

# GED® Practice Tests

1. To practice for the actual GED® Tests, you can take the following four tests. When you take the tests, follow the same time limits you will face on the actual tests.

- **Reasoning through Language Arts, 53 Questions and Extended Response, 2.5 Hours, Pages 570–591**
  - First Section—30 minutes: reading and language skills
  - Second Section—45 minutes: extended written response to two passages
  - Break—10 minutes
  - Third Section—65 minutes: reading and language skills
- **Mathematical Reasoning, 46 Questions, 1 Hour, 55 Minutes, Pages 593–605**
  - First Section—no calculator allowed
  - Second Section—calculator allowed
- **Social Studies, 34 Questions, 1 Hour, 10 Minutes, Pages 606–617**
- **Science, 36 Questions, 1.5 Hours, Pages 618–629**

Just as on the actual tests, you will work with a variety of formats:

- For the **multiple-choice questions**, you may fill in the circles next to the correct answers in this book, or you can write your answers on a separate piece of paper.
- For **other formats**, directions will indicate where you can write in boxes, write on lines, or place a dot on a specific place on a graphic.
- You can write **Short Answers** on the *Science Test* and the **Extended Response** on the *Reasoning through Language Arts Test* on a computer or, if one is not available, on a sheet of paper.

**NOTE:** Writing your responses on a computer is preferable because you will be composing your responses on a computer when you take the GED® Test. However, if you do not have a computer available when you take these tests, write your responses on paper so that you can evaluate your writing samples.

2. You **MAY use your calculator** beginning on page 595 of the *Mathematics Test* and as needed during the *Science* and *Social Studies Tests*.
3. Check your answers using the *Practice Test Answers and Explanations* that begin on page 712 and fill in the *Practice Test Evaluation Charts*. These charts will allow you to see which study areas may still need work.
4. Confirm your readiness to take the actual GED® Test.

# Reasoning through Language Arts Practice Test

**Directions:** Use 30 minutes to answer the following 20 questions. You may fill in the circles next to the correct answers or write your answers in boxes or on lines as indicated. Some of the questions in this section mimic the GED test's drop-down menu question format. Wherever the word "Select" appears, choose the option that best completes the passage.

Questions 1 through 6 refer to the following excerpt from an article.

## Excerpted from "Sizing Up the Interviewer"

1 It is intrinsic to human nature to take the measure of the people we meet. We do it all the time, automatically. We develop an instinctive way of reading others that is sometimes the saving of us and at other times can prove to be our undoing. It is this instinct that makes us form instant, lifelong relationships with some people or causes us to give a wide berth to others because we get a "funny" feeling about them. With some careful consideration and planning, though, these "feelings" can be honed into a useful tool for gauging the personality and character of interviewers and, by extension, their expectations of potential employees. Let's examine some clues.

2 **Their e-mail.** You can tell a lot about your interviewer by his or her e-mail messages. Some interviewers are very warm, writing in a conversational style, addressing you by your first name. Others are witty, mixing little jokes and humorous remarks in with job-related questions. Still others get right down to business—no chit-chat or informality. Before you ever meet the interviewer, you begin to form certain "pictures" of the person, based on his or her approach and style. But it still remains for you to check him or her out face-to-face.

3 **Their office.** Let's begin with the physical setting of interviewers' offices. Some put a desk the size of a 747 between themselves and you. This is a clear message to you to keep your distance. A straight-backed, rigid chair for the applicant says, "O.K. Let's get down to business, and then you leave so I can get back to mine." Here, you would be advised to adopt a crisp, businesslike style, with brief, professional answers. And, for heaven's sake, **don't touch that desk!**

4 Then, there is the homey, comfortable environment—kids' pictures on the desk, executive "toys" around, soft chairs, and a sofa. There may not even be a desk between the applicant and the interviewer, but rather two chairs grouped around a coffee table. This environment invites more intimacy. It says, "Be yourself. Tell me about who you are so I can get to know you." Here, your manner, though still professional, should be relaxed and open, more personable. It would be a mistake with this employer to sit ramrod straight and give cool, truncated responses to the questions.

by Fred Jandt and Mary Nernich, Indianapolis: JIST Works.

1. The purpose of this article is to

- A. raise awareness about incompetent interviewers
- B. describe types of interviewers and how to approach them
- C. guarantee a perfect interview with an employer
- D. explain how to email an interviewer

2. Which of the following is a generalization made in paragraph 1 but NOT supported with evidence?

- A. Your “feelings” can be honed into a useful tool for gauging the personality and character of interviewers.
- B. An interviewer’s office can tell you a great deal about that interviewer.
- C. Our ability to “read” others makes us form instant, lifelong relationships with some people.
- D. There is more than one type of clue you can use to gauge the personality of your interviewer.

3. Which of the following are contrasted in this passage?

- A. interviewers who welcome questions about themselves and those who do not
- B. interviewers who frequently use email and interviewers who do not
- C. interviewers who ask difficult questions and interviewers who ask very few questions
- D. interviewers with homey, comfortable offices and interviewers whose offices seem less welcoming

4. Which of the following is an assumption the author of this passage makes?

- A. Interviewers have some influence or control over their office arrangements.
- B. Because email can be impersonal, it is a poor way to communicate with a potential employer.
- C. Managers who enjoy chatting informally with employees never have large desks in the middle of their offices.
- D. In preparing for a job interview, it is more important to “read” your interviewer than to research the company where you have applied to work.

5. Arrange the following boxes in order from first to last in the order they appear in the passage.

1st	
2nd	
3rd	
4th	

- A. The author claims that an interviewer’s email style tells you something about that interviewer.
- B. The author claims that the arrangement of an interviewer’s office tells you something about that interviewer.
- C. The author makes a generalization about how your ability to “read” an interviewer can be useful.
- D. The author cites specific evidence about why an interviewer’s email style may be helpful to you.

6. Which of the following best summarizes the author’s main point?

- A. You should never respond to an interviewer who expects crisp answers with a rambling story about yourself.
- B. You should focus on details when attempting to understand your interviewer, since details are important.
- C. You should help your interviewer get to know you during the interview and beforehand.
- D. You should try to understand your interviewer’s personality and tailor your responses to him or her accordingly.

Questions 7 through 12 refer to the following excerpt from a short story.

**Excerpted from *The Living Is Easy***

1 He gave them each a copper, too, though he could hardly spare it, what with four of them to feed and Mama wanting yard goods and buttons and ribbons to keep herself feeling proud of the way she kept her children. Time was, he gave them kisses for toting his bucket. But the day Cleo brazenly said, I don't want a kiss, I want a copper, the rest of them shamefacedly said it after her. Most times Pa had a struggle to dig down so deep. Four coppers a day, six days a week, was half a day's pay gone up in smoke for candy.

2 Pa couldn't bring himself to tell Mama. She would have wrung out of him that Cleo had been the one started it. And Cleo was his eldest. A man who loved his wife couldn't help loving his first-born best, the child of his fiercest passion. When that first-born was a girl, she could trample on his heart, and he would swear on a stack of Bibles that it didn't hurt.

3 The sisters put their coppers in their pinafore pockets and skipped back through the woods. Midway Cleo stopped and pointed to a towering oak. "You all want to bet me a copper I can't swing by my feet from up in that tree?"

4 Lily clapped her hands to her eyes. "I doesn't want to bet you," she implored. "I ain't fixing to see you fall."

5 Serena said severely, "You bust your neck, you see if Mama don't bust it again."

6 Charity said tremulously, "Cleo, what would us do if our sister was dead?"

7 Cleo saw herself dressed up fine as Josie Beauchamp, stretched out in a coffin with her sisters sobbing beside it, and Pa with his Sunday handkerchief holding his tears, and Mama crying, I loved you best, Cleo. I never said it when you were alive. And I'm sorry, sorry, I waited to say it after you were gone.

8 "You hold my copper, Charity. And if I die, you can have it."

9 Lily opened two of her fingers and peeped through the crack. "Cleo, I'll give you mine if you don't make me see you hanging upside down." It was one thing to hear Cleo tell about herself. It was another thing to see her fixing to kill herself.

10 "Me, too," said Serena, with a little sob, more for the copper than for Cleo, whom she briefly hated for compelling unnecessary sacrifice.

Dorothy West, excerpt from *The Living Is Easy*. Copyright 1948, © 1975 by Dorothy West. Reprinted with the permission of The Permissions Company, Inc., on behalf of The Feminist Press at the City University of New York, [www.feministpress.org](http://www.feministpress.org).

7. Which of the following would Cleo probably enjoy?
- A. jumping from a roof before an audience
  - B. sewing clothes with her mother
  - C. reading a good book
  - D. treating her sisters to candy
8. Whose point of view is explained by this quote from paragraph 2? "A man who loved his wife couldn't help loving his first-born best, the child of his fiercest passion."
- A. Cleo's
  - B. Mama's
  - C. the narrator's
  - D. Pa's

9. Arrange the following plot elements in order from the earliest to the latest.

1st	
2nd	
3rd	
4th	

- |  |
|--|
| A. Cleo envisions her own funeral.   |
| B. Cleo's sisters offer her their coppers.   |
| C. One day Cleo said that she did not want a kiss but wanted a copper instead.         |
| D. Cleo asks her sisters to bet on whether she can swing from her feet in an oak tree. |

10. Why did Serena offer Cleo her own copper?
- A. Serena wanted Cleo to get in trouble for taking the others' money.
  - B. Serena had placed a bet that Cleo could not swing from the oak tree.
  - C. Serena felt that she had no choice but to give Cleo her copper to stop Cleo from doing something unsafe.
  - D. Serena wanted to show how much she loved her sister.

11. What is meant by the following quote from paragraph 1? "Most times Pa had a struggle to dig down so deep."
- A. It was difficult for Pa to find it within himself to be generous.
  - B. Pa had so few coins that they were usually far down in his pockets.
  - C. Pa often searched for reasons not to give coppers to Cleo and her sisters.
  - D. Pa could not really afford to give Cleo and her sisters money.
12. Which of the following statements best describes the theme of the passage?
- A. Cleo is wrong to take advantage of her sisters and her father.
  - B. Cleo's boldness and her family's love for her sometimes make them feel powerless to resist her.
  - C. Cleo's longing to be loved makes her vulnerable.
  - D. Cleo and her sisters are becoming greedy as they learn how to extract money from each other and from their parents.

Questions 13 through 16 refer to the following paragraphs.

### Painting a Room

Would you like to redecorate a room in your home? Painting  new look. First, remove the furniture, or move it to the center of the room and cover it with drop cloths. Prepare the room by  a coat of primer if necessary.

Now you're ready to paint. Use a brush to paint a clean line along all edges where paint stops, such as where the wall meets the door frame, and in places where the ceiling meets a wall of a different color. This is called "cutting in."

The next step  to paint the room in the following order: ceiling, walls, trim, doors, and windows. Put no more than 3/4 of an inch of paint in the paint pan. Run your roller through the paint, being careful not to overload the roller. Apply paint to the ceiling and walls in a "W" or "Z" zigzag pattern.

Spread the paint evenly by rolling either side to side or up and down, using gentle strokes so as not to leave roller marks. After finishing an area, look for spots you  over them with your relatively dry roller.

13. Painting  new look.
- A. is a fast inexpensive way to give that room a hole
  - B. are a fast, and inexpensive way to give that room a whole
  - C. is a fast and inexpensive way to giving that room a whole
  - D. is a fast and inexpensive way to give that room a whole
14. Prepare the room by  a coat of primer if line break necessary.
- A. stripping paint and excess wallpaper, fill cracks, and add
  - B. strip paint and wallpaper, fill cracks, and add
  - C. stripping paint and wallpaper, fill cracks, and adding
  - D. stripping paint and wallpaper, filling cracks, and adding

15. The next step  to paint the room in the following order: ceiling, walls, trim, doors, and windows.

- A. was
- B. being
- C. is
- D. had been

16. After finishing an area, look for spots you  over them with your relatively dry roller.

- A. missed, and go
- B. missed, and going
- C. missed go
- D. missed, but go

Questions 17 through 20 refer to the following passage.

### Starting a Community Garden

(A)

(1) In many cities, neighborhood groups are forming community gardens in vacant lots, in parks, or on rooftops. (2) These gardens  to work with nature while making the neighborhood more beautiful. (3) If you  people are truly interested in the project. (4) If they are, organize a meeting of interested people, and choose someone to be the garden coordinator. (5) Form committees for tasks like finding money for the garden.

(B)

(6) Once your group is organized, approach a sponsor—a group or individual who can support your garden. (7) Keep in mind that contributions of seeds, tools, and land are just as important as money. (8) Schools, churches, citizen groups, and private businesses are all potential sponsors.

(C)

(9) Find out how the land has been used in the past to avoid places that may be contaminated. (10) Pick a site that gets at least six hours of direct sunlight a day, and make sure that water is available. (11) Contact the owner of the site try to get a lease that allows you to use the land for at least three years.

(D)

(12) After choosing a site, the group of gardeners needs to decide how to organize the garden. (13) What size should each plot be, and how will plots be assigned? (14) Finally, establish a procedure to follow so that the garden stays tidy and peaceful.

17. These gardens  to work with nature while making the neighborhood more beautiful.

- A. is an ideal way for both children, and adults
- B. are an ideal way for both children and adults
- C. are an ideal way for both children, and adults,
- D. ideal, since both children and adults

18. If you  people are truly interested in the project.

- A. will like to start a community garden, first determine whether
- B. would like to start a community garden, first determine whether
- C. would like to start a community garden first determine whether
- D. would like to start a community garden, first determine weather

19. Which sentence would be most effective if inserted at the beginning of paragraph C?

- A. Next, choose a site for the garden.
- B. Land use is a very significant factor.
- C. We all know that you are going to need land for your garden.
- D. Learn about the history of your site.

20. Which of the following would improve the effectiveness of paragraph A?

- A. Start a new paragraph before sentence 2.
- B. Start a new paragraph before sentence 3.
- C. Combine sentences 2 and 3 into a compound sentence.
- D. Combine paragraphs A and B.

**Directions:** Based on both passages on pages 578 and 579, write a response to the prompt on page 579. This task may take up to 45 minutes to complete.

**Passage A: Why Physical Education Should No Longer Be a Requirement for Graduation**

*This is the text of Councilwoman Juanita Sanchez's speech at last week's school board meeting.*

The job market is increasingly competitive. Because of this, we must ensure that our students' education fully prepares them to succeed in the future. A limited budget and limited time during the school day force us to make difficult decisions concerning what we teach. We must be willing to make these decisions with the best interests of our students at heart. With these goals in mind, I support the proposal to eliminate physical education as a core requirement for high school graduation in our district.

Time spent completing physical education requirements is time away from more productive educational pursuits. While our state's standardized test scores have continued to rise in past years, we are still seeing results that are below average in both mathematics and reading. Added instructional time is necessary to see our test scores meet the standards set for us. This additional time spent on core subjects will also better prepare students for a pursuit of higher education after high school graduation.

No one is suggesting that physical education and fitness classes be completely eliminated from our curriculum. Physical education is a worthwhile pursuit and should be provided for those students who are interested. But it should be an elective, or optional, course in the same way that music, art, and theater classes are offered as electives. Thus, this outdated requirement will no longer get in the way of more academically important pursuits.

## Passage B: Physical Education Is an Important Requirement for Students

*Letter from concerned parent published in the City Journal newspaper*

No one would disagree that preparing our students for a successful future is essential. Changes need to be made in order to help our children compete for college scholarships and career advancement. But as we make these changes, we have to be careful not to cause more harm than good. The current proposal places us in danger of damaging successful programs in our efforts to make improvements.

Having a healthy lifestyle is at least as important to a happy and successful future as mathematics and reading skills are. We currently are in the middle of an epidemic of health problems caused by lack of physical fitness among the children in our community. In our state, almost 20 percent of children between the ages of 12 and 18 are classified as obese. And obesity is linked to a number of life threatening health problems including diabetes and heart disease. Thus, this is a trend that we must make every effort to reverse.

Programs to offer healthier lunch choices for students have already been introduced. It would be ridiculous to now eliminate requirements that teach our children about other aspects of healthy living. What good is longer time spent in so-called "core classes" if students aren't healthy enough to fully participate?

I understand that the School Board members have students' best interests at heart. And I agree that it is important to find ways to improve the math and reading scores of our students. Unfortunately, the current plan to eliminate physical education will do much more harm than good. There is a reason P.E. has been a part of our school curriculum for so many years!

### Write an Extended Response to Both Passages

While Councilwoman Sanchez makes her case for the benefits of eliminating physical education from the required curriculum, the editorial response identifies the drawbacks of this proposal.

In your response, analyze both the speech and the editorial. Explain which position you believe is best supported by its advocate. Use relevant and specific evidence from both sources to support your response.

Type your response on a computer, if one is available. If one is not available, write your response neatly on paper. This task may require approximately 45 minutes to complete.

**Use the Reasoning through Language Arts Extended Response Evaluation Guide on page 730 to evaluate your response.**

You may take a 10-minute break before proceeding.

**Directions:** Use 65 minutes to answer the following questions. You may fill in the circles next to the correct answers or write your answers in boxes or on lines as indicated.

Questions 21 through 27 refer to the following book excerpt.

**Excerpted from *Small Business for Dummies***

1 The domestic automakers had a huge market share coming into the 1970s but, unfortunately, were upsetting customers left and right. The Detroit auto manufacturers were able to keep their costs low and profits high in part by producing sub-par cars. Sure, their cars looked nice on the auto dealer's lot, but after a short time in use, many of the U.S.-manufactured cars developed far more problems than their foreign equivalents. And, to add insult to injury, U.S. auto customers didn't get particularly good customer service when they brought their cars in for needed tune-ups and repairs.

2 The chief bean counters and the management of the major U.S. automakers weren't considering the bigger picture when they analyzed their companies' financial statements during the 1970s. These companies were too focused on their short-term profitability and weren't considering the after-sales service that was required as a result of their initially shoddy products.

3 Not surprisingly, the U.S. automakers lost tremendous market share at the expense of the best foreign automakers during the 1970s and 1980s. In fact, one of the big four U.S. automakers—Chrysler—nearly went bankrupt and was saved only because of a government bailout.

4 In the long run, the Detroit automakers learned the hard way that getting your product right the first time is less costly and more profitable than retrenching to play catch-up. Customers aren't stupid, and if you continually sell them shoddy merchandise (especially when better merchandise is available from other sources), they won't come back the next time they're in the market for the products and services you have to offer. What's more, they'll tell others of their lousy experience with your company.

5 Although the major U.S. automakers ultimately got their act together in the 1990s and have stopped the erosion of market share, they still feel the financial pain from the millions of customers they alienated and lost to foreign competitors in the two preceding decades.

From *Small Business for Dummies* by Eric Tyson and Jim Schell, Foster City, Calif.: IDG Books, 2000.

21. The passage states that in the 1970s and 1980s, the management of the major U.S. automakers was too focused on which of the following?

- A. attractiveness of the cars they manufactured
- B. after-sales service
- C. manufacturing shoddy merchandise
- D. short-term profitability

22. According to the passage, which of the following is a lesson learned by the Detroit automakers?

- A. Getting your product right the first time is more profitable than fixing mistakes later.
- B. Servicing your product is not profitable and therefore unimportant.
- C. Bankruptcy is profitable for large companies due to government bailouts.
- D. It is easy to win back customers a company has lost to a competitor.

23. What do the authors suggest was one of the goals of foreign automakers?

Foreign automakers

- A. studied and then improved on the design of U.S. cars
- B. deliberately underpriced their cars to get a share of the U.S. market
- C. wanted to build quality cars with few repair problems
- D. put short-term profitability above all else

24. The author uses the phrase "chief bean counters" most probably in order to

- A. underscore the fact that customers will not return once they have had a poor experience with a certain company
- B. argue that foreign automakers provided better customer service than U.S. automakers
- C. emphasize U.S. automakers' preoccupation with keeping costs low and profits high in the short term, at the expense of their long-term outlook
- D. indicate that domestic automakers enjoyed tremendous market share at the beginning of the 1970s

25. Which of the following are causes, and which are effects? Place the following four causes and effects into the table below:

Causes	Effects

- A. U.S. automakers manufactured cars of low quality.
- B. A customer chooses not to do business with a company.
- C. A customer has a bad experience when doing business with a company.
- D. U.S. automakers lost business to foreign automakers in the 1970s and 1980s.

26. Which of the following best describes the authors' tone toward U.S. automakers?

- A. critical
- B. proud
- C. approving
- D. arrogant

27. Later, the authors advise: "As a small-business owner, remember that if you don't get your product right the first time, you may not have a second chance."

Based on this information and the excerpt, who did get a second chance?

- A. U.S. automakers
- B. foreign automakers
- C. small-business owners
- D. the government

Questions 28 through 34 refer to the following passage from a short story.

**Excerpted from "The Twins"**

1 After a while, there was a ring at the  
back door. The children scampered in from  
the garden, while Jennie answered the ring.

2 "Baker," said the man.

3 "Oh, yes," said Jennie: "wait, I'll get my  
purse."

4 I went on writing my letter, only half  
hearing the sound of Jennie's small-change  
as she, presumably, paid the baker's man.

5 In a moment, Marjie was by my side.

6 "Hallo," I said.

7 Marjie did not answer.

8 "Hallo, Marjie," I said. "Have you come  
to keep me company?"

9 "Listen," said little Marjie in a whisper,  
looking over her shoulder. "Listen."

10 "Yes," I said.

11 She looked over her shoulder again, as if  
afraid her mother might come in.

12 "Will you give me half-a-crown?" whis-  
pered Marjie, holding out her hand.

3 "Well," I said, "what do you want it for?"

1 "I want it," said Marjie, looking furtively  
behind her again.

"Would your mummy want you to have  
it?" I said.

16 "Give me half-a-crown," said Marjie.

17 "I'd rather not," I said. "But I'll tell you  
what, I'll buy you a—"

18 But Marjie had fled, out of the door, into  
the kitchen. "She'd rather not," I heard her  
say to someone.

19 Presently, Jennie came in, looking upset.

20 "Oh," she said, "I hope you didn't feel  
hurt. I only wanted to pay the baker, and I  
hadn't enough change. He hadn't any either;  
so just on the spur of the moment I sent  
Marjie for a loan of half-a-crown till tonight.  
But I shouldn't have done it. I never borrow  
anything as a rule."

21 "Well, of course!" I said. "Of course I'll  
lend you half-a-crown. I've got plenty of  
change. I didn't understand and I got the  
message all wrong; I thought she wanted it  
for herself and that you wouldn't like that."

22 Jennie looked doubtful. I fumbled explain-  
ing the whole of Marjie's act. It isn't easy to  
give evidence against a child of five.

23 "Oh, they never ask for money," said  
Jennie. "I would never allow them to ask for  
anything. They never do that."

24 "I'm sure they don't," I said, floundering  
a bit.

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28. What does Marjie's looking over her shoulder suggest to the narrator?
- The narrator thinks Marjie
- A. is imagining what she'll do with the money
  - B. has forgotten something in the other room
  - C. is shy and lacks confidence
  - D. is hoping her mother won't hear her asking for money
29. Which of the following becomes evident during the discussion between Jennie and the narrator?
- A. Jennie knows the narrator wanted to lend her the money.
  - B. Jennie can't believe that the narrator wouldn't lend her the money.
  - C. Jennie is perplexed when the narrator blames Marjie.
  - D. The narrator and Jennie eventually forget the misunderstanding.
30. If Jennie were criticized by her boss at work, what would she most likely do?
- A. resent it in silence
  - B. discuss it defensively
  - C. not take it seriously
  - D. argue forcefully
31. The first person point of view allows the reader to know
- A. the narrator's thoughts
  - B. the thoughts and actions of all characters
  - C. only the actions of the narrator
  - D. Marjie's opinions about the narrator
32. What kind of relationship do Jennie and the narrator have?
- A. They are cool and indifferent to each other.
  - B. They frequently disagree on matters.
  - C. They know each other but are not close.
  - D. Jennie takes advantage of the narrator.

33. Which of the following best describes the situation presented in this excerpt?

- A. humorous
- B. sad
- C. uncomfortable
- D. sentimental

34. Match the following descriptions with the characters they best describe.

Marjie	
Jennie	
Narrator	

Obedient
Diplomatic
Proud

Questions 35 through 41 refer to the following passage and graphic.

### How Should We Measure the Rate of Poverty?

1 The rate of poverty appears to be increasing. Each year, the U.S. Census Bureau estimates the rate of poverty, or how many people in the U.S. are living in poverty. According to the Census Bureau, about 15.9 percent of the U.S. population was poor in 2011. That was a 15.3 percent increase over 2010. Moreover, the rate of poverty rose each year from 2007 to 2011.

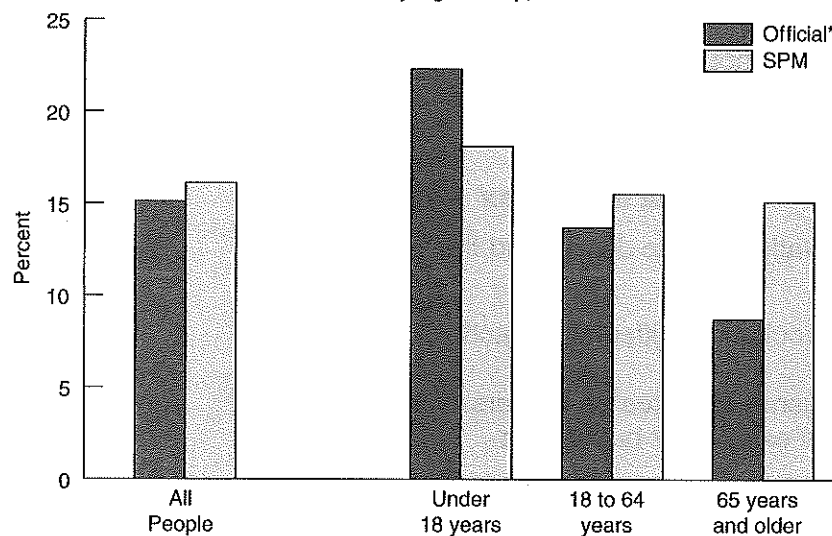
2 It has been argued that the estimated rate of poverty is too low—that, in fact, more Americans are poor. To understand this, it is important first to understand how the Census Bureau determines who is poor. The Bureau surveys people about their income and then compares that income to the official “poverty threshold” (often called the “poverty line”). This poverty threshold varies depending on age, family size, and number of children. For example, in 2011 the poverty threshold for a single individual under 65 was \$11,702. For a family of four, it was \$23,021.

3 Some researchers have argued that these poverty thresholds do not account for taxes, living expenses, medical costs, or differences in cost of living. For example, in a major city, higher rents may leave individuals with less money for food. If the poverty thresholds were adjusted to account for these considerations, the estimated rate of poverty might be higher.

4 A panel of experts has proposed a different measure of poverty, which they call the Supplemental Poverty Measure, or SPM. The graph below shows what percentage of people are living in poverty as measured by the official poverty threshold and compares it to the percentage of people who would be considered poor by the SPM.

5 Why does it matter how many people are considered poor by the Census Bureau? One answer is that the Bureau’s estimate of the rate of poverty is used by the federal government to allot resources to states and local communities. Local governments also use the estimate to figure out how many people are eligible for anti-poverty programs.

Poverty Rates Using Two Measures for Total Population and by Age Group, 2011



\*Includes unrelated individuals under age 15.

Source: U.S. Census Bureau, Current Population Survey, 2012 Annual Social and Economic Supplement

Adapted with permission from the U.S. Census Bureau

35. Which of the following best states the main idea of the passage and graph?
- A. The Census Bureau uses a set of poverty thresholds to determine the rate of poverty.
  - B. If the Census Bureau adopted the SPM, the estimate of the rate of poverty among seniors would increase.
  - C. There may be more people in poverty than the Census Bureau official estimate suggests.
  - D. It is important that the government take action to combat poverty.
36. Which of the following is a supporting detail, rather than a main idea, in paragraph 1?
- A. The rate of poverty rose each year from 2007 to 2011.
  - B. The rate of poverty appears to be increasing.
  - C. The Census Bureau may underestimate the number of people living in poverty.
  - D. Differences in cost of living should be accounted for in how the government measures poverty.
37. How does the bar graph support the information in the passage?
- A. The bar graph supports the claim that some people who do not think they are poor may actually be poor.
  - B. The bar graph supports the claim that the government should do more to combat poverty.
  - C. The bar graph supports the claim that a different way to measure poverty would produce a different estimate of the rate of poverty.
  - D. The bar graph supports the claim that 15.9% of people in the U.S. were poor in 2011.
38. Which of the following describes a cause and effect relationship mentioned in the passage?
- A. The poverty thresholds cause individuals to have lower income.
  - B. The Census Bureau's estimated rate of poverty can cause government officials to care about poverty.
  - C. Higher rents can cause people to have less money for food.
  - D. The SPM would cause more money to be spent on programs for senior citizens.

39. Place each of the factors below into the column that best describes it. You may or may not fill up each column.

Estimates that would be higher if the SPM were adopted	Estimates that would be lower if the SPM were adopted

the overall rate of poverty
the rate of poverty among people 65 and older
the rate of poverty among people under 18
the rate of poverty among people 18–64

40. A student reviewed this passage and graph and then said: "It's clear to me that if the Census Bureau adopted the SPM, then local governments would get significantly more federal money to spend on anti-poverty programs." Which of the following best describes the flaw in the student's reasoning?
- A. The student has confused the causes of poverty with the effects of poverty.
  - B. The student has overlooked the fact that other factors might impact how much money local governments receive from the federal government.
  - C. The student has overlooked the possibility that not all local governments work to combat poverty.
  - D. The student has overlooked the fact that other countries have even higher rates of poverty.
41. This piece was most likely written by someone who \_\_\_\_\_.
- A. worries that the government spends too much money on anti-poverty programs
  - B. thinks poverty is too emotional a topic to be discussed publicly
  - C. wants governmental actions to be based on an accurate estimate of the rate of poverty
  - D. thinks that there is little that government can do about poverty

Directions: Questions 42 through 45 refer to the following two passages.

**Glenwood Community Improvement Council Member:**

As a member of the Glenwood Community Improvement Council, I fully support spending money to beautify our public parks. Over the last few years, several of our community parks have fallen into disrepair. Walking paths through the parks are not clearly marked, graffiti is visible on picnic shelters, and garden areas are overgrown with weeds. My neighbors tell me that they do not visit our parks because of the parks' condition. Some even said that they worry the parks are dangerous! We should spend money to ensure that our parks are good places to spend time with your family.

Improving and maintaining the parks would have a positive effect on crime and vandalism. If the parks are established as a source of pride for all of the community, vandals will be less likely to deface them. Well-maintained basketball and volleyball courts, picnic areas, and special events such as concerts in the parks would provide activities for the whole town and help neighbors spend time together.

Furthermore, beautiful public spaces are essential to community pride. Without community pride, Glenwood residents and others are unlikely to invest in creating and supporting small businesses. And small businesses are the heart of a thriving community. We must present Glenwood as a beautiful place to live in order to attract successful entrepreneurs from the surrounding area. If we do so, our investment in the parks will quickly pay for itself. Thus, we must improve our public parks.

**Concerned Local Business Owner:**

I think I speak for most of the business owners in Glenwood when I say that spending money to improve parks would be a complete waste of resources. The parks are not popular, and we do not know that they would become popular after being improved.

If we want a shining example of our town's successes to attract businesses, our growing business district is all we need! In the last four years, six new businesses have moved into vacant locations on Main Street. On top of that, several restaurants and shops downtown have survived the recent economic downturn and are now seeing more customers.

The city should do more to support these businesses. We should spend money to improve the infrastructure and appearance of the downtown business district. Improvements could be made to streetlights, signs, and building exteriors along our historic Main Street. We also currently are not able to plant public flower beds or clean and maintain the sidewalks. Investments in these areas would make downtown inviting to both customers and small business owners.

Beautifying our town is important if we want economic growth. But we should make sure that our beautification efforts are in the most important places. Clearly, beautifying downtown would help us build a healthy local economy. And once we have done so, then we can put money toward our parks.

42. The topic of both passages is

- A. the best way to enjoy public spaces
- B. what businesses should exist in Glenwood
- C. whether beautification projects create economic growth
- D. how best to spend public money

43. The writers of the passages disagree about which of the following claims about Glenwood Public Parks?

- A. They are in a state of disrepair.
- B. They are a current source of pride for the community.
- C. Improving them is a good use of funds right now.
- D. Park activities can lower the amount of crime.

44. How does the local business owner feel about projects that improve the appearance of the city?

- A. They are good when done in the best locations.
- B. They are always a waste of taxpayer money.
- C. The city parks are good enough the way they are.
- D. They have no impact on local business.

45. Which of the following would the two writers most likely agree on?

- A. Improving Glenwood Public Parks will have an immediate impact on local business.
- B. Investing in our community is important for the future of Glenwood.
- C. The parks would be used regularly if they were in better repair.
- D. Public activities are more important than encouraging new local business.

Questions 46 through 49 refer to the following paragraphs.

### Sick Building Syndrome

Do you  Do you experience symptoms such as coughing, sneezing, nausea, headaches and difficulty breathing? Do these  If so, you may be working in a sick building.

“Sick building syndrome” is a term that refers to working in a building that makes you sick. The syndrome may be caused by improper building design. Over the past 20 years, architects have designed office buildings with an eye to saving energy. The buildings are tightly sealed so that little heat escapes, and the air inside the buildings is recirculated to avoid the cost of heating fresh air. Although this design reduces energy costs, the lack of ventilation causes a buildup of toxins in the air. On the other hand,  the syndrome. Even if  originally opened to let in fresh air, adding insulation, caulking, and weather stripping at a later date may have made the windows airtight.

Toxins in the air come from a variety of sources. Biological agents, including bacteria, viruses, fungi, and pollen, may be found in poorly maintained air circulation systems and dirty washrooms. The deadly gas carbon monoxide can seep into a building’s air through an improperly ventilated garage or a leaky duct. Formaldehyde is frequently found in furniture, paneling, draperies, glues, and upholstery.

It is possible to “cure” a sick building. Steps to take include eliminating tobacco smoke, providing good ventilation, keeping the ventilation system in good repair, and removing all sources of pollution.

46. Do you

- A. often feel sick when at you're work-  
place?
- B. often feel sickly when at your work-  
place?
- C. often feel sick when at your workplace?
- D. often feeling sick when at your work-  
place?

47. Do these

- A. symptoms seem to disappear magically  
once you leave work?
- B. symptoms seem to disappear once you  
leave work magically?
- C. symptoms seems to disappear once  
you leave work magically?
- D. symptoms seem to disappear once  
magically you leave work?

48. On the other hand,  the syndrome.

- A. an older building isn't necessarily  
immune to
- B. an older isn't necessarily immune to
- C. an older isn't necessarily immune too
- D. an older building isn't necessarily  
immune, to

49. Even if  originally opened to let in  
fresh air, adding insulation, caulking, and  
weather stripping at a later date may have  
made the windows airtight.

- A. them
- B. it
- C. the building
- D. the windows

Questions 50 through 53 refer to the following flyer.

**Save Compton Point!**

**(A)**

(1) Compton Point, home to many animal species that are threatened with extinction, now faces a threat of its own. (2) Developers are attempting to change the zoning in order to build a hotel, a tourist center, and an observation tower. (3) If they succeed in getting the rights to build, construction will begin next August.

**(B)**

(4) Sam Wanamaker, director of the Society for the Protection of Nature, warns that construction of the development is likely to drive out more than 30 animal species that live on the point. (5)

**(C)**

(6) The Compton Point area is zoned as natural parkland. (7) There are several other areas in the county that are zoned as natural parkland. (8) However, because this project is potentially so lucrative for the city, the zoning board seems to be bending to the will of the developers.

**(D)**

(9) Developers argue that the new jobs  (10) Certainly, everyone in the community agrees that the economy around here could use a lift, but this is not the way to do it.

**(E)**

(11) Register your opposition to the development of Compton Point! (12) Come to a demonstration at 10 a.m. on  (13) Bring signs with slogans that tell how you feel. (14) A strong turnout at this demonstration will send a message to developers.

50.

- A. Tourism increases both air pollution and litter, which will further reduce the animals' chances for survival.
- B. Air pollution from tourist traffic will further reduce the animals' chances for survival, not to mention litter left behind by floods of tourists.
- C. Air pollution from tourist traffic and also litter from tourists flooding through the area will further reduce the animals' chances for survival.
- D. Tourism will further reduce animals' chances for survival because of air pollution from tourist traffic and floods of litter from tourists.

51. Which revision would improve the effectiveness of paragraph C?

- A. remove sentence 6
- B. move sentence 6 to follow sentence 7
- C. remove sentence 7
- D. move sentence 7 to follow sentence 8

52. Developers argue that the new jobs

- A. resulting from their development would boost the region's sagging economy, and the influx of tourism would too.
- B. and influx of tourism resulting from their development would boost the region's sagging economy.
- C. resulting from their development would help along the economy of the region. The influx of tourism would too.
- D. and also the influx of tourism, that would result from their development, would cause the region's economy to boost.

53. Come to a demonstration at 10 a.m. on

- A. Saturday, May 7, in front of the mayor's office 34 Wilton road.
- B. saturday, May 7, in front of the mayor's office, 34 Wilton road.
- C. Saturday, may 7, in front of the mayor's office, 34 Wilton road.
- D. Saturday, May 7, in front of the mayor's office, 34 Wilton Road.

End of Reasoning through Language Arts Test

Answers and explanations begin on page 712.