

Linear Equations (B)

Use the given points to determine the slope using $\frac{y_2 - y_1}{x_2 - x_1}$

Determine the y-intercept using $b = y - mx$. Write the equation in $y = mx + b$ form.

1. Points: $(-7, 4)$ $(8, -5)$

2. Points: $(-2, 5)$ $(-1, 8)$

3. Points: $(4, 9)$ $(7, -2)$

4. Points: $(5, 6)$ $(3, -6)$

5. Points: $(-4, -5)$ $(-1, -9)$

6. Points: $(0, 0)$ $(7, 8)$

7. Points: $(-8, 7)$ $(4, -5)$

8. Points: $(4, -7)$ $(-3, 9)$

9. Points: $(-6, -6)$ $(-3, 7)$

10. Points: $(5, -2)$ $(-8, 2)$

Linear Equations (B) Answers

Use the given points to determine the slope using $\frac{y_2 - y_1}{x_2 - x_1}$

Determine the y-intercept using $b = y - mx$. Write the equation in $y = mx + b$ form.

1. Points: $(-7, 4)$ $(8, -5)$

$$m = \frac{-5-4}{8-(-7)} = \frac{-9}{15} = -\frac{3}{5}$$

$$b = 4 - \left(-\frac{3}{5}(-7)\right) = -\frac{1}{5}$$

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

2. Points: $(-2, 5)$ $(-1, 8)$

$$m = \frac{8-5}{-1-(-2)} = \frac{3}{1} = 3$$

$$b = 5 - 3(-2) = 11$$

$$y = 3x + 11$$

3. Points: $(4, 9)$ $(7, -2)$

$$m = \frac{-2-9}{7-4} = \frac{-11}{3} = -\frac{11}{3}$$

$$b = 9 - \left(-\frac{11}{3}(4)\right) = 23\frac{2}{3}$$

$$y = -\frac{11}{3}x + 23\frac{2}{3}$$

4. Points: $(5, 6)$ $(3, -6)$

$$m = \frac{-6-6}{3-5} = \frac{-12}{-2} = 6$$

$$b = 6 - 6(5) = -24$$

$$y = 6x - 24$$

5. Points: $(-4, -5)$ $(-1, -9)$

$$m = \frac{-9-(-5)}{-1-(-4)} = \frac{-4}{3} = -\frac{4}{3}$$

$$b = -5 - \left(-\frac{4}{3}(-4)\right) = -10\frac{1}{3}$$

$$y = -\frac{4}{3}x - 10\frac{1}{3}$$

6. Points: $(0, 0)$ $(7, 8)$

$$m = \frac{8-0}{7-0} = \frac{8}{7} = \frac{8}{7}$$

$$b = 0 - \frac{8}{7}(0) = 0$$

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

7. Points: $(-8, 7)$ $(4, -5)$

$$m = \frac{-5-7}{4-(-8)} = \frac{-12}{12} = -1$$

$$b = 7 - (-1(-8)) = -1$$

$$y = -x - 1$$

8. Points: $(4, -7)$ $(-3, 9)$

$$m = \frac{9-(-7)}{-3-4} = \frac{16}{-7} = -\frac{16}{7}$$

$$b = -7 - \left(-\frac{16}{7}(4)\right) = 2\frac{1}{7}$$

$$y = -\frac{16}{7}x + 2\frac{1}{7}$$

9. Points: $(-6, -6)$ $(-3, 7)$

$$m = \frac{7-(-6)}{-3-(-6)} = \frac{13}{3} = \frac{13}{3}$$

$$b = -6 - \frac{13}{3}(-6) = 20$$

$$y = \frac{13}{3}x + 20$$

10. Points: $(5, -2)$ $(-8, 2)$

$$m = \frac{2-(-2)}{-8-5} = \frac{4}{-13} = -\frac{4}{13}$$

$$b = -2 - \left(-\frac{4}{13}(5)\right) = -\frac{6}{13}$$

$$y = -\frac{4}{13}x - \frac{6}{13}$$

Linear Equations (A)

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

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

1. Slope: $\frac{4}{5}$ y-intercept: -8

2. Slope: -1 y-intercept: -5

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

4. Slope: $\frac{7}{6}$ y-intercept: -8

5. Slope: 8 y-intercept: -9

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

7. Slope: $-\frac{4}{3}$ y-intercept: -9

8. Slope: $\frac{8}{9}$ y-intercept: 12

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

10. Slope: $\frac{7}{9}$ y-intercept: -12

Linear Equations (A) Answers

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

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

1. Slope: $\frac{4}{5}$ y-intercept: -8

$$y = \frac{4}{5}x - 8$$

2. Slope: -1 y-intercept: -5

$$y = -x - 5$$

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

$$y = \frac{7}{5}x - 2$$

4. Slope: $\frac{7}{6}$ y-intercept: -8

$$y = \frac{7}{6}x - 8$$

5. Slope: 8 y-intercept: -9

$$y = 8x - 9$$

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

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

7. Slope: $-\frac{4}{3}$ y-intercept: -9

$$y = -\frac{4}{3}x - 9$$

8. Slope: $\frac{8}{9}$ y-intercept: 12

$$y = \frac{8}{9}x + 12$$

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

$$y = -\frac{1}{4}x + 9$$

10. Slope: $\frac{7}{9}$ y-intercept: -12

$$y = \frac{7}{9}x - 12$$

Linear Equations (A)

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

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

1. Slope: $\frac{4}{5}$ y-intercept: -8

2. Slope: -1 y-intercept: -5

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

4. Slope: $\frac{7}{6}$ y-intercept: -8

5. Slope: 8 y-intercept: -9

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

7. Slope: $-\frac{4}{3}$ y-intercept: -9

8. Slope: $\frac{8}{9}$ y-intercept: 12

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

10. Slope: $\frac{7}{9}$ y-intercept: -12

Linear Equations (A) Answers

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

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

1. Slope: $\frac{4}{5}$ y-intercept: -8

$$y = \frac{4}{5}x - 8$$

2. Slope: -1 y-intercept: -5

$$y = -x - 5$$

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

$$y = \frac{7}{5}x - 2$$

4. Slope: $\frac{7}{6}$ y-intercept: -8

$$y = \frac{7}{6}x - 8$$

5. Slope: 8 y-intercept: -9

$$y = 8x - 9$$

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

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

7. Slope: $-\frac{4}{3}$ y-intercept: -9

$$y = -\frac{4}{3}x - 9$$

8. Slope: $\frac{8}{9}$ y-intercept: 12

$$y = \frac{8}{9}x + 12$$

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

$$y = -\frac{1}{4}x + 9$$

10. Slope: $\frac{7}{9}$ y-intercept: -12

$$y = \frac{7}{9}x - 12$$

Linear Equations (B)

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

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

1. Slope: 5 y-intercept: -4

2. Slope: -8 y-intercept: 8

3. Slope: -1 y-intercept: -12

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

5. Slope: -9 y-intercept: 12

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

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

8. Slope: $\frac{4}{3}$ y-intercept: -5

9. Slope: 7 y-intercept: -1

10. Slope: -6 y-intercept: 6

Linear Equations (B) Answers

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

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

1. Slope: 5 y-intercept: -4

$$y = 5x - 4$$

2. Slope: -8 y-intercept: 8

$$y = -8x + 8$$

3. Slope: -1 y-intercept: -12

$$y = -x - 12$$

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

$$y = -x - 4$$

5. Slope: -9 y-intercept: 12

$$y = -9x + 12$$

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

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

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

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

8. Slope: $\frac{4}{3}$ y-intercept: -5

$$y = \frac{4}{3}x - 5$$

9. Slope: 7 y-intercept: -1

$$y = 7x - 1$$

10. Slope: -6 y-intercept: 6

$$y = -6x + 6$$

Linear Equations (C)

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

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

1. Slope: $-\frac{1}{5}$ y-intercept: 12

2. Slope: 6 y-intercept: 8

3. Slope: -1 y-intercept: -8

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

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

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

7. Slope: 1 y-intercept: 0

8. Slope: -8 y-intercept: 12

9. Slope: -1 y-intercept: 0

10. Slope: $\frac{5}{3}$ y-intercept: 8

Linear Equations (C) Answers

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

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

1. Slope: $-\frac{1}{5}$ y-intercept: 12

$$y = -\frac{1}{5}x + 12$$

2. Slope: 6 y-intercept: 8

$$y = 6x + 8$$

3. Slope: -1 y-intercept: -8

$$y = -x - 8$$

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

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

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

$$y = -\frac{8}{3}x + 1$$

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

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

7. Slope: 1 y-intercept: 0

$$y = x$$

8. Slope: -8 y-intercept: 12

$$y = -8x + 12$$

9. Slope: -1 y-intercept: 0

$$y = -x$$


10. Slope: $\frac{5}{3}$ y-intercept: 8

$$y = \frac{5}{3}x + 8$$

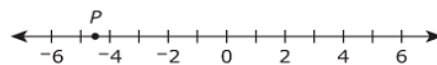
Multiply.

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

- A. 0.1866
- B. 1.3062
- C. 13.062
- D. 186.6

 Formula Sheet

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. $5\frac{1}{2}$

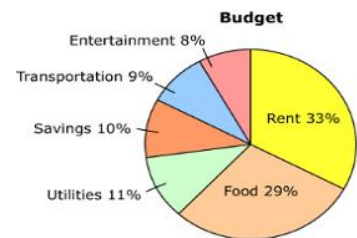
Simplify.

$$5^2 - 2^2$$

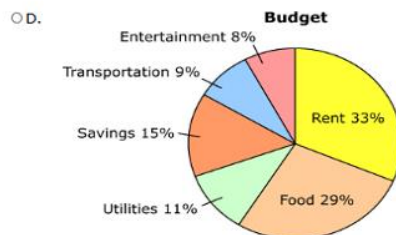
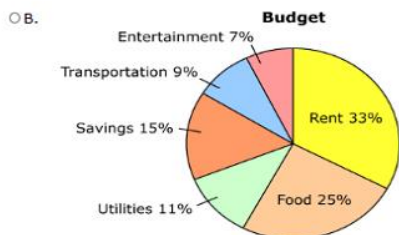
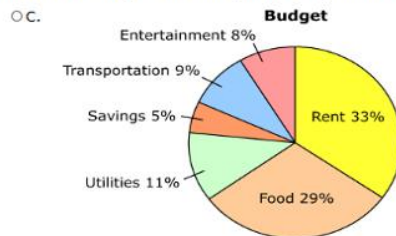
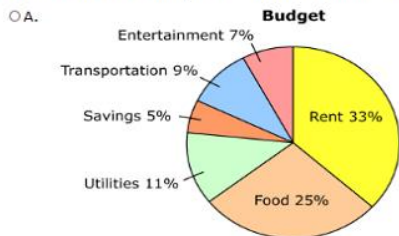
- A. 3
- B. 6
- C. 9
- D. 21

Formula Sheet

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



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?



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

Math Formula Sheet

Mathematics Formula Sheet

Area of a:

square	$A = s^2$
rectangle	$A = lw$
parallelogram	$A = bh$
triangle	$A = \frac{1}{2}bh$
trapezoid	$A = \frac{1}{2}h(b_1 + b_2)$
circle	$A = \pi r^2$

Perimeter of a:

square	$P = 4s$
rectangle	$P = 2l + 2w$
triangle	$P = s_1 + s_2 + s_3$
Circumference of a circle	$C = 2\pi r$ OR $C = \pi d$, $\pi = 3.14$

Surface area and volume of a:

rectangular prism	$SA = 2lw + 2lh + 2wh$	$V = lwh$
right prism	$SA = ph + 2B$	$V = Bh$
cylinder	$SA = 2\pi rh + 2\pi r^2$	$V = \pi r^2 h$
pyramid	$SA = \frac{1}{2}ps + B$	$V = \frac{1}{3}Bh$
cone	$SA = \pi rs + \pi r^2$	$V = \frac{1}{3}\pi r^2 h$
sphere	$SA = 4\pi r^2$	$V = \frac{4}{3}\pi r^3$

(p = perimeter of base with area B , $\pi = 3.14$)

Data

mean	mean is equal to the total of the values of a data set, divided by the number of elements in the data set
median	median is the middle value in an odd number of ordered values of a data set, or the mean of the two middle values in an even number of ordered values in a data set

Algebra

slope of a line	$m = \frac{y_2 - y_1}{x_2 - x_1}$
slope-intercept form of the equation of a line	$y = mx + b$
point-slope form of the equation of a line	$y - y_1 = m(x - x_1)$
standard form of a quadratic equation	$y = ax^2 + bx + c$
quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Pythagorean theorem	$a^2 + b^2 = c^2$
simple interest	$I = Prt$ (I = interest, P = principal, r = rate, t = time)
distance formula	$d = rt$
total cost	total cost = (number of units) \times (price per unit)

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.

 Formula Sheet

 Calculator Reference

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. $\frac{1}{12}$

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


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

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

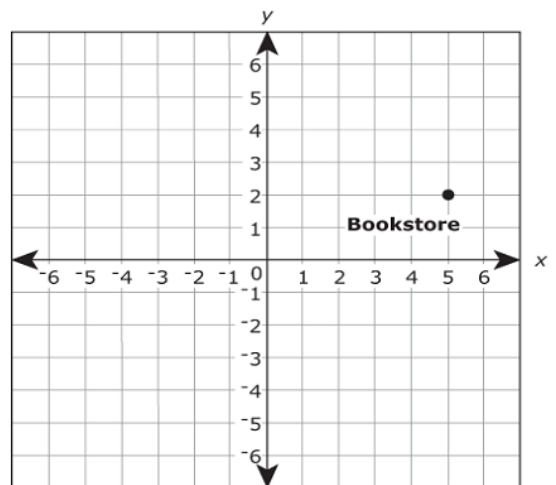
Factor completely.

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

- A. $(x - 6)(3x + 1)$
- B. $(x - 3)(3x + 2)$
- C. $(x + 3)(3x - 2)$
- D. $(x + 6)(3x - 1)$

 Formula Sheet

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?

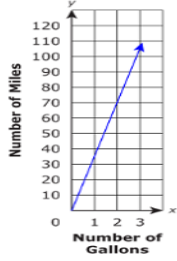
- A. **Gas Mileage**

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

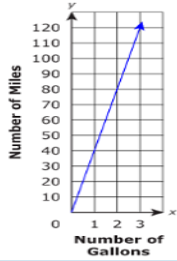
- B. **Gas Mileage**

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

 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. $35(0.08) + 8x > 400$

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

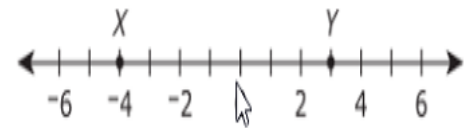


Which number, when placed in the box, will make the equation true?

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

- 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?

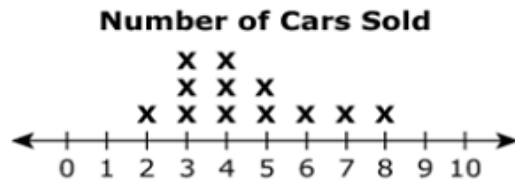
- A. $-4 - 3$
- B. $-4 + 3$
- C. $|-4 - 3|$
- D. $|-4 + 3|$

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

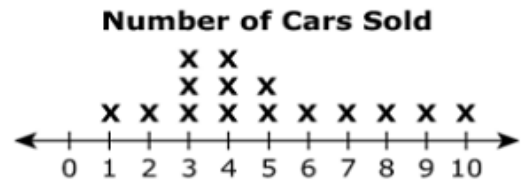
4, 7, 6, 8, 3, 5, 4, 3, 4, 5, 2, 3

Which line plot correctly displays the data?

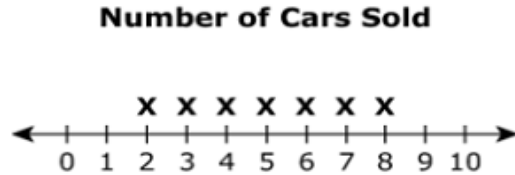
A.



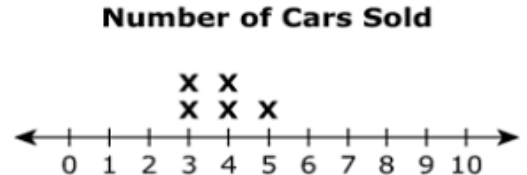
C.



B.



D.



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

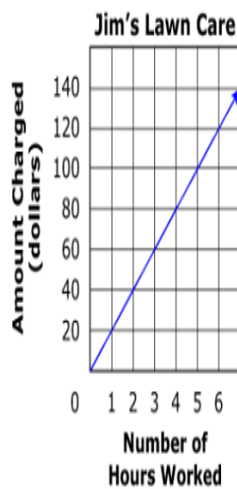
Laura is the fund-raising manager for a local charity. She is ordering caps for an upcoming charity walk. The company that makes the caps charges \$6 per cap plus a \$25 shipping fee. Laura has a budget of \$1,000. What is the *greatest* number of caps she can buy?

- 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

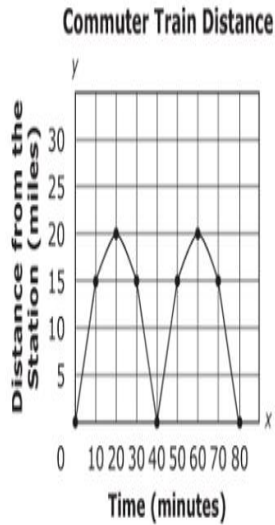


What is the difference between Susan's and Jim's lawn-care businesses in the amounts they charge for 10 hours of work?

- 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.



Formula Sheet

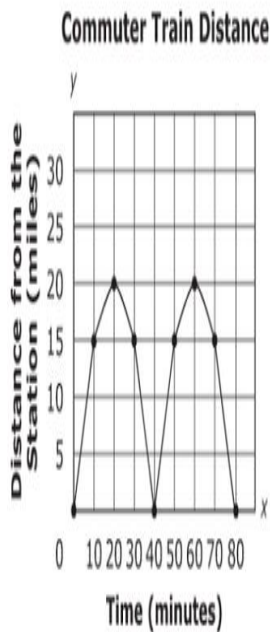
Calculator Reference

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.



Formula Sheet

Calculator Reference

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?

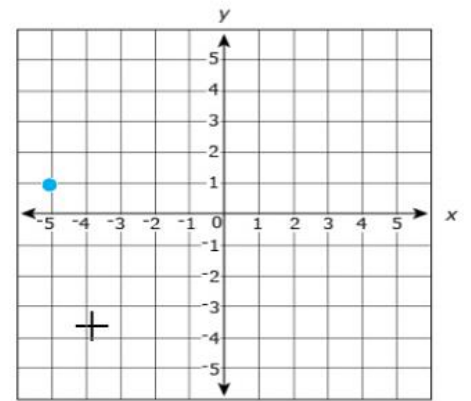
- A. 1
- B. 4
- C. 5
- D. 8

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.

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

[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.

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 Formula Sheet

 Calculator Reference

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?

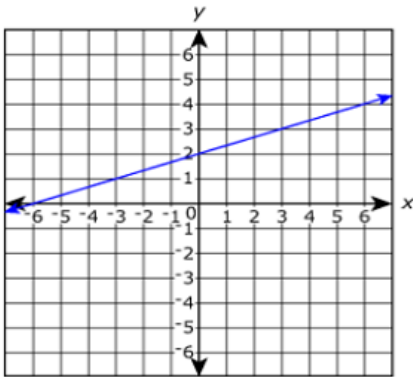
Type your answer in the box. You may use numbers, a decimal point (.), and/or a negative sign (-) in your answer.

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?

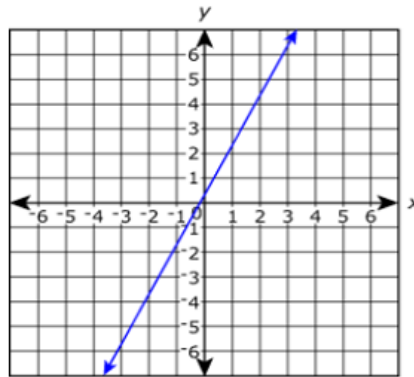
\$

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

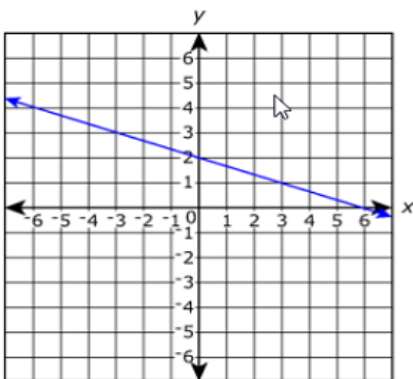
A.



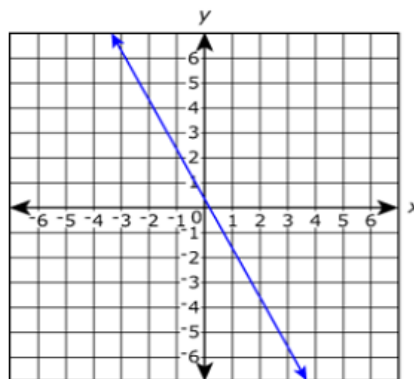
C.



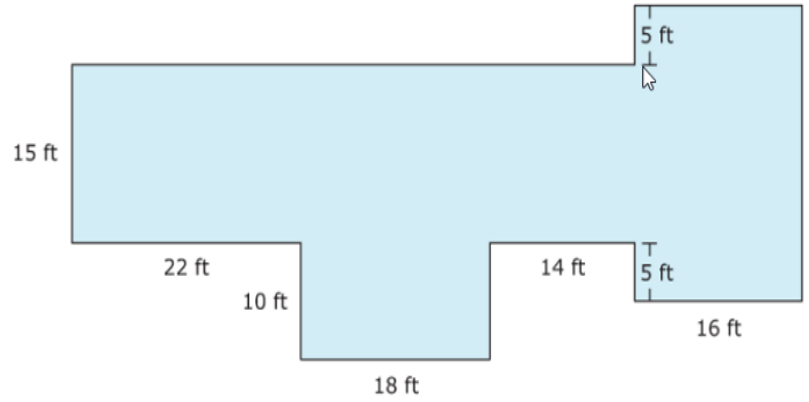
B.



D.



The diagram shows a polygon composed of rectangles.



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. $x = \frac{-2 \pm \sqrt{26}}{5}$
- B. $x = \frac{-2 \pm \sqrt{34}}{5}$
- C. $x = \frac{2 \pm \sqrt{26}}{5}$
- D. $x = \frac{2 \pm \sqrt{34}}{5}$

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. $\frac{6,000}{3x - 10}$

B. $6,000(3x - 10)$

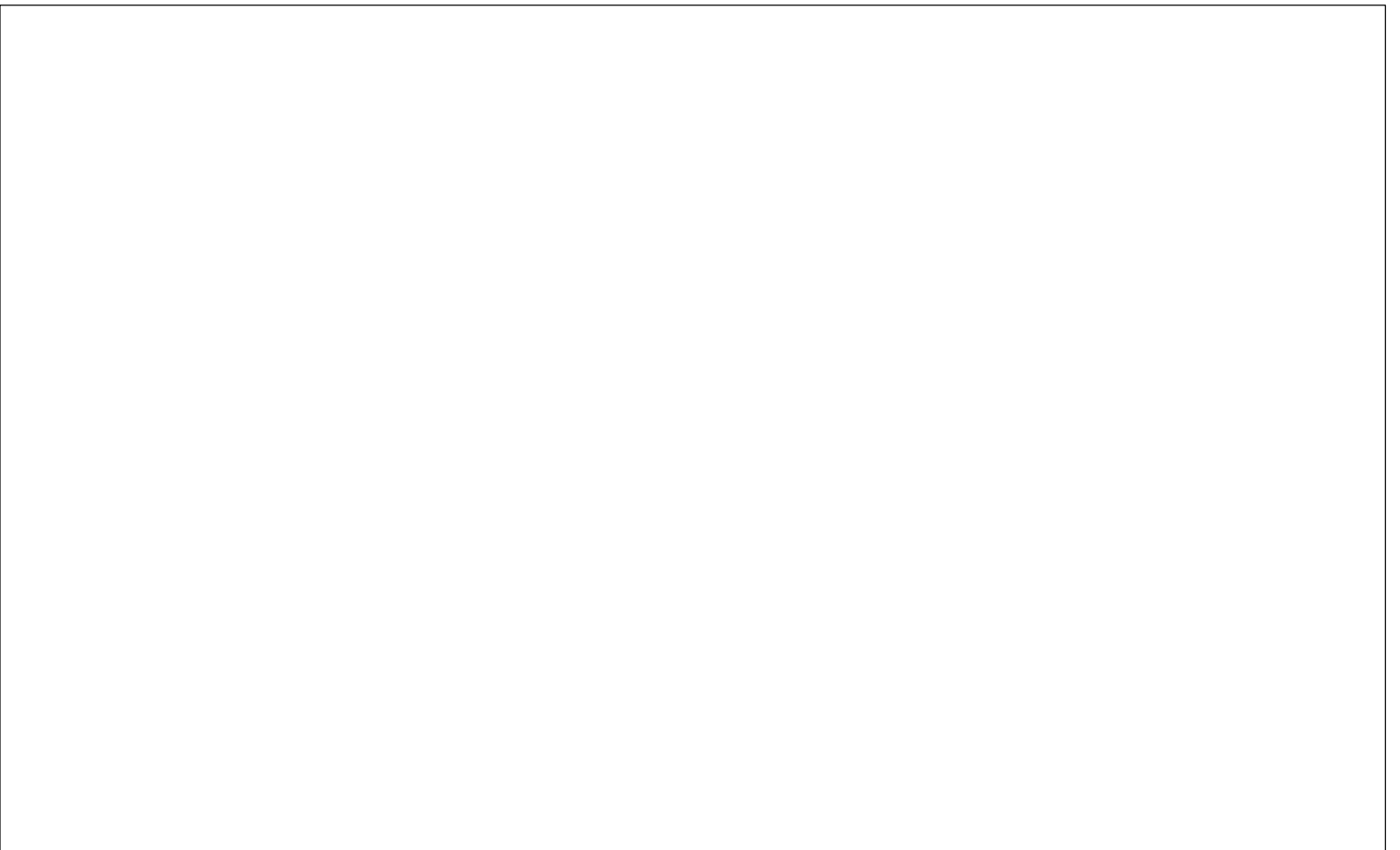
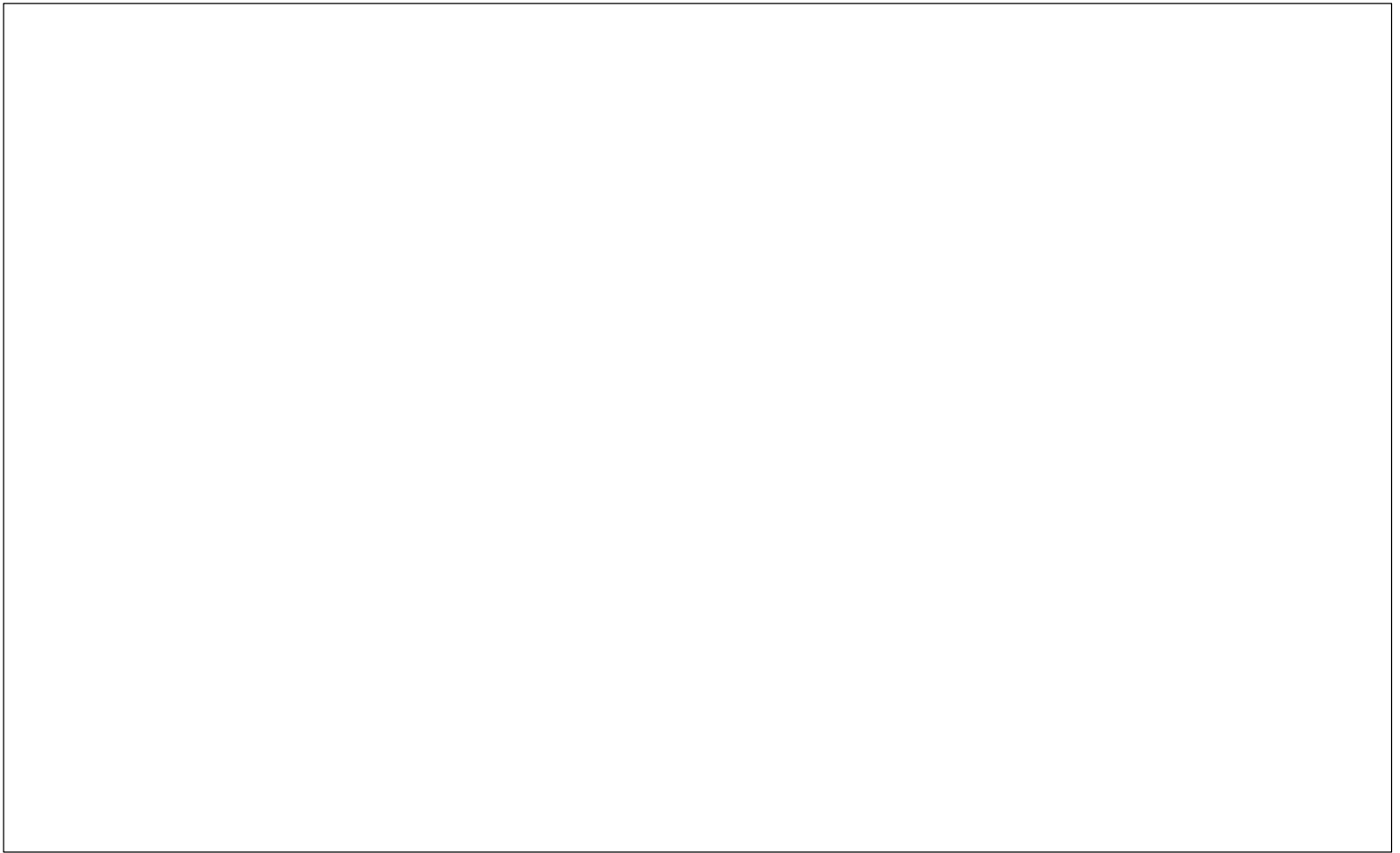
C. $\frac{1,000}{x} + \frac{5,000}{2x - 10}$

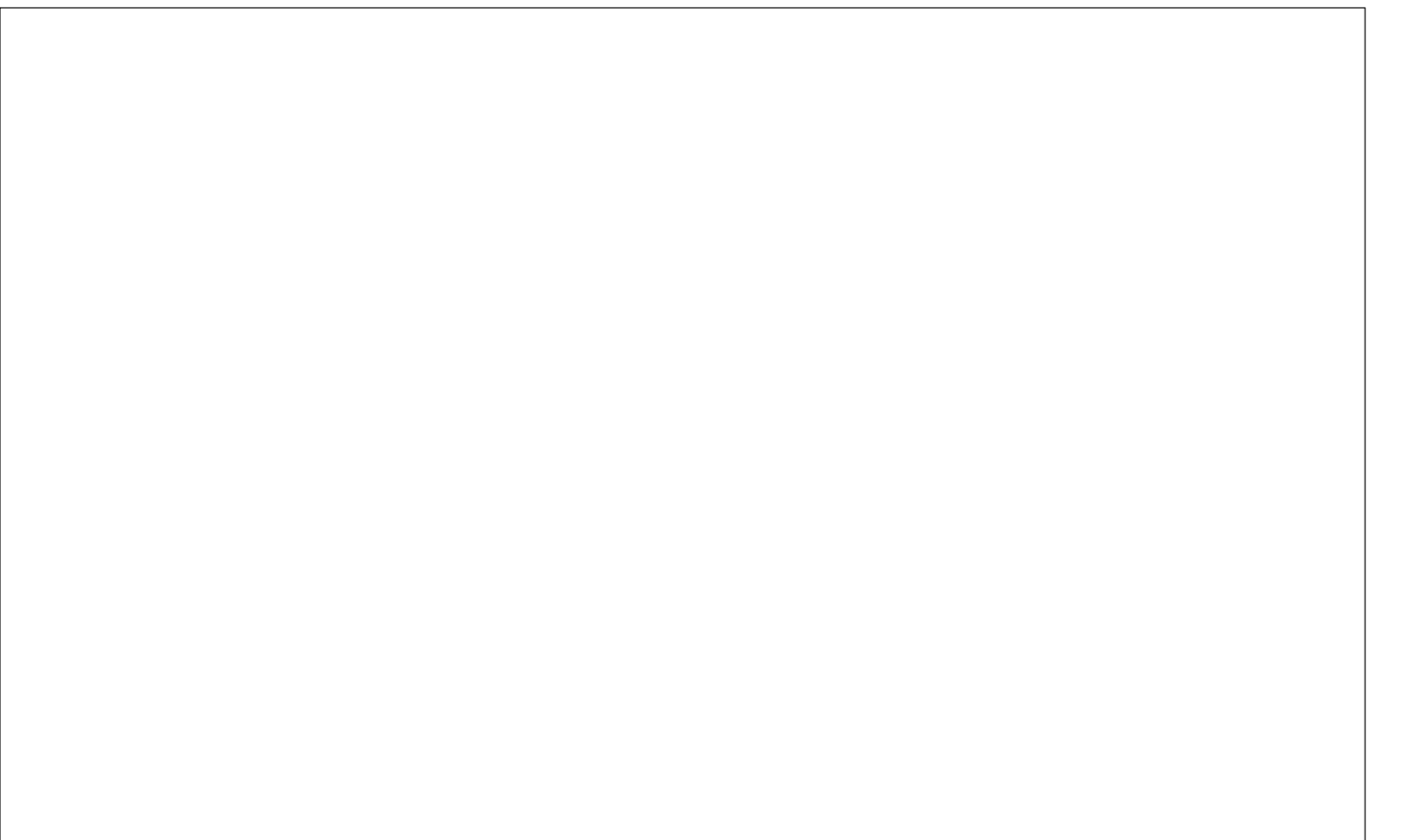
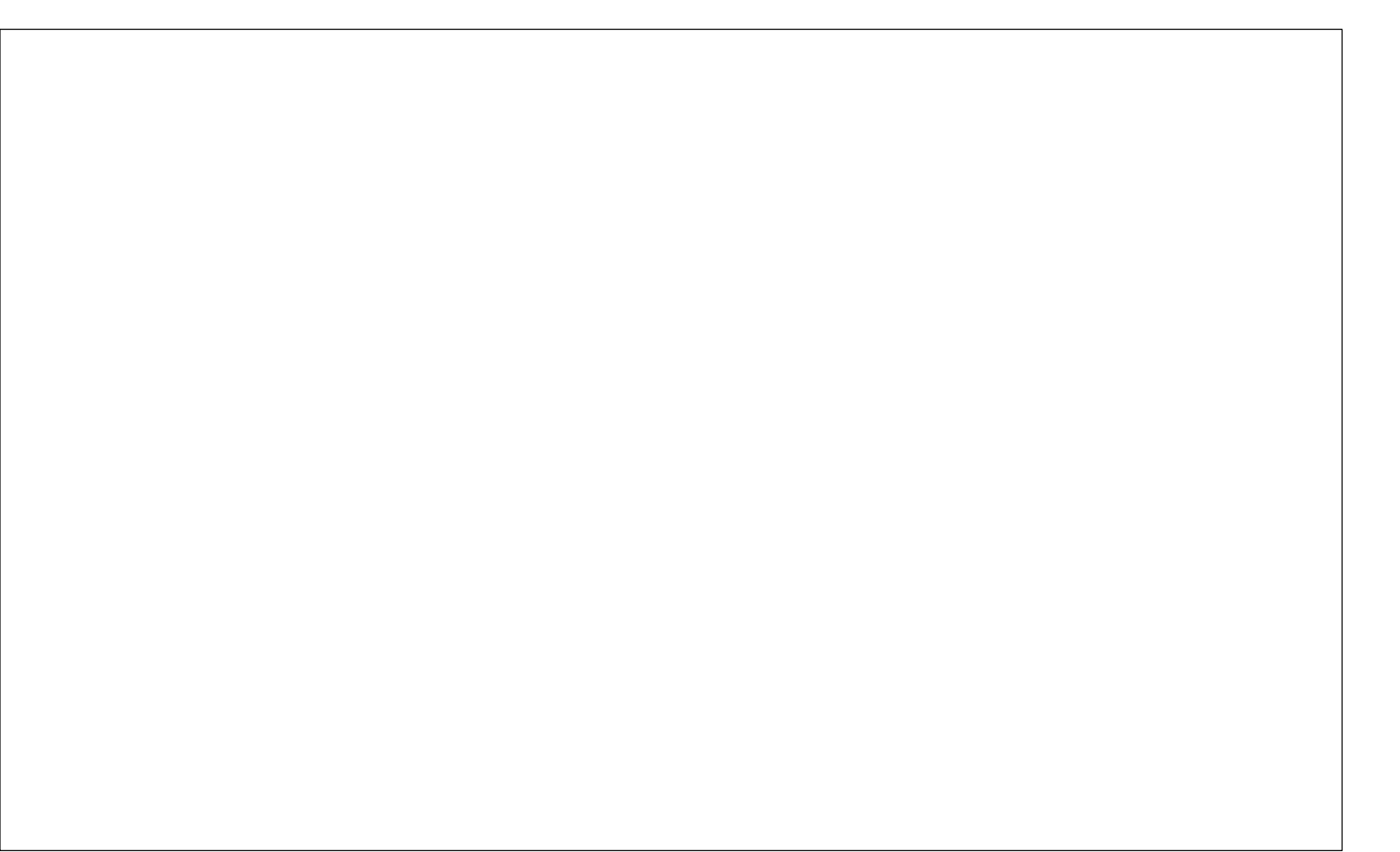
D. $\frac{1,000}{x} + \frac{5,000}{2x} - 10$

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









SS CONTENT TOPICS: I.CG.b.2, I.CG.b.3, I.CG.b.5, I.CG.b.8, I.CG.c.1, I.CG.c.2, I.CG.c.3, I.CG.c.4, I.CG.d.1, I.CG.d.2, I.US.H.a.1
 SS PRACTICES: SSP.1.a, SSP.2.a, SSP.4.a

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.

- Which of the following best describes the meaning of the phrase "insure domestic tranquility"?
 - establish a fair court system
 - protect the rights of all people
 - maintain peace within the nation
 - help all citizens achieve success

1 Review the Skill

Identifying the intended **audience** of a passage can help you understand the **author's purpose** and identify important information in a passage. An author writing to inform a general audience, for example, will include enough information for anyone to understand the topic. When writing specifically to persuade a particular group to do something or to think in a certain way, a writer might include details that would be especially persuasive to people in that group.

2 Refine the Skill

By refining the skills of determining author's purpose and identifying audience, 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 phrase "common questions" gives you a clue to the intended audience of this passage. The authors are likely writing for a general audience if they are answering common questions. The information should be fairly easy to understand.

b The format of the passage gives you clues to the authors' purpose. The passage is a series of questions and answers. Because the authors are answering questions, their purpose is likely to inform.

ANSWERS TO COMMON QUESTIONS ABOUT THE FLU SHOT**When is the flu vaccine available?**

Because the flu vaccine is produced by private manufacturers, its availability depends on when production is completed. For the 2012-2013 flu season, manufacturers have indicated shipments are likely to begin in August and continue throughout September and October until all vaccine is distributed. Doctors and nurses are encouraged to begin vaccinating their patients as soon as flu vaccine is available in their areas ...

Why do I need to get vaccinated every year?

New flu vaccines are released every year to keep up with rapidly adapting flu viruses. Because flu viruses evolve so quickly, last year's vaccine may not protect you from this year's viruses. After vaccination, your immune system produces antibodies that will protect you from the vaccine viruses. In general, though, antibody levels start to decline over time—another reason to get a flu shot every year.

From the MayoClinic.com article FLU SHOT: YOUR BEST BET FOR AVOIDING INFLUENZA, accessed 2013

- How might the passage differ if doctors were the target audience?
 - It might include more advanced medical vocabulary.
 - It might tell a funny story about someone afraid of getting a shot.
 - It might inform readers what to expect when getting a shot.
 - It might answer a question about the cost of flu shots.
- Which detail shows that the authors' purpose is also to persuade?
 - The flu vaccine is produced by private manufacturers.
 - Shipments of the vaccine are likely to begin in August.
 - People should get the vaccine as soon as it is available.
 - A flu shot will help increase antibody levels that decline over time.

TEST-TAKING TIPS.

You may need to use prior knowledge to make an inference and answer a question. For example, in question 1, think about what you know about doctors and how they might differ from a general audience.

★ **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

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.

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

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

STRATEGIC PLANS FOR ATLANTA

- 1 GENERAL [J.B. Hood, commanding Army of Tennessee, Confederate Army]: I have the honor to acknowledge the receipt of your letter of this date ... consenting to the arrangements I had proposed to facilitate the removal south of the people of Atlanta, who prefer to go in that direction. I [e]nclose ... a copy of my orders, which will, I am satisfied, accomplish my purpose perfectly.
- 2 You style the measures proposed "unprecedented," and appeal to the dark history of war for a parallel, as an act of "studied and ingenious cruelty." It is not unprecedented; for General Johnson himself very wisely and properly removed families all the way from Dalton down, and I see no reason why Atlanta should be excepted. Nor is it necessary to appeal to the dark history of war, when recent and modern examples are so handy. You yourself burned dwelling-houses along your parapet, and I have seen to-day fifty houses that you have rendered uninhabitable because they stood in the way of your forts and men. You defended Atlanta on a line so close to town that every cannon-shot and many musket-shots for our line of investment, that overshot their mark, went into the habitations of women and children. General Hardee did the same at Jonesboro', and General Johnston did the same, last summer, at Jackson, Mississippi. I have not accused you of heartless cruelty, but merely instance these cases of very recent occurrence, and could go on and enumerate hundreds of others, and challenge any fair man to judge which of us has the heart of pity for the families of a "brave people"...
- 3 If we must be enemies, let us be men, and fight it out as we propose to do, and not deal in such hypocritical appeals to God and humanity. God will judge us in due time, and he will pronounce whether it be more

humane to fight with a town full of women and the families of a brave people at our back or to remove them in time to places of safety among their own friends and people. I am, very respectfully, your obedient servant,
 W.T. Sherman, Major-General commanding [Union Army]

From HEADQUARTERS MILITARY DIVISION OF THE MISSISSIPPI, IN THE FIELD, ATLANTA, GEORGIA by General William T. Sherman, © 1864

3. According to the passage, General Sherman commanded the Army and General Hood commanded the Army.
4. Complete the sentence by writing **implicit** or **explicit** in the blank. The purpose of the letter is to confirm the plans for evacuating Atlanta.
5. Complete the sentence by writing **implicit** or **explicit** in the blank. The purpose of the letter is to justify the invasion of Atlanta.
6. Based on the information in paragraph two, has General Hood accused General Sherman of cruelty, pity, or bravery?



SS CONTENT TOPICS: I.CG.a.1, I.CG.b.2, I.CG.b.3, I.CG.b.4, I.CG.b.7, I.CG.b.8, I.CG.b.9, I.CG.d.1
 SS PRACTICES: SSP.1.a, SSP.2.a, SSP.2.b, SSP.3.c, SSP.9.b, SSP.9.c

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.

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.

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.

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.

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

THE AMERICAN NEED FOR MORE

- 1 Many of us find that we seem to require more necessities than we can get the money to pay for. Our friends with more money are constantly showing how indispensably convenient these necessities are, and we keep buying them until we either outspend our incomes or miss the higher concerns of life. The saddest part of all is that it is in great measure an American development, and we Americans keep inventing new necessities. Of course it all belongs to "progress," and no one is quite willing to have it stop.
- 2 Take houses, for example. An ideal of earthly comfort is to get a house so big that it is burdensome to maintain and fill it up so full of extras that it is a constant occupation to keep it in order. However, when nature provides a house, that house fits the occupant. Animals, which build by instinct, build only what they need. But man's building instinct is boundless. Nature never tells him when he has finished. And perhaps it should not surprise us that in so many cases he doesn't know. He just goes ahead as long as the materials last.
- 3 If another man tries to oppress him, he understands this kind of tyranny. ...He is ready to fight and sacrifice all he has, rather than submit to it. But the tyranny of things is so subtle, so gradual in its approach, and comes so masked with seeming benefits, that it has him hopelessly bound before he suspects. He says, "I will add thus to my house," "I will have one or two more horses," "I will make a little greenhouse in my garden," and so he goes on having things and imagining that he is richer for owning them. It is only over time that he begins to realize that it is the things that own him.

Adapted from THE TYRANNY OF THINGS by Edward Sanford Martin, © 1893

7. What is the author's **main** purpose?
 - A. to tell a story about expanding a house
 - B. to inform readers about animals' instincts
 - C. to persuade readers to think about their real needs
 - D. to describe the newest conveniences for the home
8. How does contrasting the tyranny of things with oppression by another person (paragraph 3) advance the author's purpose? The contrast shows that
 - A. people are unaware of the way things come to rule them.
 - B. people confuse what they want with what they need.
 - C. oppression by a ruler is much more common.
 - D. humans often destroy themselves needlessly or unknowingly.
9. How might a reader respond if he or she finds the author's argument convincing?
 - A. The reader might try to live without material possessions.
 - B. The reader might seek to overthrow the government.
 - C. The reader might buy fewer luxury or convenience items.
 - D. The reader might try to study and learn from nature.
10. How does the structure of the last two sentences emphasize a key idea of the passage?
 - A. The last sentence summarizes the quotations in the sentence before to emphasize that people do not have good instincts.
 - B. The last sentence reverses the wording of the sentence before to emphasize that possessions can limit a person's freedom.
 - C. The last sentence paraphrases the sentence before to emphasize that people are quick to respond to tyranny.
 - D. The last sentence adds details to the sentence before to emphasize that people want to live lifestyles they cannot afford.

1 Review the Skill

Basic verb tenses indicate whether an action or an event occurred in the **past**, occurs the **present**, or will occur in the **future**. The past tense of regular verbs is formed by adding *-d* or *-ed* to the end of the verb. However, the past tense of many irregular verbs requires a change in spelling. The present tense of many verbs is formed by adding an *-s* to the main verb. The future tense of regular and irregular verbs is formed by placing the word *will* in front of the main verb.

2 Refine the Skill

By refining the skill of using basic verb tenses correctly, you will improve your writing and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Study the examples below. Then answer the questions that follow.

a You can find more information about regular and irregular verbs on pp. 260–261 and pp. 266–269 in this book.

b Many verbs in English are irregular and do not follow the indicated rules. To form verb tenses correctly, you will need to memorize irregular verb forms.

▶ Study the chart below to review the formation of basic verb tenses for **regular verbs**.

Regular verbs	Formation	Example
Present tense	Add <i>-s</i> when the subject is any noun that can be substituted by <i>he</i> , <i>she</i> , or <i>it</i> .	He laughs at my jokes. It happens often.
Past tense	Add <i>-d</i> or <i>-ed</i> .	She managed.
Future tense	Use <i>will</i> before the verb.	She will cooperate.

▶ Study the chart below to help you memorize some common **irregular verbs**.

Irregular Verb	Past Tense
to be	it was
to begin	she began
to take	I took
to have	he had
to give	we gave
to wear	you wore

1. **Next week, I traveled to Ohio, and I will visit my old friends.** Which correction should be made to the sentence?

- A. Replace traveled with will travel.
- B. Replace will visit with visited.
- C. Replace traveled with traveling.
- D. Replace will visit with visits.

2. **He always brushed his teeth before he goes to bed.** Which correction should be made to the sentence?

- A. Replace brushed with brush.
- B. Replace goes with will go.
- C. Replace brushed with brushes.
- D. Replace goes with go.

TEST-TAKING TIPS

Unless the action changes from past to present or from present to future, use the same tense in a sentence or when writing about an event or a topic. Keep tenses as consistent as possible.



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.

- When comparing or contrasting the plans of President Lincoln and the Radical Republicans, which of the following statements is accurate?
 - They both aimed to rebuild the nation as quickly as possible.
 - Both plans imposed similarly harsh penalties on the Confederacy.
 - They featured different objectives for how to move forward after the Civil War.
 - The two plans delegated much of the responsibility for Reconstruction to state governments.

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

Julie Harrison, Chair
 Rosedale Neighborhood Association
 4949 W. Sinclair Street
 Arlen, TX 75709

Dear Ms. Harrison:

I am writing to follow up on the surveys that you distributed through your neighborhood association regarding our new restaurant. As you know, Kids' Eats is very sensitive about renovating the beloved Garcia's Hamburgers site, and we want our changes to reflect the wishes of the community.

The feedback we **3. Drop-down 1** from the surveys helped us reach these decisions:

- When we renovate the space in the coming months, we **3. Drop-down 2** as few cosmetic changes as possible. Although we will upgrade the building to make it more energy efficient, the twirly barstools, bouncy-horse seating, and period neon signs will remain.
- Your surveys request meals that are both healthy and kid friendly. In response, we are developing salads and fresh vegetable combos that will appeal to both kids and adults.
- Many of your surveys requested the addition of playscape facilities. You will be pleased to know that we will add an outdoor dining area that **3. Drop-down 3** a playscape.

Please tell your neighborhood association members how much we **3. Drop-down 4** their feedback, and encourage them to contact us with any additional concerns or suggestions. Kids' Eats is honored to be a part of the Rosedale neighborhood.

Sincerely,
 Harmon Lamar
 President, Kids' Eats, Inc.

Drop-Down Answer Options

- 3.1 A. received
 B. receive
 C. receives
 D. will receive

- 3.2 A. made
 B. make
 C. will make
 D. making

- 3.3 A. included
 B. include
 C. including
 D. will include

- 3.4 A. will appreciate
 B. appreciates
 C. appreciating
 D. appreciate

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.

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

CHECKING YOUR OIL GUIDELINES

It is important that you check the oil in your car often. Checking the oil **4. Drop-down 1** very easy and can keep you from having major repair bills. The first step is to park the car on a level surface, such as a driveway. Then turn off the engine, and open the hood. The engine should be warm.

Next, find the dipstick, a long, thin piece of metal with a loop at one end that **4. Drop-down 2** out of the engine. After you locate the dipstick, pull it out. Wipe the oil off the dipstick with a paper towel, and then replace the clean dipstick. Be sure that you push it all the way into the engine. Pull the dipstick out again, and look at the pointed end opposite the loop. If you look closely, you'll see a line of oil on the marked portion of the pointed end of the dipstick. This line indicates the oil level.

If the oil is below the line marked "full," you may need to add oil to your car. Always **4. Drop-down 3** your oil above the half-full mark, close to full. To add oil, you can use a funnel, but be sure not to add too much. Otherwise, your engine may flood. We recommend that you change the oil every 3,000 miles to ensure maximum performance of your automobile. You **4. Drop-down 4** improved gas mileage after you begin regular maintenance.

Drop-Down Answer Options

- 4.1 A. was
B. will be
C. are
D. is

- 4.2 A. stick
B. stuck
C. sticks
D. will stick

- 4.3 A. keep
B. keeps
C. kept
D. keeping

- 4.4 A. noticed
B. notices
C. will notice
D. notice



SS CONTENT TOPICS: I.CG.b.7, I.CG.b.8, I.CG.c.1, I.CG.c.2, I.CG.c.6, I.CG.d.2, I.U.S.H.d.4, II.E.c.7, II.G.b.3
 SS PRACTICES: SSP.1.a, SSP.1.b, SSP.2.a, SSP.2.b, SSP.3.a, SSP.3.b, SSP.3.c, SSP.6.b, SSP.6.c, SSP.10.a, SSP.10.b

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.

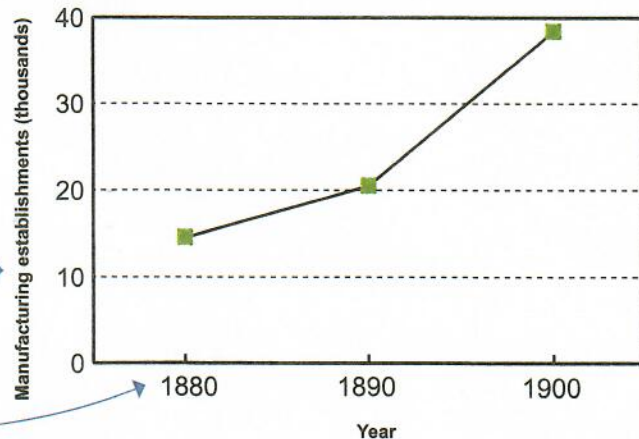
2 Practice the Skill

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.

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.

a MANUFACTURING GROWTH IN ILLINOIS, 1880–1900



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.

- During the 1890s, what happened to the number of manufacturing establishments in Illinois?
 - They increased slightly.
 - They decreased slightly.
 - They remained nearly the same.
 - They increased dramatically.

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

MEMO

To: Fresh Foods Grocery Employees

From: Rachel Cabrino, President

Second quarter sales figures for Fresh Foods were \$770,000, up 5 percent from the previous year's quarterly totals. Much of this increase can be traced to the success of our Farmers' Market Days and the increased traffic that those weekend events **5. Drop-down 1**.

Despite static grocery store sales across the country, Fresh Foods increased sales in a number of areas, particularly organic dairy and produce selections. We believe that our current strengths in organic food sales **5. Drop-down 2** shoppers' confidence in the safety and purity of organic products.

Highlights of Fresh Foods' quarterly sales report

5. Drop-down 3

- a 50 percent increase in the sales of competitively priced store-brand items
- a 30 percent increase in locally grown and organic produce sales
- a 17 percent decrease in sales of prepared deli items

On the basis of the information provided by department managers this quarter, we **5. Drop-down 4** the following changes beginning the first of next month:

- increase the variety of store-brand products
- advertise the Fresh Foods brand prominently in newspapers
- continue to promote our local farmers and dairy suppliers
- decrease the selection of higher-priced deli items, substituting more "make at home" packages

Drop-Down Answer Options

- 5.1 A. will generate
B. generated
C. generates
D. generating

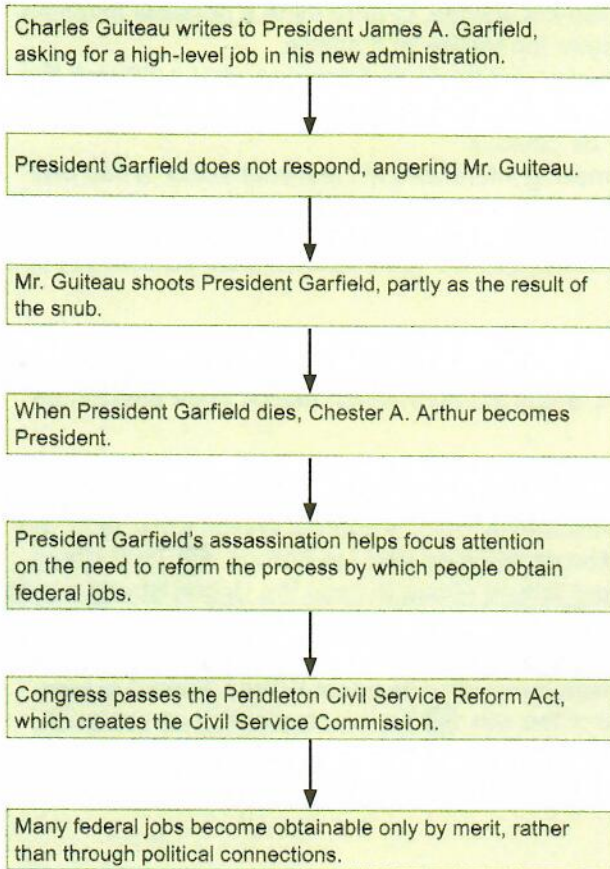
- 5.2 A. reflecting
B. reflect
C. reflects
D. will reflect

- 5.3 A. will include
B. includes
C. include
D. including

- 5.4 A. implemented
B. implements
C. implement
D. will implement

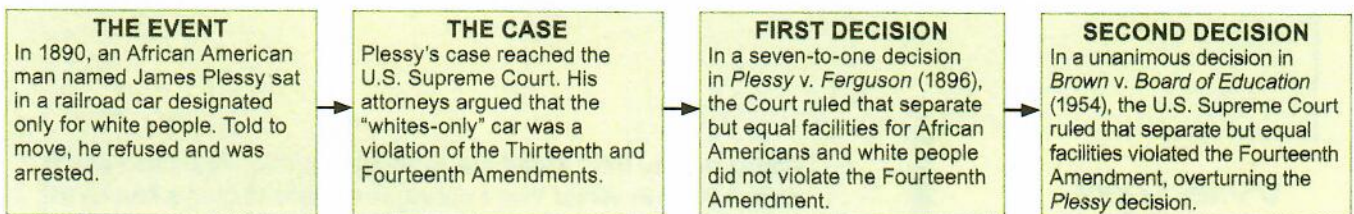
DIRECTIONS: Study the flowchart, read the questions, then choose the **best** answers.

EVENTS LEADING TO THE PENDLETON CIVIL SERVICE REFORM ACT



- Based on the information presented in the flowchart, which of the following events directly resulted in the presidency of Chester A. Arthur?
 - the passage of the Pendleton Civil Service Reform Act
 - the election of Chester A. Arthur
 - the assassination of President James Garfield
 - the application of Charles Guiteau for a government job
- How did President Garfield's death affect civil service reform?
 - Congress passed a law that replaced many patronage jobs with jobs obtained through merit.
 - Jobs could no longer be obtained through the Civil Service Commission.
 - The Pendleton Civil Service Reform Act was rejected by a very narrow margin.
 - All federal jobs were obtained only through political connections from that point forward.
- Which of the following gives the best reason for displaying the information here on a flowchart rather than on a graph?
 - Text cannot be used with graphs.
 - The x-axis and y-axis on a flowchart are difficult to display.
 - There is too much information to fit on a graph.
 - Graphs usually display numbers, while flowcharts usually display text.

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



- What led to the court case *Plessy v. Ferguson*?
 - James Plessy sat in a railroad car reserved for white passengers.
 - There were railroad cars for each ethnic group.
 - There was a ruling in the case of *Brown v. Board of Education*.
 - The U.S. Congress passed the Fourteenth Amendment to the U.S. Constitution.
- Which two levels of government were in possible conflict in the *Plessy* decision?
 - federal and state governments
 - state and local governments
 - county and state governments
 - two parts of the federal government

1 Review the Skill

Helping verbs are combined with main verbs to help to show the time of an action. For example, adding *had* to the verb shows that an action in the past occurred before another action was started. Adding *has* or *have* to the main verb indicates that an action was started in the past and continues. Adding *will have* to the verb shows that an action will be completed at a specified time in the future.

The helping verbs *be*, *am*, *are*, *was* and *were* plus the present participle (*-ing* form of a verb) indicate ongoing actions that are happening now, were happening in the past, or will be happening in the future.

2 Refine the Skill

By refining the skill of using verbs with helping verbs to show tenses, you will improve your writing and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Study the explanations and examples below. Then answer the questions that follow.

- Study the chart to review using helping verbs in different tenses.

a The **perfect tense** is formed by placing a form of the helping verb **have** in front of the past participle form of a verb, such as *finished* or *sung*. The helping verb indicates the tense; the participle never changes.

b The **progressive tense** requires a form of the helping verb **to be** in front of the present participle form of a verb. Present participles always end in *-ing*.

Past Perfect	An action that occurred before another past action was completed.	I <u>had finished</u> writing my essay before I started this project.
Present Perfect	An action that took place in the past and continues to take place in the present.	I <u>have sung</u> in this chorus for years.
Future Perfect	An action that is taking place now and will be finished in the future.	By the end of the day, I <u>will have finished</u> this work.
Present Progressive	An action that is ongoing in the present.	She <u>is taking</u> dance lessons.
Past Progressive	An action that was ongoing in the past.	They <u>were earning</u> money.
Future Progressive	An action that will be ongoing in the future.	He <u>will be running</u> in the next races.

USING LOGIC

Look for words that indicate the time of an action. Key words, such as *today*, *later*, *always*, *before*, and *by then*, can help you determine the correct tense of the helping verb.

- By the end of tomorrow's trip, I had traveled more than 600 miles this week.** Which is the best way to write the underlined portion of the sentence?
 - am traveling
 - was traveling
 - have traveled
 - will have traveled
- Before he finally joined me, I will have run two miles.** Which correction should be made to the sentence?
 - Replace will have run with have run.
 - Replace will have run with will be running.
 - Replace will have run with had run.
 - Replace will have run with were running.



SS CONTENT TOPICS: I.CG.b.8, I.CG.c.2, I.CG.c.5, I.CG.d.2, II.CG.e.2, I.U.S.H.d.2, II.U.S.H.f.4, II.U.S.H.f.7
SS PRACTICES: SSP.1.a, SSP.1.b, SSP.2.a, SSP.2.b, SSP.6.b

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.

- What can you infer about the American public's feelings toward involvement in World War I during President Wilson's first term?
 - Most Americans believed that the United States should support Britain's blockade.
 - Many Americans supported President Wilson's policy of neutrality.
 - Americans were angered by President Wilson's diplomatic approach to foreign policy.
 - Most Americans hoped that the United States would avenge the loss of U.S. ships.


Spotlighted Item: DROP-DOWN

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

**MODERN KITCHEN APPLIANCES
A COMPANY HISTORY**

Our company 3. Drop-down 1 many lessons since opening 80 years ago. Modern Kitchen Appliances began in the late 1920s, a time of change for many American businesses. Electrical companies started to build power lines across the United States, and then telephones started to link homes and businesses. Many advances in kitchen appliances 3. Drop-down 2 at the time. For example, the refrigerator was just beginning to become popular in American kitchens.

As is the case with many other start-up businesses, the company's first product, the Homemaker's Helper, was a failure. A combination toaster and oven seemed like a good idea at the time, but it failed to excite consumers and had a number of performance problems. However, that failure was not the end of the company. We learned from the experience and went on to develop a range of other products that 3. Drop-down 3 exceptionally well over the years and continue to be popular in their newest versions.

At Modern Kitchen Appliances, we listen to our customers and strive to deliver the products they want and need. Over the past 80 years, our company has produced more than 100 successful and technologically innovative products. These include refrigerators and freezers, conventional and convection ovens, gas and electric ranges, dishwashers, and microwave ovens. Today, our products are used in millions of homes. We hope that by the time the company celebrates its next 80 years, millions more people 3. Drop-down 4 our products.

Drop-Down Answer Options

- 3.1 A. will have learned
B. had learned
C. is learning
D. has learned

- 3.2 A. have happened
B. were happening
C. will have happened
D. will be happening

- 3.3 A. had performed
B. will have performed
C. have performed
D. were performing

- 3.4 A. will have used
B. were using
C. had used
D. has used

B Apply the Skill

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.

- Which of the following inferences can you make about Elizabeth Cady Stanton?
 - She opposed the antislavery movement.
 - She made speeches on women's suffrage.
 - She worked for prison reform.
 - She had difficulty working with others.
- What can you infer about women's suffrage in the United States before 1920?
 - Women were prohibited from voting in any election throughout the United States.
 - Only white women had the right to vote throughout the United States.
 - Women in some states could vote for governor, but women in other states could not.
 - 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** answers.

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.

- What information can you infer from the table?
 - Many leaders who fought for women's rights also supported rights for African Americans.
 - Men and women did not work together to expand rights within the United States.
 - Elizabeth Cady Stanton and Lucy Stone never actually met.
 - All supporters of women's suffrage were in the North after the Civil War.
- What inference can you make about the voting records of these women's suffrage leaders?
 - All of the women were arrested for attempting to vote at some time in their lives.
 - Although they could not vote nationally, all of the women could vote in their own states.
 - The women only supported the right of white women to vote nationally.
 - None of the women ever voted in a presidential election.

★ Spotlighted Item: DROP-DOWN

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

NO ATVS IN STATE PARKS

Dear Editor:

The *City Chronicle* has recently discovered that riders of ATVs (All-Terrain Vehicles) **4. Drop-down 1** a new bill in the state legislature. The bill would allow ATV enthusiasts to ride their vehicles in state parks. Many people are not aware that the bill is coming up for a vote next month, and it has important consequences for our state parks. It is important to stop this bill before it passes.

A recently conducted survey **4. Drop-down 2** that walkers and hikers in state parks outnumber potential ATV riders 5 to 1. Although I have nothing against ATVs, it is common knowledge that they are loud and cause damage to trails, even when people ride their ATVs responsibly. Over 70 percent of people surveyed expressed opposition to allowing ATVs in our state parks. These survey respondents cited legitimate concerns about excessive noise, damage to grassy areas and trails, and potential danger to walkers and hikers. People **4. Drop-down 3** it clear that they do not want to see ATVs in state parks!

Other places offer open spaces where people can ride. For example, thousands of acres of old coal mines in the southern part of the state **4. Drop-down 4** ATV riders from across the country. Also many outdoor areas have places where ATV riders can ride for small fees. These areas were designed for ATV riders and are more appropriate places for this activity. We should encourage our state's riders to use these areas rather than try to create new ones in our state parks.

Drop-Down Answer Options

4.1 A. were supporting
B. had supported
C. will have supported
D. are supporting

4.2 A. will have shown
B. had shown
C. has shown
D. was showing

4.3 A. is making
B. have made
C. will have made
D. had made

4.4 A. had attracted
B. will have attracted
C. has attracted
D. have attracted

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

CHOOSING AND INSTALLING A CLOSET ORGANIZER

If you **5. Drop-down 1** from a cramped and messy closet, it may be time to install a closet organizer. There are a few things to consider once you **5. Drop-down 2** to buy and install a closet organizer. The most common types are wood (sometimes made of laminated particle board) and wire organizers. If appearance is not important, buy wire organizers, which usually cost less than the wooden variety. Wood organizers are generally sturdier and more attractive, although they can be harder to install. Whichever type you prefer, you can purchase the organizer at a hardware or home improvement store. Compare prices to get the best value for your money.

Remove everything from the closet, including the existing shelves and bars. If you remove the doors, you will find it easier to get the parts into the closet. Patch any holes with spackling compound or other fillers.

Assemble the closet organizer according to the manufacturer's instructions. Most organizers are put together with connecting bolts. You should not use a power screwdriver when assembling the organizer, but you may be able to use one when attaching it to the wall. After you **5. Drop-down 3** the organizer, measure and mark the wall to determine where to hang each part. Using appropriate fasteners, secure each part of the organizer to wall studs. It is important to ensure that screws are properly anchored to the wall.

After only a small investment of money and time, you **5. Drop-down 4** a whole new closet that will function much better than it did in the past!

Drop-Down Answer Options

- 5.1 A. will have suffered
B. had suffered
C. are suffering
D. was suffering

- 5.2 A. have decided
B. are deciding
C. had decided
D. will have decided

- 5.3 A. are constructing
B. had constructed
C. will have constructed
D. have constructed

- 5.4 A. had created
B. will have created
C. are creating
D. has created

1 Review the Skill

You learned in Lesson 2 that possessive pronouns show that something belongs to someone or something else. Another way to show possession is to use an apostrophe to create a **possessive** noun. By adding an apostrophe and the letter *s* to the end of a singular noun, you show that something belongs to that noun. If a plural word ends with the letter *s*, then you add only the apostrophe to the end of the word.

Apostrophes also show **contractions**, or two words shortened into one word. When you form a contraction, the apostrophe shows the place of the missing letter or letters.

2 Refine the Skill

By refining the skill of using apostrophes to show possession and contractions, you will improve your writing and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Study the explanations and examples below. Then answer the questions that follow.

- Remember to use an apostrophe to show possession (to whom or what something belongs). Also, use an apostrophe to combine two words to form a contraction.

Possession	Contractions
I borrowed the <u>car of my friend</u> . I borrowed my <u>friend's car</u> .	I <u>should have</u> spent more time studying for the test. I <u>should've</u> spent more time studying for the test.
The <u>spouses of the officers</u> always met on Sundays. The <u>officers' spouses</u> always met on Sundays.	We <u>could not</u> see the movie last night. We <u>couldn't</u> see the movie last night.

- Some possessives and contractions are frequently confused. Study the examples and explanations below.

Frequently Confused Possessives	Frequently Confused Contractions
<i>Wrong:</i> I read <u>Dickens' novel</u> . <i>Right:</i> I read <u>Dickens's novel</u> . Explanation: Add 's to singular nouns that end in s, including names.	<i>Wrong:</i> <u>There</u> coming to dinner. <i>Right:</i> <u>They're</u> coming to dinner. Explanation: <i>They're</i> is a contraction for <i>they are</i> .
<i>Wrong:</i> This store sells <u>childrens' clothing</u> . <i>Right:</i> This store sells <u>children's clothing</u> . Explanation: <i>Children</i> is plural and does not end in s, so the apostrophe comes before the s.	<i>Wrong:</i> You know <u>its</u> true. <i>Right:</i> You know <u>it's</u> true. Explanation: <i>Its</i> is a possessive. <i>It's</i> is a contraction for <i>it is</i> .

- You should clean you're car before it's your turn to drive the car pool.** Which correction should be made to the sentence?
 - Change you should to you'd.
 - Change you're to your.
 - Change it's to its.
 - Change your to you're.
- Both boy's parents attended their children's concert.** Which correction should be made to the sentence?
 - Change boy's to boys'.
 - Change boy's to boys.
 - Change children's to childrens'.
 - Change children's to children.

CONTENT TOPICS

A possessive word is usually followed by the thing it possesses: "Mia's yard" or "the tree's leaves." Sometimes, an adjective may come between the two words: "Mia's big yard" or "the tree's wet leaves."

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

From: josh_bowen23@xyz.com

Subject: Volunteer opportunities

Date: September 17, 2013 12:43 PM EDT

To: k.washington@parentsforpaws.org

Hi Kendra,

I was given your name by my neighbor, Dennis Trachtenberg. Dennis indicated that you are the contact person for volunteers at Parents for Paws. I'm sure that you are familiar with

3. Drop-down 1 volunteer work with your adoption program for dogs. As you know, he walks dogs two evenings a week and takes them to Sunday's riverfront market so that potential "new parents" can see the dogs and play with them.

I admire all of your 3. Drop-down 2 efforts in the community and hope I can join your team. I have always loved dogs, and I feel a special bond with them.

I grew up with a household of wonderful dogs, and 3. Drop-down 3 had a dog most of my adult life.

At the moment, I have one dog of my own, Sadie, that I adopted from a shelter. When I first got Sadie, she was about eight months old. She was skinny and scared, having been neglected and abused by her owners. With lots of love and attention, she's become a gentle, loving dog (as well as my best buddy). I feel very strongly about helping to give abandoned, abused, and unwanted dogs a loving home.

I am a teacher at Middlebury Junior High and coach the tennis team. As a teacher, I have a somewhat flexible schedule. I am available to walk dogs in the late afternoon or early evening.

If I am not attending my 3. Drop-down 4 tennis matches, my weekends are usually free.

I look forward to hearing from you!

Drop-Down Answer Options

- 3.1 A. Dennis'
B. Dennis
C. Dennises
D. Dennis's

- 3.2 A. volunteer's
B. volunteers
C. volunteers'
D. volunteers's

- 3.3 A. I've
B. I've
C. I've'
D. I've

- 3.4 A. teams
B. teams'
C. team's
D. teams's

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

JOB HUNTING TIPS

It was once fairly common for employees to work their entire careers at a single company. However, today's employees often work for a number of businesses throughout their careers.

4. Drop-down 1 a great deal of competition for the same job among people of different ages, backgrounds, and levels of experience. Given the intensity of the competition for high-paying jobs, 4. Drop-down 2 important that job seekers do not fall prey to common job-hunting mistakes.

Remember that the purpose of a good résumé is to secure an interview. Job 4. Drop-down 3 résumés should include contact information and a complete job history. Job hunters also should be prepared to explain any gaps in their job history or frequent job changes. Résumés should feature language that is varied but specific. Active words, such as *assisted*, *delivered*, *coordinated*, *prepared*, *organized*, *built*, or *managed*, provide the best description of work activities.

After job seekers land an interview, they must "sell" their abilities to potential employers. They should prepare for the interview so that they appear informed about the 4. Drop-down 4 history and ask intelligent questions. In return, employers want potential employees to be positive and consistent when answering questions. One way to impress a potential employer is to express career goals and explain how they match the goals of the company.

After the interview, many job seekers send a message thanking the people at the interview. The message usually contains further information or a brief statement about looking forward to hearing from them.

Drop-Down Answer Options

- 4.1 A. Their's
B. Theirs
C. There's
D. There

- 4.2 A. it
B. it's
C. its
D. it was

- 4.3 A. hunter's
B. hunters
C. hunters'
D. hunters's

- 4.4 A. company's
B. companies
C. companies'
D. companies's

DIRECTIONS: Read the passage. From the drop-down list, choose the answer that **best** completes the sentence.

COOKING WITH FIRE!

As summer approaches, **5. Drop-down 1** time to start thinking about taking the grill out of storage, calling some friends, and having a cookout. However, before you fire up your grill, brush up on your grilling skills by observing a few simple tips:

- Clean the grill before and after you use it. Remaining food particles may become burnt onto the **5. Drop-down 2** grid and can alter the flavors of the next meats or vegetables that you cook on it. For example, particles left from grilled fish can give hamburgers an odd taste.
- **5. Drop-down 3** allow raw meat to touch food that you have already cooked. Keep uncooked and cooked meat on different plates or platters. Taking this precaution will prevent bacteria on the raw meat from contaminating the cooked food.
- Take the time to preheat the grill. This step will kill any bacteria on the grill and ensure you have reached the proper temperature before you start cooking.
- Good grilling requires a hot grill, but not too hot. The right temperature is usually in the range of 325 to 400 degrees. A very high temperature can burn the outside of food while leaving the inside raw. On the other hand, if the temperature is too low, food will not sear properly and can become dry and bland.

If you follow these tips, **5. Drop-down 4** be able to cook a great meal on the grill and become the envy of other aspiring grill masters. From shrimp and fish to steaks and hamburgers, you're never far from a great meal when you fire up the grill.

Drop-Down Answer Options

5.1 A. it's
B. its'
C. its
D. it was

5.2 A. grills'
B. grills's
C. grill's
D. grills

5.3 A. Don't
B. Dont
C. Do'nt
D. Dont'

5.4 A. you've
B. you'll
C. youw'll
D. you