation, a substantial amount of money can be saved if the individual does not have to foot the entire cost alone.

From *Forbes*'s article FAILURE TO LAUNCH: ADULT CHILDREN MOVING BACK HOME by Alan Dunn, © 2012

USING LOGIC

Sometimes an author may over-generalize by making a broad assertion without supplying enough support. Use logic to ask yourself whether a writer's generalization is always valid or only sometimes valid.

1. On the basis of this passage, which is the **best** generalization to make about why moving back home is a wise choice?

   A. It encourages people to earn more money.
   B. It allows people to work part-time and pursue interests.
   C. It reduces expenses and helps people save money.
   D. It allows parents to take on more of the expenses.

2. What information would add to the validity of the author's generalization about the cost of living?

   A. support for the fact that it is high throughout the nation
   B. support for the fact that it is has regional differences
   C. a definition of the term *cost of living*
   D. an example of what something costs

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

MINORITY CHILDREN AND FOSTER CARE

1   The white social worker looked at the dark spots on the black child's body and assumed the youngster had been beaten. The family denied it, but the social worker insisted.

2   It turned out the child had "Mongolian spots"—harmless skin blotches common among black children. The social worker's mistake was discovered before the parents got into trouble.

3   But researchers and policymakers say such episodes help explain why black, Hispanic and other minority children in the United States are far more likely than white youngsters to be taken from their homes and placed in foster care.

4   Racial or ethnic prejudices—conscious or unconscious—can lead social workers to see abuse or neglect where none exists, these experts say.

5   The experts caution that stereotyping on the part of social workers is just one factor in the racial gap, and probably a small one at that. Other factors—higher rates of poverty, inadequate housing and child care, for example— are believed to be major contributors to abuse and neglect among minorities. …

6   Nevertheless, stereotyping is enough of a concern that cultural-awareness training for social workers has been instituted in 45 states, many of them in just the past few years, according to a recent report by the Government Accountability Office, the investigative arm of Congress.

From the Associated Press's article SOCIAL WORKERS' BIAS SEEN IN FOSTER-CARE RACIAL GAP, © 2007

3. In paragraph 1, what generalization, or stereotype, did the social worker make?

A. The child was black and, therefore, was likely to have been abused by family members.
B. The child was black and, therefore, was getting into fights at school.
C. The child was black and, therefore, had Mongolian spots.
D. The child was black and, therefore, bruised easily.

4. How is paragraph 4 related to the first three paragraphs?

A. It provides another example of stereotyping.
B. It makes a generalization about foster care.
C. It explains a generalization that social workers have made.
D. It discusses generalizations about abuse and neglect.

5. On the basis of this passage, which is the **most** accurate generalization to make about minority and non-minority children in foster care? Minority children are

A. more likely than non-minority children to be placed into foster care.
B. as likely as non-minority children to be placed into foster care.
C. always placed into foster care.
D. less likely than non-minority children to be placed into foster care.

6. According to the information in the passage, which is the **best** generalization to make about why social workers are undergoing cultural-awareness training (paragraph 6)? Social workers are taking cultural-awareness training to

A. further their careers.
B. prevent stereotyping.
C. learn about their own cultures.
D. differentiate physical abuse from neglect.

DIRECTIONS: Read the passage, read each question, and choose the **best** answer.

MEN, WOMEN, AND CHILD CUSTODY

1   Every few years, some father who believes he's been wronged by the family court system grabs headlines and draws attention to the flawed ways in which we split up families. Custody proceedings are often brutal and adversarial. Otherwise fit parents can be drawn into a bare-knuckle fight over who poses a greater danger to the children. ...

2   Despite the fact that divorce is rarely triggered by violence or abuse, the incentives to allege that a man is abusive and out of control are undeniable. They tap into age-old stereotypes about men and ensure that Mom becomes the primary custodian. Even without abuse allegations, simple rules of physics (one child cannot be split into two and two cannot be split into four) make it likely that many good fathers will be downgraded from full-time dads to alternating-weekend carpool dads. They will be asked to pay at least a third of their salaries in child support for that privilege. Simple rules of modern life make it likely that an ex-wife will someday decide that a job or new husband demands a move to a faraway state. At which point the alternating-weekend-carpool dad is again demoted, to a Thanksgivings-if-you're-lucky dad.

3   I recognize the allure for some men of the man-pushed-until-he-snaps narrative. My husband rents those movies, too. But ... there are dozens of nonviolent fathers who believe that the mere fact of their divorce should not result in an arrangement in which they pay for the right to see their kids on alternating Sundays. If the family-court system is ever going to improve, we need to hear their stories, not tales of kidnappings and murder. Much of what's wrong with family law today lies in warmed-over stereotypes of men as fundamentally unsuited to caring for children.

From *Newsweek*'s article RETHINKING FATHERS' RIGHTS by Dahlia Lithwick, © 2008

7. What generalization does the author make about which parent gets custody of the children after a divorce?

   A. Fathers almost always get full custody.
   B. Mothers almost always get primary custody.
   C. Mothers and fathers always split custody equally.
   D. Fathers never get custody.

8. According to the excerpt, which stereotype is associated with men after a divorce?

   A. Men are less likely than women to want custody of their children.
   B. Men are more interested in their careers than in their families.
   C. Men rarely fight for legal custody of their children.
   D. Men are assumed to be abusive because they are male.

9. The author mentions the allure of violent movies (paragraph 3). According to the passage, which statement is the **best** generalization to make about men and violent movies?

   A. Violent movies lead custodial fathers to violence.
   B. Fathers who enjoy violent movies should not have custody of their children.
   C. Violent movies probably have little effect on custodial fathers.
   D. Children exposed to violent movies act out frequently.

10. Which is the **most** logical generalization to make on the basis of the information in this passage?

   A. All custody arrangements should equally split the time children spend with both parents.
   B. Men are good caregivers and are entitled to fair custody arrangements.
   C. Men are now considered better caregivers than women are.
   D. Men and women with children should remain married until the children are adults.

★ Spotlighted Item: **DRAG-AND-DROP**

DIRECTIONS: Read the passage and the question. Then use the drag-and-drop option to complete the chart.

WHAT WE LEARN AT SCHOOL

1 By the age of six the average child will have completed the basic American education and be ready to enter school. If the child has been attentive in these preschool years, he or she will already have mastered many skills.

2 From television, the child will have learned how to pick a lock, commit a fairly elaborate bank holdup, prevent wetness all day long, get the laundry twice as white, and kill people with a variety of sophisticated armaments. ...

3 During formal education, the child learns that life is for testing. This stage lasts twelve years, a period during which the child learns that success comes from telling testers what they want to hear.

4 Early in this stage, the child learns that he is either dumb or smart. If the teacher puts intelligent demands upon the child, the child learns he is smart. If the teacher expects little of the child, the child learns he is dumb and soon quits bothering to tell the testers what they want to hear. ...

6 At this stage of education, a fresh question arises for everyone. If the point of lower education was to get into college, what is the point of college? The answer is soon learned. The point of college is to prepare the student—no longer a child now—to get into graduate school. In college the student learns that it is no longer enough simply to tell the testers what they want to hear. Many are tested for graduate school; few are admitted.

7 Those excluded may be denied valuable certificates to prosper in medicine, at the bar, in the corporate boardroom. The student learns that the race is to the cunning and often, alas, to the unprincipled.

8 Thus, the student learns the importance of destroying competitors and emerges richly prepared to play his role in the great simmering melodrama of American life.

9 Afterward, the former student's destiny fulfilled, his life rich with Oriental carpets, rare porcelain, and full bank accounts, he may

one day find himself with the leisure and the inclination to open a book with a curious mind, and start to become educated.

From *The New York Times*'s article SCHOOL VS. EDUCATION by Russell Baker, © 1975

11. Drag and drop each generalization into the correct position on the chart, according to the phase of American education.

Stage of Education	Generalization
Preschool Years	
The Twelve Years of Formal Education	
College	
Graduate School	

Students are labeled by test scores, which determine their formal education.
Students impress teachers to move to the next level of education.
Students must be shrewd and do what it takes to achieve more than their classmates.
This group learns a great deal from exposure to media.

Use Context Clues

READING ASSESSMENT TARGETS: R.4.1/L.4.1, R.4.2/L.4.2, R.4.3/L.4.3

UNIT 1

1 Review the Skill

Readers can use **context clues** to make informed guesses about the meanings of unfamiliar words by examining the surrounding details in a sentence or paragraph. Other words, phrases, or explanations may help readers understand the unfamiliar word or expression.

Writers often use words that have **connotations**. These words have meanings that go beyond their definitions. Connotations may be positive or negative. For example, a person who tells others what to do may be described as "bossy" (negative) or as "showing leadership" (positive).

2 Refine the Skill

By refining the skill of using context clues and the skill of answering questions that require you to fill in the blank, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passage below. Then answer the questions that follow.

a The word **glen** might be unfamiliar, but the context indicates that it is a shady place.

b You might not know the word **wending**, but the context describes a way of walking.

AN OASIS IN LONDON

It lies not far from the Temple-Bar.

Going to it, by the usual way, is like stealing from a heated plain into some cool, deep glen, shady among harboring hills.

Sick with the din and soiled with the mud of Fleet Street—where the Benedick tradesmen are hurrying by, with ledger-lines ruled along their brows, thinking upon rise of bread and fall of babies— you adroitly turn a mystic corner—not a street—and glide down a dim, monastic way, flanked by dark, sedate, and solemn piles, and still wending on, give the whole care-worn world the slip, and disentangling, stand beneath the quiet cloisters of the Paradise of Bachelors.

Sweet are the oases in Sahara; charming the isle-groves of August prairies ... but sweeter, still more charming, most delectable the dreamy Paradise of Bachelors, found in the heart of stunning London.

From THE PARADISE OF BACHELORS by Herman Melville, © 1855

INSIDE THE ITEMS

Read test questions for clues. Question 1 gives a clue about noise. Notice in the passage that din is used to describe a noisy street. The other choices do not refer to noise.

1. The author contrasts a noisy place with a quiet place. Which word **best** indicates the presence of noise?

   A. din
   B. muddy
   C. sedate
   D. cloisters

2. Which places could **best** be described as oases?

   A. busy streets in English cities
   B. dusty fields in dry climates
   C. shaded gardens in crowded cities
   D. low ground beneath high hills

Spotlighted Item: FILL-IN-THE-BLANK

DIRECTIONS: Read the passage. Then fill in your answers in the boxes below.

AN EVENING INTERRUPTED

1   I'd been warned. On the very first day Merle and Floyd had mentioned something about developments, improvements, a sinister Master Plan. Thinking that they were the dreamers, I paid little heed and had soon forgotten the whole ridiculous business. But only a few days ago something happened which shook me out of pleasant apathy.

2   I was sitting out back on my 33,000-acre terrace, shoeless and shirtless, scratching my toes in the sand and sipping on a tall iced drink, watching the flow of evening over the desert. Prime time: the sun very low in the west, the birds coming back to life, the shadows rolling for miles over rock and sand to the very base of the brilliant mountains. I had a small fire going near the table—not for heat or light but for the fragrance of the juniper and the ritual of the clear flames. For symbolic reasons. For ceremony. When I heard a faint sound over my shoulder I looked and saw a file of deer watching from fifty yards away, three does and a velvet-horned buck, all dark against the sundown sky. ... Smiling thoroughly at peace, I turned back to my drink, the little fire, the subtle transformations of the immense landscape before me. On the program: rise of the full moon.

3   It was then I heard the discordant note, the snarling whine of a jeep in low range and four-wheel-drive, coming from an unexpected direction, from the vicinity of the old foot and horse trail that leads from Balanced Rock down toward Courthouse Wash and on to park headquarters near Moab. ... Now operating a motor vehicle of any kind on the trails of a national park is strictly forbidden, a nasty bureaucratic regulation which I heartily supported.

From INDUSTRIAL TOURISM AND THE NATIONAL PARKS by Edward Abbey, © 1968

3. The narrator describes the scene he is watching as "Prime time." If prime time on television means the time during which the most popular shows are viewed, does **prime time** have a positive or negative meaning in this passage?

    ┌──┐
    │   │
    └──┘

4. The narrator mentions a "file of deer." The word **file** has several meanings: a tool, a crafty person, a folder, or a line of things. Which meaning is used in describing the deer?

    ┌──┐
    │   │
    └──┘

5. The narrator says that the jeep makes a "discordant note." Would a **discordant** sound be pleasant or disturbing?

    ┌──┐
    │   │
    └──┘

6. In the last sentence, the narrator refers to a "bureaucratic regulation." Would substituting the word **government** for **bureaucratic** make the meaning neutral or more negative?

    ┌──┐
    │   │
    └──┘

⭐ Spotlighted Item: **FILL-IN-THE-BLANK**

DIRECTIONS: Read the passage. Then fill in your answers in the boxes below.

GIOVANNI SEES A MAN IN THE GARDEN

While Giovanni stood at the window, he heard a rustling behind a screen of leaves, and became aware that a person was at work in the garden. His figure soon emerged into view, and showed itself to be that of no common laborer, but a tall, emaciated, sallow, and sickly looking man, dressed in a scholar's garb of black. He was beyond the middle term of life, with gray hair, a thin gray beard, and a face singularly marked with intellect and cultivation, but which could never, even in his more youthful days, have expressed much warmth of heart.

From RAPPACCINI'S DAUGHTER by Nathaniel Hawthorne, © 1844

7. The narrator uses the word **emaciated,** meaning "very thin," to describe the man Giovanni sees. If the narrator had used **slender** instead of **emaciated** in the description, would the description have been more positive or more negative?

8. In the context of the excerpt, does the expression **beyond the middle term of life** mean

"wise" or "elderly"?

DIRECTIONS: Read the passage. Then fill in your answers in the boxes below.

A YOUNG GIRL ENTERS THE GARDEN

Soon there emerged from under a sculptured portal the figure of a young girl, arrayed with as much richness of taste as the most splendid of the flowers, beautiful as the day, and with a bloom so deep and vivid that one shade more would have been too much. She looked redundant with life, health, and energy. ... Yet Giovanni's fancy must have grown morbid, while he looked down into the garden; for the impression which the fair stranger made upon him was as if here were another flower, the human sister of those vegetable ones, as beautiful as they—more beautiful than the richest of them—but still to be touched only with a glove, nor to be approached without a mask. As Beatrice came down the garden-path, it was observable that she handled and inhaled the odor of several of the plants ...

From RAPPACCINI'S DAUGHTER by Nathaniel Hawthorne, © 1844

9. Based on the context, does the phrase **redundant with life** mean "full of life" or "bored with life"?

10. As Giovanni watches the girl, the narrator says that his "fancy must have grown morbid." According to the context of the passage, does the expression **grown morbid** imply that his mood becomes hopeful or gloomy?

DIRECTIONS: Read the passage. Then fill in your answers in the boxes below.

THE NARRATOR DESCRIBES ZELIG

1   Old Zelig was eyed askance by his brethren. No one deigned to call him "Reb" Zelig, nor to prefix to his name the American equivalent—"Mr." "The old one is a barrel with a stave missing," knowingly declared his neighbors. …

2   In the cloakshop where Zelig worked he stood daily, brandishing his heavy iron on the sizzling cloth, hardly ever glancing about him. The workmen despised him, for during a strike he returned to work after two days' absence. He could not be idle, and thought with dread of the Saturday that would bring him no pay envelope.

3   His very appearance seemed alien to his brethren. His figure was tall, and of cast-iron mold. When he stared stupidly at something, he looked like a blind Samson. His gray hair was long, and it fell in disheveled curls on gigantic shoulders somewhat inclined to stoop. His shabby clothes hung loosely on him; and, both summer and winter, the same old cap covered his massive head.

From ZELIG by Benjamin Rosenblatt, © 1915

11. The narrator says that neighbors never call the main character "Reb" Zelig. Not using this title indicates their feelings toward him. According to the story, the term **Reb** is best defined as the equivalent of

12. Zelig's neighbors describe him as "a barrel with a stave missing." Does this expression mean something similar to "not a mean bone in his body " or "not all there"?

13. Zelig's appearance is described as seeming "alien" to other people. In this context, does **alien** mean "not local" or "too different"?

14. The state of Zelig's hair and clothing is described as "disheveled." Which of the following words is a synonym for **disheveled**: large, messy, or neat?